PRINCIPALS' LEADERSHIP BEHAVIOUR AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS OF GEDEO ZONE, ETHIOPIA

BY

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DECLARATION

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DEDICATION

This thesis is dedicated to my wife, Genet Abera Ayele, who encouraged me to start with and to pass through this long-life journey, and to bring my study to an end.

It is also dedicated to my children Shitaye Seyoum, Benti Seyoum, Yohannis Seyoum and Elsa Seyoum for their encouragement and for allowing me the time to pursue my study.

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ABSTRACT

Currently, schools require effective principals who actualize the academic success of all students. As accountability of principal's increases, many researchers are inspired to identify the effective types of leadership behaviours. Although these researchers reached an agreement on the decisiveness of leadership, they did not agree on the most effective type of leadership behaviour that promotes students' achievement. The researcher was initiated to conduct this study because of the prevalence of low students' achievement in the Zone and the observed controversies regarding the effective types of leadership behaviours. The study's objective was to examine the effect of secondary school principals' leadership behaviours on students' achievement in Gedeo zone, Ethiopia, and thereby to identify effective type of leadership construct that enhances learners' success.

Explanatory Sequential Mixed Design was used. The Zone's three least and three best achievers were chosen as sample schools using the maximum variation strategy. The source of data was 141 teachers and 180 students selected by proportional stratified technique as well as 18 interviewees who were chosen purposively. Data were collected using questionnaires, interviews, and document analyses. The quantitative data were analyzed using mean, standard deviation, t-test, correlation, regression, and graphs. The qualitative data were analyzed through a content analysis approach.

The findings of this study shown that effectively practicing instructional and transformational behaviours in integrative ways enhanced students' achievement; exhibiting high task behaviours that focused on teaching-learning increases students' success while high relationship intended to get mere affiliation deterred achievement; strong correlation exists between preserving of positive school climate and students' achievement; principals' leadership effect reaches learners through mediators indirectly and comprehensive leadership constructs preferred as effective style. Based on these findings, principals are recommended to employ integrative leadership which comprises ingredient of instructional, transformational, and positive school climate as their combined effect promote students' achievement by strengthening teaching-learning, transforming members and sustaining success respectively. Principals are advised to exhibit high task behaviours as their engagement alert members to play their role in improving students' learning. They also recommended making academic and affective environments favourable because such circumstances enhanced students' achievement.

KEY TERMS

Explanatory Sequential Mixed Design; Integrative Leadership; Leadership Behaviours; Leadership Effect; Learning Centred Leadership; Maximal Variation strategy; Positive School Climate; Leadership Effectiveness; Leadership Orientation; Secondary Schools; Students' Achievement

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LIST OF ABBREVIATIONS AND ACRONYMS

DU   Dilla University

EGSELE   Ethiopian General Secondary Education Leaving Examination

ESDP   Education Sector Development Program

ETP   Education and Training Policy

FDRE   Federal Democratic Republic of Ethiopia

GEQIP   General Education Quality Improvement Program

GZED   Gedeo Zone Education Desk

ILM   Integrative Leadership Model

LCL   Learning Centred Leadership

LISL   Leadership Influences on Student Learning

MoE   Ministry of Education

PLBO   Principals' Leadership Behavioural Orientation

PTSA   Parent –Teacher-Student Association

RBAS-1   Relatively best achiever school ranked 3rd in the zone (code name)

RBAS-2   Relatively best achiever school ranked 3rd in the zone (code name)

RBAS-3   Relatively best achiever school ranked 3rd in the zone (code name)

RLAS-21   Relatively least achiever school ranked 21st in the zone (code name)

RLAS-22   Relatively least achiever school ranked 22nd in the zone (code name)

RLAS-23   Relatively least achiever school ranked 23rd in the zone (code name)

SD   Standard Deviation

SPSS   Statistical Package for Social Science

UNESCO   United Nation Education Scientific and Cultural Organization

UNICEF   United Nations Children Education Fund

UNISA   University of South Africa

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

Schools need effective leaders that promote the attainment of educational objectives. Currently schools require committed leaders who strive for improving student achievement and development of positive school culture as well. In light of this, Bush (2008) has demonstrated that the quality of leadership is one of the major variables in delineating successful and less successful educational organizations. In similar way, Leithwood, Louis, Anderson and Wahlstrom (2004) have identified the total effect of leadership in enhancing student learning to account for about a 25 percent improvement. Furthermore, Louis, Leithwood, Wahlstrom and Anderson (2010); Simkin, Charner and Suss (2010) alike Leithwood et al. (2004) ranked school leadership as the second most important factor in contributing to student achievement. Indeed, other researchers such as Sharma (2009); Billingsley, McLeskey and Crockett (2014) and Bekuretsion (2014) have found out similar result regarding the determinant role of school principals in enhancing school success and students achievement. In contrast to strong agreement that specified above regarding determinant role of principals, there is fewer consensus, even contradicting, with respect to the most effective type of leadership behaviours that enhance student achievement (Barnett & McCormick 2004; Ross & Gray 2006; Miller & Rowan 2006; Berker 2007; Robinson, Lloyd & Rowe, 2008; Pinto, 2014) and thus such inconsistency necessitate further study in the area.

Similar inconsistency of findings was also observed in studies carried out in secondary schools of Ethiopia with respect to the effect of principals' leadership behaviours on students' academic achievement. For instance, researchers such as Alemu (2011) who conducted a study on leadership effectiveness of high schools in Illuababora Zone, Yenenew (2012) in South Wollo Zone, and Abrham (2011) in Wolega Zone all were similarly attributed below-average achievement of high school students to ineffectiveness of principals in performing instructional leadership role.

Differently from the above group, Kidist (2019) who did study in Sidama regional state ascribed low achievement of grade 10 students in the national exam in which the

percentage of pass rate declined from 24.9%, 20.3% to 11.6% in the three consecutive years of 2017, 2018 and 2019 respectively were due to ineffective leadership practice of school principals in motivating and empowering of teachers. Similarly, Shimelis (2018) who conducted a study in Addis Ababa City administration where relatively better facilities and competent teachers were available, due to ineffective leadership practice shown by the school principals in terms of motivating and inspiring of teachers the academic achievement of students in secondary schools of the study area becomes low.

Hassen (2020) on his part in the study he carried out in secondary schools of Borena Zone found low students achievement in the area under consideration mainly due to ineffective leadership practice shown of school principals in terms of setting goals and developing vision, leading instructional process and forming a productive relationship with school community. Therefore, it is not difficult to recognize the existing inconsistancies seen with respect to the most effective type of principals' leadership behaviours that have a significant effect on realizing better students' academic achievement.

The growing complexity, responsibility, and accountability in the area of school leadership as well as rapidly changing school environments call for school leaders who win the willingness of stakeholders (Heylighen, 2010; Onorato, 2013; Jäppinen, 2014). The consent of clients can be gained when the school leaders exhibit appropriate leadership behaviours that motivate the school community in the way it initiates them to collaborate and commit for the achievement of educational goals (Chrispeels, Burke, Johnson & Daly 2008; Hallinger & Heck 2010; Bryk, Sebring & Allensworth 2010; Preston, Goldring, Guthrie & Ramsey 2012). Accordingly, the principal as school leader has to facilitate conditions for effective teaching-learning process to enhance achievement of students. In this sense, the job of principals is no more simply placing teachers in classroom, providing textbooks and getting students attend school. Indeed, they have to be judged on their progress in helping students learn to meet the standards set by government (Fulmer, 2006; Jacques, Clifford & Hornung, 2012; Billingsley et al., 2014; Elliott & Clifford, 2014).

By taking the above-mentioned reality into consideration, Ethiopia gives priority to the

improvement of school leadership since the introduction of the currently functioning Education and Training Policy introduced in 1994 (Ministry of Education [MoE], 1994). The 1994 education and training policy entails the decentralization of educational management so as to create the necessary condition for expanding, enriching and improving the relevance, quality, accessibility, and equity of education and training. Accordingly, in orderto improve quality of education as well as its management, the ministry of education has restructured the education system and empowered regional education offices, zones, districts, and schools (MoE 206). Furthermore, the issue of leadership and management are considered as a key area of intervention among the four core and the two complementary packages in General Education Quality Improvement Program (GEQIP) with the intention of ensuring availability of effective and efficient educational leaders (MoE, 2007). Although, GEQIP has been implemented for a number of years to improve students' achievement, the intended result is reported to be not attained mainly due to incompetence, lack of commitment, and inappropriate leadership practices of school principals (MoE, 2011; Mullu, 2012; Bekuretsion, 2014; Girum, 2017).

To be effective, school principals have to deal and work integrally with various groups of people whose interest at times appears to be in conflict. By emphasizing this, Ojai (2008) describes leadership in education as predominantly a social influence process in which the leader seeks the voluntary participation of stakeholders to reach shared goals. In this sense, leadership particularly in education is about creating some degreeof voluntarism in 'followership so that followers (teachers and other stakeholders) put extra efforts and move beyond their normal role and responsibility to get the job done well (Hallinger & Heck, 2010; Onorato, 2013; Jäppinen, 2014; Dereje, 2015). Accordingly, leaders have to influence followers by using their experiences in problem solving and win their willingness using referent power. To this effect, they need to have skills in handling of practitioners so that the effect of the problem solving experiences can be transferred effectively to the learners through wilful and inspired minds. Thus, aspiring principals should be familiar with effective leadership styles to utilize, learn their strength and weakness as well as infuse themselves with best practice so as to lead using appropriate leadership behaviours (Murphy, 2002; Hess, 2007; Ojai, 2008; Dereje, 2015; Girum, 2017).

The literature on study of leadership behaviours employs different terms such as behaviourist; style or attitudinal approaches in its discussion of the concept., yet all these names are geared towards the same concept that revolve around identifying what leaders do and how they act to be effective (Mullins, 2005; Yukl, 2010; Northouse, 2013). With this understanding, leadership behaviour and leadership style are taken as synonymous and used interchangeably in this study since both describe the same concept. Both terms serve in similar way to study about the role, responsibilities and activities of school principals and how they act in the process in order to ensure better academic achievement of students (Northouse, 2013). In line with this, the researcher uses leadership behaviour and leadership style interchangeably as both are believed to equally guide him to look at what the principals actually do as leadership activities, roles, and responsibilities and how they act instead of searching for the trait or personality characteristics of the leader (Yukl, 2010). Therefore, in this study, the two phrases are used synonymously because both convey the same message in the process of looking for effective type of principals' leadership behaviours that help to realize better students' achievement.

More specifically, most scholars including those who have been cited so far broadly see leadership to comprise two kinds of behaviours identified as task behaviour and relationship behaviour. Task behaviours specify the extent to which a leader gives emphasis for task accomplishment and direct subordinates' work activities towards goal attainment. It refers to the extent to which the leader engages in spelling out the duties and responsibilities of an individual or a group. Whereas relationship behaviours refer to the extent to which a leader becomes sensitive to subordinates feelings, respects their ideas and establishes mutual trust. Strengthening this, Northouse (2013) stated, "whenever leadership occurs, leaders are acting out both task and relationship behaviours although in some situation they need to focus more on task, whereas in others, they need to give more emphasis for relationship" (p.83). Besides, Yukl (2010) based on overall pattern of research findings asserts that 'high task–high relationship' leadership behaviours tend to be more effective, although high concern for one and less for the other may be suitable to achieve better in some specific situations.

The discussions which have been made so far seem to imply that scholars are in

agreement on the determinant roles of school principals in enhancing school success and improving students' achievement. Despite this, scholars seem to fail to reach a consensus when it comes to choosing and pinpointing the most effective type of leadership behaviours to enhancing school success and improving students' achievement. Therefore, due to such inconsistent findings, many scholars and practitioners are still striving to identify and come up with the most plausible type of leadership behaviours that help to realize school objectives and maximize student achievement. A number of researchers have carried out studies on the issue under discussion and come up with various leadership models as their findings. Among the many instructional models (Mthombeni, 2006; Guthrie & Schvermann, 2010; Sim, 2011); transformational model (Barnett & McCormick, 2004; Barker, 2007; Peariso, 2011); distributive leadership model (Sadker, 2005; Louis et al., 2010); learning centred leadership (Murphy, Elliott, Goldring & Porter, 2006; Rhodes & Brundrett, 2010; Hallinger, 2011) ; positive school culture (Hallinger & Heck, 2005 ; Hoy & Miskel, 2008; Louis et al,.2010) and hybrid model (Pinto, 2014) have reported to be effective.

Still other scholars seem to challenge the works of researchers and their reported findings just mentioned above and claim that the studies are incomprehensive, methodologically weak and the findings are less conclusive (Ross & Gray, 2005; Marzano et al., 2005; Miller & Rowan, 2006; Berker, 2007; Robinson et al., 2008; Louis et al. 2010; Pinto, 2014). For instance, the contest between instructional and transformational leadership is presented as evidence to show the existing disagreement. Instructional leadership is proposed as effective by large number of researchers (Hallinger, 2005; Enueme & Egwunyenge, 2008; Sirinides, 2009; Green, 2010; Guthrie & Schvermann, 2010; Sim, 2011). Indeed, Robinson et al. (2008) stated that principals who typically exhibit strong instructional behaviour achieve three to four times greater than those who exhibit transformational behaviours. Further, the above mentioned scholars argued against the importance of transformational leadership as an instrument for improving students' academic achievement because a change of culture brought through this model mainly improves social interaction between school leaders (principals) and followers (teachers, supportive staff and students) rather than academic performance of learners.

Contrary to the findings reported above, some researchers (Leithwood & Jantzi, 2006; Ross and Gray, 2006; Chrispeels, Burke, Johnson & Daly, 2008; Peariso, 2011) have

identified transformational leadership to be the most effective model. Ross and Gray (2006) comment that principals who adopt this leadership style have strong effect and influence on teachers' commitment which in turn is believed to indirectly influence the school process and students' achievement. Ross and Gray (2006:809) have revealed that when transformational behaviour is increased by one standard deviation it enables to improve student achievement by 0.22 percent. Schools with higher level of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, better school-community partnership and higher student achievement (Nguni et al., 2006; Ross & Gray 2006).

Moreover, proponents of transformational leadership style have criticized instructional model to be a top down, non-participatory and principal dominating model that encourage excessive control and hence impede organizational learning and teachers' discretion in meeting the needs of diverse groups (Leithwood, 2005; Chrispeels et al., 2008; Mulford, 2008).Therefore, one can recognize the existing incongruence from the argument of the two contending models that are taken as sample to show the prevailing disagreement regarding the best type of leadership style that enhance better student achievement. Similarly, we may find the same kind of argument among models such as learning-centred leadership (LCL) (Murphy et al 2006; Rhodes & Brundrett, 2010); leadership influences on student learning (LISL) (Louis et al., 2010); shared/distributed leadership (Leithwood, et al., 2004; Heck & Hallinger, 2009) and organic leadership (Miller & Rowan, 2006) when we scrutinize their findings.

Another area of controversy is that whether school principals have influence on academic achievement of students directly by themselves or indirectly by using teachers as mediators. Regarding this point, on one side some researchers claim direct influence of school principals (Marks & Printy, 2003; Waters et.al., 2004; Silva, White & Yoshida 2011), whereas in the other side, many researchers posit their indirect impact on student achievement and school culture (Ross & Gray 2006; Kruger, Witziers & Sleegers, 2007; Sirinides 2009; Louis et al. 2010; Hallinger & Heck 2010). Robinson et al. (2008) who have made meta-analysis of 37 multinational studies have identified weak direct effect of school leadership on student academic outcomes. Further, the latter group shows the difficulty in calculating and proving of the direct effect of influence as many variables may associate with achievement of students (Murphy et al., 2006; Hallinger & Heck 2010).

Therefore, to verify whether the effect of principals leadership behaviours on academic achievement of student is direct or indirect, further study is required, although it is possible to infer the indirect effect through teachers mediation as it identified by many studies (Ross & Gray 2006; Kruger, Witziers & Sleegers 2007; Sirinides 2009; Louis et al., 2010; Hallinger & Heck, 2010).

As has been seen above, consensus is not reached yet regarding effective type of leadership constructs as many leadership models like instructional, transformational, distributive, learning-centred; organic and hybrid models are recommended as effective by different researchers instead of agreed up on the dominancy of one style. Nevertheless, lack of consensus regarding effective type of leadership behaviour does not mean that the above mentioned studies contribute less for the improvement of school leadership. Indeed, lack of consensus regarding the most effective type of principals' leadership behaviours and disagreement about directness or indirectness of the influence shows the complex nature of leadership, the higher value given to it and more importantly it necessitate further studies in the area as well (Yukl, 2010; Northouse, 2013). With such general context, this study might be important as it could contribute some scholarly understanding in the attempt made to identify the most effective type of leadership behaviours that enhance better academic achievement of students.

From the researcher point of view, a modified form of learning centred leadership model (Murphy et al., 2006; 2007; Rhodes & Brundrett, 2010; Hallinger, 2011) which encompasses component of instructional and transformational leadership is supposed useful and set it as theoretical framework of this study. Accordingly, integrative model of leadership behaviours which could encompass instructional behaviour, transformational behaviour as well as positive school climate are supposed useful in enhancing better student achievement.

1.2   MOTIVATION FOR THE STUDY

The ever-increasing complexity in the school environment is inherent in Ethiopia at large and in Southern Nation Nationalities and People Region (where the study area Gedeo zone is located) in specific . Moreover, the ambition to have quality education and the need to have adequately prepared human resource is difficult without the availability of competent and dedicated school leadership. In line with this, the current situation,

especially in the study area calls for better understanding of the effect of principals' leadership behaviour on students' academic achievement and thereby improving learners success by equipping school principals with an effective type of leadership styles.

In fact, different leadership behaviour models are reported to be more appropriate in enhancing higher students' achievement. For instance, among others instructional, transformational, learning centred, shared/distributed and positive school culture models of leadership behaviours are believed by many scholars to be effective, despite criticisms made on the basis of claimed inconclusive of the findings. .

In general, various research findings on the issue under study, seem to imply lack of consensus and fail to pinpoint to a specific type of leadership model or integrative construct that suite for improving student achievement. Due to such reported controversial findings and inconclusive evidences, this study is intended to contribute towards the issue. The study is hoped to make both theoretical and practical contributions in this regard. That is to say how leadership behaviour variables and students' academic achievement interact. In such a way, this study may add its own value to the existing knowledge and practices of leadership and by then strengthen the effort made by scholars to identify the most effective leadership behaviour that help improve academic achievement of students.

1.3 STATEMENT OF THE PROBLEM

The complexity of activities and inevitability of change and continuous improvement in the educational system, are said to require effective and professional leaders that ensure school excellence. In line with this notion, a number of scholars (Waters & McNulty, 2005; King, 2006; Fullan, 2007; Brady, 2012) posit that highly effective school leaders are required to accomplish the job adequately but more to bring difference in school and student achievement. Many researchers on school effectiveness research draw a positive association between effective schools and leadership behaviours of school principals (Bryk, Sebring & Allensworth, 2010; Preston, Goldring, Guthrie & Ramsey, 2012). On the other hand, we can also easily recognize the two major areas where researchers lack agreement that necessitate further study from what has been discussed on the background part of this study. These are the problem of lack of consensus regarding the most effective type of leadership behaviours and the existing argument regarding the directness or indirectness of school principals' influence on students' achievement.

According to MoE (2014) in its review has revealed that secondary school principals leadership performance as less satisfactory in terms of developing positive school climate, initiating participatory decision making as well as empowering teachers and the community in helping improve student learning. Similarly, Gedeo Zone Education Desk (GZED, 2013) has reported that the performance of principals in secondary schools of the zone was found to be less effective in their leadership role with respect to ensuring better students' achievement, maintaining learning culture and discipline as well. The report indicated ineffective leadership behaviours of secondary school principals, which was evidenced from students' low score on national exam where only 10.9% of them were able to join preparatory schools (GZED, 2013). In addition to this, a comparison made with other zones and special districts' of the region on the basis of the scores of students (two and above), the zone stood last. Therefore, the proposed study is believed to be important to contribute some understanding about the issue under consideration.

1.4 THE RESEARCH QUESTION AND SUB-QUESTIONS

This study has the intention of answering the main research question framed as: What is the effect of secondary school principals' leadership behaviours on academic achievement of students in Gedeo zone, Ethiopia?

The specific research sub-questions that emanate from the main question are:

- What effect does an integrative leadership model (ILM) that combines instructional and transformational behaviours has on students' achievement in Gedeo zone?
- Which type (s) of principals' leadership behavioural orientation has/have positive effect on students' achievement in secondary schools of Gedeo zone, Ethiopia?
- To what extent do preserving of positive school climate correlate with academic achievement of students in secondary schools of Gedeo zone, Ethiopia?
- In what path way(s) do the leadership behaviour of school principals' influence on students' achievement in secondary schools of Gedeo zone, Ethiopia?
- What specific leadership behaviours are perceived as important for secondary school principals so as to exert influence on students' academic achievement?

1.5 FORMULATION OF THE HYPOTHESES

As described by Crosswell (2012) hypotheses are statements in quantitative research which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. Similarly, Neuman (2014) defines a

hypothesis as an assumption made by the researcher to predict the expected outcome of his or her study. By taking the above notion, the researcher forwards the following four hypotheses based on his personal observation and results of past research and literature. He makes prediction of outcomes regarding effect of principal's leadership behaviours on student achievement that can be rejected or confirmed by analysing the data collected for this purpose.

The hypotheses are stated as follow either to confirm or reject the prediction made in the study. These are:

H1: Principals' who score high in performing instructional and transformational components' of an integrative leadership model (ILM) are effective in realizing better students' achievement.

H2: All types of principals' leadership orientation (PLO) (task, relationship and change) yield a statistically significant academic achievement of students in secondary schools of Gedeo zone.

H3: Preserving a conducive school culture and climate has positive correlation with academic achievement of students in secondary schools of Gedeo zone.

H4: The effect of principals' leadership behaviours on academic achievement of students is indirect through mediation of teachers, PTSA and parents than direct.

1.6 MAJOR AND SPECIFIC OBJECTIVES OF THE STUDY

The main objective of the study is to examine the effect of secondary school principals' leadership behaviours on academic achievement of students in Gedeo zone, Ethiopia and thereby to come up with appropriate leadership behaviours model that help to improve academic achievement of students. In order to achieve this objective, the following sub-objectives have been identified and phrased for the study as follows. These were to:

- Assess the effect of an integrative leadership model (ILM) that combines instructional and transformational behaviour on students' achievement in Gedeo zone.

- Identify the type of secondary school principals' leadership orientations that have positive effect on students' achievement academic achievement in Gedeo zone, Ethiopia.

- Examine the degree to which preserving of positive school culture and climate

correlate with academic achievement of students in secondary schools of Gedeo zone, Ethiopia.

- Describe the pathways of secondary school principals' leadership behaviours that influence on academic success of students' in Gedeo Zone, Ethiopia.
- Sort out some important leadership behaviours that enable secondary school principals to improve students' achievement in Gedeo zone, Ethiopia.

1.7 CONTRIBUTION OF THE STUDY

This study is hoped to make significant contributions towards improving both the practice of secondary school principals and policy makers by providing useful insights on the issue under study. Possible and expected contribution of the study could include better informing on issues like selection of potential principals, components of effective leadership style, training content of effective leadership behaviour and ways of evaluating school principals' performance. Knowledge on these issues has just mentioned in turn could contribute for better understanding and refinement of leadership constructs that suite for better academic achievement of students. The researcher believes that an appropriate leadership behaviours exhibited by principals facilitate for the development of positive school climate which indeed lead to better performance of both teachers and students. Thus, the results of this study is hoped to help school leaders to carry out their responsibilities effectively and efficiently.

It could also assist school principals as well as other educational leaders to be aware of effective leadership behaviors/styles that enhance the better academic achievement of students. More importantly, it may contribute a lot in improving achievement of students that was prevalent in the study area by acquainting school leaders with an effective type of leadership behaviours. The Ministry of Education may formulate a policy guide based on the effective leadership model proposed in this research.

In general, the following would be the specific contribution of this study. It is useful as:
- It would help to identify specific type of leadership behavior construct that enable students to achieve at higher level;
- It would help to recommend some feasible ways through which the behaviors of principals influence academic success of students in secondary schools of Gedeo Zone, Ethiopia;
- It would sort out specific leadership behaviours that are required by secondary

school principals so as to enhance student academic achievement;

- It would provide specific type of leadership construct that help to preserve positive school culture and climate that facilitate for better student achievement.

- It would improve the understanding of the functions being carried out by district, zone, region and ministry of education bureau aimed at improving the leadership capacity of secondary school principals

- It would help create awareness nationally on the essence of effective type of leadership behaviours that enhance better academic achievement of students.

- It would serve as a benchmark for those who want to do further research on the specific topics.

1.8 THE RESEARCH DESIGN AND METHODOLOGY

1.8.1 The research design

Research design is seen as a conceptual structure within which the particular study is undertaken. It encompasses an outline of what the researcher does beginning from setting of hypothesis and its operational implications to final analysis of data. Both Kothari (2008) and Creswell (2012) in similar way describe about research design as the process and procedures followed in data collection, analysis and report writing within the quantitative and qualitative approaches.

The researcher used a mixed method design with the assumption that it creates a convenientresearch environment in the process of studying to have a clear understanding regarding the effect of principals' leadership behaviors on students' achievement. It was chosen with the assumption that the result obtained from the quantitative data analysis could not be enough unless it was supported with the qualitative findings which were used to extend, elaborate and explain the produced knowledge. Specifically, in relation to the basic research questions number 1, 2 and 3 the quantitative approach enables the researcher to identify the degree and the type of correlation between principals' leadership behavior that expressed in terms of practicing integrative leadership, leadership orientation as well as preserving positive school climate and students' achievement respectively. In supplement of the numerical result, the qualitative analysis enables the researcher to get detailed information regarding the issue under consideration. Similarly, in relation to questions number 4 and 5, the quantitative

approach enables the researcher to obtain a quantifiable result that are expressed in percentage and mean score with respect to pathway of principals' leadership influence (direct or indirect) on students' achievement and leadership models that perceived as important respectively. In the same pattern, the detailed information obtained from the qualitative analysis enables the researcher to explain the reason for such quantifiable result occurring regarding the issues under consideration.

Furthermore, this research design is convenient by offering alternative type of designs, notation system and visual models that match with different research purpose and as it enables to set the quantitative and qualitative study in varying sequence and weight (Creswell & Clark 2011).

1.8.2 Research design and research paradigm

The study employed a mixed method design that encompassed both qualitative and quantitative strands. The combination of both quantitative and qualitative data is reported to provide a far better understanding of the research problem rather than using either type (Wallen, 2004; Croswell, 2012). For instance, Croswell (2012) stated that quantitative approach yields quantifiable data that can be statistically analyzed, whereas qualitative data offer different perspectives of respondents on the study topic and provide a complex picture of the situation. The specified mixed method design was selected as it created more opportunity to involve views of various stakeholders and suit to triangulate data that were   obtained through different tools. Furthermore, the combined methods help to build on the strength of both approaches. Accordingly, the quantitative data were yield specific number that represents the findings of the study in statistically expressed score, whereas the qualitative data were offer different perspectives of the respondents.

Research paradigm is another big issue that needs to be made clear in any research endeavours. Indeed, research is mainly based on assumptions about how the world is perceived and how we can best come to understand it. Epistemology is a branch of philosophy that studies about the nature of knowledge and the process by which knowledge is acquired and validated (Neumann 2014). According to Cohen et al. (2007) there are three paradigms in research that are identified as objectivist (positivist), subjectivist (post positivist) and critical theorist (transformative). According

to them, those investigators who adopt positivist approach to the social world treat it as being hard, real and external to the individual's will. Due to this, such researchers are required to avoid their biases, remain emotionally detached and uninvolved with the objects of study and test or empirically justify their stated hypotheses. On the other hand, anti-positivists view the social world as being softer, personal and humanly created. In line with this view, reality is known by interpreting the construction of meaning or reality by subjective views in which individual creates, modify and interpret the world in which he or she finds himself or herself. However, in critical theorist view, the intention of research is not merely to give an account of society and behaviour but to realize a society that is based on equality and democracy for all its members.

By considering the nature of the three views, a positivist paradigm is preferred in this study because the quantitative data which was collected from respondents through questionnaire has larger weight in the process of data analysis and interpretation. As Neumann (2014) principle of positivism specifies that social reality is made up of stable, objective facts and statistical score used to test casual relationships that exist in between two or more variables. In line with the link between the chosen positivist paradigm and its related epistemology, the researcher investigated the effect of principals' leadership behaviours on students' academic achievement that were mainly computed by statistical tools with the aim of giving a firm basis for prediction and control.

1.8.3 Population, sample size, and sampling techniques

The population of this study comprised 24 general secondary schools (grade 9 and 10), 24 principals, 48 vice principals, 536 teaching staff, 168 PTA members, 22672 students, district and Zone educational experts (GZED, 2019). The researcher preferred to collect and analyse both quantitative and qualitative data in a combined form as it help to address the effect of principals' leadership behaviours on students' achievement from different angles. Croswell (2012) suggests that a clear picture of the major issue can be obtained when a statistical result gained from the analysis of quantitative data to strengthen a qualitative data that extend, elaborate or explain the obtained result descriptively.

To this effect, different sample and sample size were chosen for the quantitative and qualitative phase of the study. Six schools were chosen as a sample by purposive sampling techniques. Specifically, the six sample schools were chosen through maximal

variation strategy. Indeed, the sample schools were comprised of three best and three least achiever schools of the Zone that were sorted out through employing achievement score of grade 10 students' in EGSELE national exam of the three consecutive years. Student respondents were selected from 10th grade learners by proportional stratified random sampling techniques from the sample schools. The researcher decided to exclude to use 9th grade students as respondent because the time length they have stayed in the school could be one year or less and, thus, it assumed that they could lack sufficient information to make judgment about the effectiveness of their school principal's leadership behaviours. Similarly, teachers' respondents were also selected by employing proportional stratified random sampling technique.

With respect to respondents of qualitative phase of the study, all six principals of the sample schools, six chairman of PTSA committee of sample schools, four district supervisors and two Zonal experts were selected purposively. The researcher selected the above- mentioned participants among many stakeholders, school members as well as educational office personnel's as he assumed them they could have in-depth knowledge regarding the effect of principals' leadership behaviour on students' achievement as the result of theirs responsibility to lead their respective school and by the virtue of their professional role, expertise and experience in the area.

1.8.4 Instrumentation and data collection technique

As instrument of data collection, questionnaire, semi structured interviews and documents analysis were employed. To collect quantitative data from teachers and students respondent, questionnaire was employed as major tool. It enabled to reach relatively to large sample size within the available time limit. Supporting this Wilson & McLean (1994; as cited in Cohen et al. 2007) describe that questionnaire is a useful and widely used tool to collect survey information, provide structure, administer without the presence of the researcher and enable to make straight forward analysis. It contained 77 close-ended items that enable the researcher to collect quantitative data and 5 open-ended items which helped to gather supplementary qualitative data. Two kinds of questionnaires were prepared and administered in order to compare the views of teachers with the students regarding the effect of principals' leadership behaviours on student's achievement.

In order to answer the research questions, the researcher had to pass through a series of data gathering procedures. Quantitative data were mainly gathered through close ended questionnaire. To make the questionnaire valid, different constructive measures were taken. Pilot testing was one of the measures taken to make the questionnaire valid. It was tested in two non-participating schools so as to get constructive comment from participants on the suitability and clarity of the questionnaire. Kothari (2008) comments that usually mistakes are quickly spotted through piloting; ambiguous questions can be restated or redeveloped. By piloting the questionnaire in two non- involved schools, some mistakes were identified in the form of content disagreement and language inaccuracy and they were corrected immediately.

Following this, the questionnaires were distributed by the researcher to each sample school and simultaneously provided orientation to the respondent. Indeed, in those sample schools, the principal and one voluntary teacher were assigned as coordinator to manage the process and to collect the completed questionnaire from each respondent. Training was given for each sample school principal and assigned volunteer teacher by the researcher himself regarding the objective of the study, significance of the study in improving school leadership and student achievement, the process through which participants complete the questionnaire and the way through which the issue of confidentiality could be managed.

Finally, the researcher collected the completed questionnaires from each sample school. In order to collect qualitative data, the researcher interviewed 18 participants using semi structured interview questions. The semi structured interview schedule enabled the researcher to keep interviewees on the topic. The interview was carried out in the form of person-to-person contact so as to speak whatever they think right. In addition to this, some relevant documents such as slogan and pictures mounted in the school campus; school board' agenda and the decisions made; vision , mission, strategies and annual plan and letters and/or report written to top officials and PTSA meeting were analysed by the researcher. It helped the researcher to counter check the results that were obtained through other tools.

1.8.5 Data presentation, analyses and interpretation

The data were collected through questionnaire, interview as well as document analysis and analysed quantitatively and qualitatively. Both quantitative and qualitative data that were collected through the above mentioned tools were tailed, structured and tabulated per its respective categories so as to make it manageable, readable and understandable. The items were classified into different tables according to the similarity of issues it raised. In fact, the quantitative and the qualitative raw data were organized, analysed and interpreted in different way in accordance with their nature either through the help of statistical tools or categorized into theme.

To examine the effect of the integrative leadership behaviours, the researcher compared principals' practicing components of the supplementary styles and student's academic achievement. In line with the procedures specified in explanatory sequential mixed method design, the quantitative data were analysed statistically using SPSS software computer program in the first phase of the study. In order to identify an effective type of leadership' behaviours, the SPSS version 25 software used to calculate the correlation coefficient for the integrative leadership model to look whether its relationship with students achievement found out positive or negative or else indifferent. To this effect, the respondents were asked to rate from five (strongly agree) to one (strongly disagree) on the extent to which the principal of their school employ effectively the specified behaviour.

Following the procedure of explanatory sequential mixed design, in the second phase of the study, the qualitative data that were collected through open ended questions, interview and document analysis were categorized into themes. Depending on their central meaning, the qualitative response was presented normatively. The qualitative data were organized in sub-themes because this method enabled to create themes, patterns based on content of the response. The overall interpretation and triangulation of results were carriedout in accordance with the procedure and structural frame work of an explanatory sequential mixed design.

1.9 VALIDITY, RELIABILITY AND TRUSTWORTHINESS OF THE STUDY

According to Cohen et al. (2007) validity of quantitative data could be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. In this study, attempts were made to maintain the validity of the quantitative data by selecting the right samples, employing standardized instrument with some modification

and computing data using appropriate statistical tool. Basically, the validity of the instruments were preserved by giving adequate emphasis for realizing appropriateness of the words entertained to construct the questionnaire.

In the case of qualitative data, validity is addressed through verifying honesties, depth, richness and scope of the data gathered. It can be achieved by maintaining rapport with participants, triangulating and disinterestedness or objectivity of the researcher (Schurink, Fouché & De Vos, 2011). Creswell (2009) as well as Hesse-Biber and Levy's (2011) have also commented that in qualitative research, the researcher is the main instrument to ensure the validity of the study. With this understanding, the researcher encouraged respondents to be honest and discuss the issue in depth with no frustration.

Reliability is the other important aspect which determines the worthiness of a study. In quantitative research, reliability is essentially a synonym for dependability, consistency and replicable over time for the some instrument and groups of respondent (Cohen *et al.,* 2007). From a qualitative perspective, reliability calls for accuracy of the research methods in terms of data collection and analysis. In this study, the reliability was assured through audit trail and triangulation. Data that were gathered through interview and review of document were triangulated to check for reliability. As Flick (2009) notes that a particular qualitative study can be considered as trustworthy when the evidence offered that the result being sound and the argument made based on the results appears strong to demonstrate the true picture of the phenomenon under scrutiny. In this study, the researcher maintained trustworthiness of the study by adhering to the principle of neutrality, consistency and applicability in carrying out the qualitative research that was conducted in its second phase.

1.10 RESEARCH ETHICS

According to Kultarr (2007) ethics refers to any set of rules or guide lines or human directions that direct researchers to treat participants as a person in the research. In line with this notion, the researcher considered ethical issues that are required from researchers. Adequate emphasis was given to ethical codes that help to realize the wellbeing of participants. In order to make the study acceptable by both research community and consumer of the findings, the researcher attended all ethical procedures and methods.

Particularly, in qualitative approach of data collection to get acceptance and trust of the participants and consumers of the findings, the study was carried out in an ethical manner. Emphasizing this, Cohen et al (2007) have claimed that the issue of trustworthiness is achieved to the extent reader of the study is convinced in the outcomes of the study and believe with what the researcher has reported. To this effect, all ethical processes and procedures were consistently maintained from the beginning up to the end of the study. Accordingly, before starting data collection process, the researcher secured permission from Gedeo Zone Education Desk to conduct the study in secondary schools of the Zone and respondents signed informed consent to participate in the study. Furthermore, the researcher ensured participants freedom by respecting all their   decisions and also protected their well-being by using pseudo name to those involved in the interview.

1.11 DELIMITATION AND LIMITATION OF THE STUDY

It would have been necessary to assess the effect of secondary school principals' leadership behaviour in enhancing student academic achievement at the national level, Ethiopia, since the issue under study is a concern in all parts of the country. However, it is practically difficult to the researcher to cover beyond Gedeo Zone, due to various resource related constraint and methodological inconvenience. Accordingly, it was found logical to delimit the scope to secondary schools of Gedeo Zone to make the study manageable. Furthermore, the study matched with the proposed methodology and the researcher had access to information easily as well.

Even though, the overall conditions in all secondary schools of the zone seemed more or less similar, it was unrealistic to expect perfect synonymy. Due to this, the researcher expected slight differences among secondary schools of the zone in terms of socioeconomic background of students, teacher expertise, and other anomalies which might have skewed the results to some extent. Furthermore, to some extent as it could be observed in correlation study, it is possible for variables to correlate by chance alone and thus future replication of the study may not exactly generate similar result (Gall, Gall, & Borg 2005). Since the area coverage of this study was limited to Gedeo Zone in comparison to the country level, the result may not be generalised across the country and also to all level of school setting.

1.12 ORGANISATION OF THE STUDY

The study is organized under six chapters. The **first chapter** provides an overall introduction and background to the study. Specifically, it comprises an overview of the background of the study, rationale of the study, statement of the problem and specific questions to be answered in the study, the aim and objectives of the study, validity, reliability and trustworthiness, the research ethics, delimitation and limitation of the study, as well as definition of key concepts.

The **second chapter** provides a review of related literature. In this part, a systematic review of the literature that has direct relation with the issue under study is presented. The chapter reviews on issues related to 'principals' leadership behaviours and students' academic achievement'. Specifically, literatures have been reviewed under topics such as the nature and concept of leadership in education, leadership versus management controversy, indicators of effective leadership in education, understanding academic achievement of students, the role of principals in maintaining school success, the effect of various leadership behaviours on students' achievement with reference to instructional leadership, transformational leadership, shared leadership, and combined model of leadership. Furthermore, the role of leadership in improving school climate as well as the roles and responsibilities of principals in Ethiopian schools were reviewed.

The third Chapter examines and elaborates on the theoretical and conceptual frameworks of the study. It assesses the learning centred leadership which amalgamates the instructional and transformational leadership models. Furthermore, the essence of a newly proposed model with some small difference and modification from learning centred leadership is discussed.

Chapter four deals with the research design, the research approach and the research paradigm preferred and the arguments brought forward for the use of mixed methods in guiding this study is presented. Also, the methods, the sources of the data, the population and sampling techniques, the instruments of data-collection, the methods used to analyse the collected data as well as ethical considerations are described in detail.

Chapter five is concerned with the analysis of the data gathered by means of different tools regarding the effects of principals' leadership behaviours on academic achievement

of students so as to identify the most effective type of behaviours that enable learners to achieve better

Finally, **the sixth chapter** is concerned with summary, conclusion and major recommendations that are proposed on the basis of findings of the study. References and other relevant documents have been attached at the end as appendix.

1.13 DEFINITIONS OF KEY CONCEPTS
1.13.1 Effective leaders

The most commonly used indicators to judge about effective leaders is the extent to which the behaviours of the leader motivate the group to work actively and thereby enable them to attain their goals at higher level (Yukl. 2010). In line with this notion, in this study, principals' leadership effectiveness is examined in terms of the extent to which their leadership behaviours/styles motivate the school community to work hard and thereby enhance better academic achievement of students in general secondary schools of Gedeo zone.

1.13.2 Leadership behaviours

Leadership behaviour refers to leaders' styles or behaviours that exclusively focus on what they do and how they provide direction, implement plan or motivate others in pursuit of commonly agreed goals (Northouse, 2013). In this study, it refers to what the school principals do and how they influence on behaviours of the school community in order to win their collaboration and commitment so that they contribute for ensuring better achievement of the students.

1.13.3 Leadership effect

An influence exerted by the school principal on student learning with the intention of improving academic achievement (Silva, 2011; Hallinger, 2011). This can be occurred in two ways that are identified as *direct and indirect effects. Direct effect is* a kind of influence that is exerted by school principals with the intention of improving students' academic achievement through their leadership behaviours directly on the learners without the use of mediators, whereas the *indirect effect* is exertion of influence on teachers, supportive staff, parents and/or various committee through their leadership behaviours with the intention of improving students' achievement by using them as mediators.

1.13.4 Secondary schools

Secondary level of schools comprises four years durations: general secondary education

(grade 9-10) and preparatory education (grade 10-11) (MoE, 2006).In this study, the focus is mainly on first cycle of general secondary schools that comprises only grade 9 and 10. In this level of educational structure, the intension to develop the students' personality by acquainting them with common knowledge, skills and attitude that serve as base for further learning instead of preparing as professionals.

1.13.5 Student academic achievement

Academic achievement is about how well students perform in their academic work in which the degree of success that is usually graded through the use of standard test and agreed upon standards for passing (Cunningham & Cordeiroa, 2006). In this study, students' academic achievement is seen as an average grade student of a particular school get in the last three consecutive years from grade 10 EGSELE standardized national examination.

1.14 CONCLUSION

This chapter has presented an overview on the effect of secondary school principals' leadership behaviours on the students' academic achievement in Gedeo Zone of Ethiopia. Brief descriptions are given regarding the background context as well as the motivating factors that initiate for undertaking the research. In addition, the research problem, the aim and objectives, the significance, the research paradigm and approach as well as the proposed methodology have been specified.

Furthermore, in this chapter, the population, the sampling, instrumentation and data collection techniques to be undertaken are briefly discussed. An explanation on the validity and reliability of the research as well as the ethical considerations in terms of informed consent, anonymity and confidentiality are treated. The chapter is concluded with an outline of the future chapters and definitions of key terms to be understood.

The upcoming chapter, chapter two, is the first of the two chapters that are focused mainly on the literature. In this second chapter of the study, currently available literatures are reviewed to get better understanding regarding the relation between principals' leadership behaviours and academic achievement of students. By reviewing the existing literatures, the researcher has got opportunities to examine various related theories and practices that are used as a base to contribute in filling the existing gap regarding effective type of leadership behaviours that enhance better academic achievement of students.

CHAPTER TWO

PRINCIPALS' LEADERSHIP BEHAVIOURS AND STUDENTS' ACADEMIC ACHIEVEMENT: A LITERATURE REVIEW

2.1 INTRODUCTION

This chapter contains a review of literatures regarding principals' leadership behaviours and students' achievement. Globally, over the last few decades, the education system has entered into major transformational change in relation to the emerging trends of globalisation, competition, decentralisation, knowledge-driven economy, expansion of information technology, consumer driven education and social constructivist views of teaching and learning (Botha, 2012). Concomitantly, the role of school leaders becomes more demanding and complex due to expansion of activities in size and complexity, growth of learners' interest and high expectation set by parents to their children. To be effective in such complex and continuously changing educational system, principals have to be competent to influence the school community by exhibiting appropriate type of leadership behaviours so that they work enthusiastically for realizing success of all students.

In line with the purpose of this study, the researcher has reviewed related literatures regarding the relationship between principals' leadership behaviours and students' academic achievement. As stated in section 1.13 of chapter one, both chapter two and three are devoted to literature review so as to conceptualize various concepts that are used in the study. In order to develop better understanding regarding the effect of secondary school principals' leadership behaviours on academic achievement of students', various earlier as well as recent research findings have been reviewed and summarized.

In accordance with the nature of the topic, the review of literature has been organized under two major sections. In the first section of the review, aspects related with principals' leadership behaviour has been discussed, whereas in the second part of the review, concepts that are related with students' academic achievement have been treated. Accordingly, the first section of the review begun with the major topic 'the nature and concept of leadership in education'. This part addressed the definition of leadership,

management versus leadership controversy and indicators of effective leadership in education. Then after topics such as the importance of leadership in the school context, the role of principals in school leadership, the concept of leadership behaviour and leadership behaviours of principals' that support learning culture and climate are addressed The second part of the review is mainly concerned with academic achievement of students. To conceptualize this issue, topics like the concept of academic achievement, academic achievement in schools, the role of principal in achieving academic standards as well as principals' leadership behaviours that promote academic achievement are treated.

2.2 LEADERSHIP BEHAVIOURS OF SCHOOL PRINCIPALS

As stated above, in this first section of the review, emphasis has been given to the concept related with leadership behaviour of school principals. Many scholars in the field found out leadership quality of principals' as a key characteristic of outstanding school (Mulford, 2008; Mwangi, 2016; Day, Gu & Sammons, 2016; Choi & Gil, 2017 ; Cruickshank, 2017; Sibinda , 2017; Garland, 2018). For instance, Cruickshank (2017) states that principals influence significantly through their leadership behaviours on the quality of teaching and learning and consequently on students' achievement by improving the working condition of their teachers, the climate and environment of the school. Sibinda (2017) on his part contends that as the better the leadership style of the principals, the better the students' achievement. In support of the above, Louis et al., (2010) have commented conclusively, "we have not found a single case of a school improving its student achievement record in the absence of talented leadership" (p. 9).

With the expansion of better understanding regarding the determination of leadership in enhancing students' academic achievement, different issues that are related with principals' leadership behaviour become an important research topic for many researchers and practitioners. In spite of various attempts made by researchers, no consensus have been reached yet regarding what and how principals need to do to be effective to enable students' achieve at higher level. Similarly, Garland (2018) supports the above comment when he states that there is a consensus about the determination

of leadership, although the type of principals' leadership behaviour and its degree of the effect are unresolved issues yet.

In line with the above mentioned context, the purpose of this study is to contribute some scholarly understanding in an attempt made to identify feasible type of leadership behaviours that help improve students' academic achievement. Further, the topic is discussed under sub topics such as the importance of leadership in the school context; the concept of leadership behaviour; and leadership behaviours of principals' that support learning culture and climate.

2.2.1 The nature and concept of leadership in education

In relation to the concept of leadership in general and that of educational leadership in particular, we found multiple views in terms of defining the term; differentiating it from management and indicators of leadership effectiveness. To this effect, the existing related literature is reviewed to have better understanding about the nature and concept of educational leadership. Accordingly, the detail of the analysis has   been presented next under sub topics: defining leadership in education, management- leadership controversy and indicators of leadership effectiveness in education.

2.2.1.1 Defining leadership in education

From its nature, leadership is somewhat an elusive concept that has been defined differently by various authors, researchers and professionals. This fact is supported by the finding of many researchers. For instance, Stogdill 1974 (as cited in Yukl 2010 and Northouse 2013) after his comprehensive review of related literatures, he concluded that there are almost as many definitions of the term as there are people who did study on this

topic. Similarly, many researchers who did study recently (Dimmock & Walker, 2005; Fairholm & Fairholm, 2009; Triegardti, 2016; Cruickshank, 2017; Choi & Gil, 2017; Garland, 2018) also confirm lack of consensus instead they strengthen the presence of multiple views in the definition of leadership.

Since researchers define the term in line with their individuals' view point by emphasizing on certain aspects of phenomenon that feel them with curiosity, observing different perspectives in definition of leadership is an inevitable (Yukl, 2010, p. 2). Indeed, the term is described uniquely because an individual scholar may give more value to one of its multiple aspects either to traits, behaviours, influence process, interaction pattern, role relationship and/or occupation of administrative position (Daft, 2008; Yukl, 2010; Northouse 2013). Again Yukl (2010) illustrate that as scholars have different views with respect to who exerts influence (leader; follower or both), the purpose of influence, the process through which influence is made and the outcome of an influence attempt; the prevalence of different ways of defining is a reality (p.3). Consequently, it is too difficult to get a single definition of leadership that has universal acceptance and constitutes all its multiple dimensions. Within this context, we get large number of definitions that may reflect various assumption, process, perception, purpose, and/or outcome from the review of literatures. For the purpose of this study, only some sample definitions are treated here under in order to conceptualize the various views hold by different groups.

For instance, Pardey (2009) define leadership as the process of inspiring and empowering followers to voluntarily commit to achieve the leaders' vision. Having similar notion Bass (1885) defines it as empowering and encouraging followers to 'do more than they originally expected to do. From content analysis of the above definitions, one can easily infer that the purpose for which leaders influence followers is to attain desirable vision. Such type of definition reflects notion of transformational leadership and the group may advocate this style as effective model than others.

Some other groups of scholars define the term by giving value for bi-directional influence of leader and followers. For instance, Joseph (2000) defines leadership as an influencing

relationship among leaders and followers who intend real changes and outcomes that reflect shared purpose. With slightly different perspective from the above, some scholars (House et al., 1999; Terry & Franklin, 2002) define the term mainly by giving more recognition for the influence made by the leader. For example, in line with this view, House et al (1999) defined, "Leadership is the ability of an individual to influence, motivate and enable others to contribute to the effectiveness of the organization" (p, 184). From its content, in Joseph's definition power of influence is shared between a leader and followers while in House et al definition more power is found in the hand of the leader.

There is another view which is different from the conventional ways of defining leadership. Sergiovanni (1999) for example defined, "Leadership as a personal thing comprising one's heart, head and hand (p.22). He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experience one has accumulated over time and the ability to perceive present situations in the light of the earlier experience. The hand of leadership, according to him, is the actions and decisions that one takes. As to him, thematically it is about the act of leading which reflects the leader's value, vision, experience, personality and ability to use past experiences to tackle the situation at hand. He asserts that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization.

Orji and Olaniyan (2008) perceive that "leadership is a social influence process in which the leader seeks the voluntary participation of followers in an effort made to achieve organizational objectives (p.172). Here, the word 'voluntary' implies the participation of teachers and other staff so that they transfer their positive effect willingly and effectively to the learners. This group view leadership as social influence in which the leader facilitate for the involvement of followers so as they contribute for the attainment of goals. From the essence of their definition, it could be possible to assume them as advocators of distributive leadership behaviours. The above assumption is supported when Botha and Triegaardt (2014) give stress on the social aspect of distributive leadership. Further, Piece and Newstorm (2000) expand the definition of leadership as a three-factor frame work

process. They call it "interactional framework" that depicts leadership as a function of three elements- leader, followers, and situation. They viewed it as a process in which leaders and followers interact dynamically. Thus, in such perspective leadership is viewed as broader concept than leader in which its study involves additional variables like context and follower.

There is also similar kind of multiple views in defining and conceptualizing leadership in education system. The definition given by education researchers to the term leadership coincide with the view they have about effective type of leadership behaviours. From the review of literatures, we may identify various models of educational leadership like instructional leadership, organic leadership, transformational leadership, distributed leadership, learning-centred leadership, leadership influencing student learning and some others. Although, scholars who advocate a particular type of leadership model as effective define leadership in slightly in different ways, generally they agreed up on the major features that represent it.

For instance, all advocators of instructional leadership model give high priority for aspect of teaching-learning process as a key for ensuring academic achievement of student (Mulford 2008; Lyons 2010; Sim 2011; Shatzer, Caldarella, Hallam & Brown, 2014; Day, Gu & Sammons, 2016; Hompashe, 2018). Whereas other groups who advocate transformational model as effective advice school principals to raise values and motivations of teachers and other stakeholders so that they go beyond their self-interest (Cunningham & Cordeiro 2000; Ross & Gray 2006; Antonakis, 2012; Karadag, Bektaş, Çogaltay & Yalçın, 2015). Some other groups who claimed shared/distributed model as effective insist principals to share authority and power to key stakeholders (Sadker 2005; Triegaardti, 2015, Sibinda, 2017). Similarly, those scholars who propose learning centred leadership as effective encourage principals to employ instructional, shared and transformational behaviours altogether (Newman 1997; Murphy et al 2006; Rhodes & Brundrett, 2010; Dong & Cravens, 2011; Cruickshank, 2017; Choi & Gil, 2017).

In spite of diverse ways of defining leadership, there are elements in which researchers consider commonly as defining thread. Indeed, some components appear directly or indirectly in any definition of leadership as defining blocks. Such common components are people, process, influence and goals that always standout among ideas and writings about leadership (Daft 2008; Yukl 2010; Northouse 2016). Generally, leadership is viewed as influence process that occurs within a group context in which its purpose is to attain shared goals. Further, Yukl (2010) illustrates that most leadership process mainly involves intentional influence of one or more persons over others to guide, structure, and facilitate activities and relationships. This means that there is leadership in a situation where someone is trying to influence the behaviours of others so as to ensure the attainment of shared goals. It is an influence process that has effect on what needs to be done, how to be done and how to attain collaborations' of other to achieve shared objectives. In line with the above concept leaders' ambition, behaviours and actions could serve as important instrument to win the willingness and commitment of followers.

2.2.1.2 Leadership versus management controversy

Another area of controversy is related with the argument regarding similarity and difference of leadership and management as well as the status given to the two terms in terms of importance in realizing success. To have better understanding regarding the nature of leadership, examining the existing controversial views regarding these two terms is an important issue. Specifically, there are three different views regarding the distinction of the two terms.

The first group of scholars have extreme view that seen leadership and management as two distinct phenomenons in which a person can be either a leader or a manager. Whereas the second group of scholars takes a middle-of-the-road position in which they view leadership and management as two distinguishable functions but they overlap significantly. The third group of scholars also has extreme view that sees the two behaviours as identical that represent the same function with no difference in content but identified with two names. Out of these three groups, the second view which ascertains the two behaviours as distinct but with significant overlap has many supporters (Kotter 1990; Rost 1991; Donald, Lazarus & Lolwana 2004; Pardey 2009; Yukl 2010; Northouse

2013). The first view which sets the two behaviours as parallel has some supporters (Bennis & Nanus 1985; Donald, Lazarus & Lolwana 2004; Hughes et al., 2006), whereas the third view which makes the two behaviours as identical has few supporters. Due to this, only the first two views are treated in detail here under.

Scholars like Bennis and Nanus (1985) and Zaleznik (1977) (as cited in Daft 2008) claim that leadership and management are entirely distinct behaviours that represent two incompatible concepts. They argued that these two behaviours are entirely distinct things-they basically represent two different people. Scholars who view the two term as distinct (Bennis and Nanus 1985; Dunklee 2000; Donald et al., 2004; Hughes et al., 2006) tend to associate managing behaviours with ensuring efficiency, stability, order, control, and consistency, whereas they relate leadership behaviours with risk taking, inspiring of people, longer-term perspective, creativity, change and vision. Similarly, educational scholar like Sergiovanni (2001) claims that "principals who play a leadership role make their school vibrant, innovative, child centred, and enables students' to perform at the best of their ability than those functioning as a management" (p.99). By strengthening this, Dunford et al., (2000) assert that principals who do not employ leadership behaviours will get stranded in complacency, frustrated to confront new problems and loss improvement opportunities but who exhibit leadership behaviours seize opportunities, confronting problem and always strive to improve (p.16).

However, those who view management and leadership as two mutually exclusive behaviours are criticized because they are approaching the issue from a very narrow view point. Yukl (2010) states that associating leading and managing with different types of people is not empirically supported and further he adds that it is so difficult to sort people neatly into these two extreme stereotypes (p.7). Many researchers argue against the insignificant values given to management and they claim that these two behaviours are not alternatives, one is not 'better' than the other, nor they are the same thing (Ubben, Hughes & Norris 2001; Donald, Lazarus & Lolwana 2004; Pardey 2009; Yukl 2010 ; Choi & Gil, 2017). Indeed, they conclude that all leaders need to be effective managers and all managers need to be effective leaders.

The second group of scholar perceives leadership and management as two distinguishable functions but significantly overlap (Kotter 1990; Rost 1991; Yukl 2010; Northouse 2013; Choi & Gil, 2017). Accordingly, they do not assume leaders and managers as two different people. Although, there are functions that are performed by leaders and managers distinctly, there is also area of intersection. Pardey (2009) on his part argues that leadership and management are different aspects of the same basic role which focus on distinct component. Furthermore, he asserts that leadership present as the counterpart to management, no better; no worse.

With respect to the importance of leadership and management, many scholars in the education system acknowledge both as equally important. For instance, Cuban (1988) (as cited in Bush 2008b) provides one of the clearest distinctions by linking leadership with change and management with 'maintenance'. He also stresses on the importance of both dimensions and he claims that "I prize both managing and leading and attach no special value to either since different settings and times call for varied responses". Bush (2008b) on his part links leadership to values or purpose, while management to implementation or technical issues. He also suggests that leadership and management need to be given equal prominence if schools and colleges are to operate effectively and achieves its objectives.

In support of the above idea Glatter (1997) suggests that identifying leadership as something pure while assigning management as something 'dirty' would be disastrous. Further, he illustrates that organization which is over managed but under led eventually lose any sense of spirit or purpose and conversely those poorly managed with strong charismatic leaders may soar temporarily only to crash shortly thereafter. Cautions are echoed by Leithwood (1994), who comments that the differences between the two behaviours cannot be easily seen in day-to-day practices of principals. Hallinger (2003) on his part argues that a leadership perspective on the role of the principal does not diminish the principal's managerial roles. In practice, schools require visionary leadership to the extent that this is possible with a centralized curriculum, and effective management.

Therefore, the school principals should act as a leader and/or a manager since both are required for enhancing academic achievement of students.

Indeed, Pardey (2007) explains that the relative importance of the two aspects vary according to the specific circumstances and the position that a person occupies. By adding more he asserts that the balance may be altered according to the nature of the role, although people at all levels in organization need both sets of skills to manage and to lead. Furthermore, when Pardey (2007) illustrates the importance and the inseparableness of the two skills and he states that:

> *Leadership is the counterpart to management, rather as 'heads' is the counterpart to 'tails' on a coin. You cannot have a proper coin without both and you cannot say one side is more important, more necessary or better than the other. Each face of the coin exists in part because the other face exists. It is presented as the counterpart to management, no better, no worse. It is putting very forcibly is that effective leaders have to be effective managers, and vice versa. They are not alternatives you can choose between, heads or tails. They are different but equal, and equally vital in the modern organizational environment. (p.8)*

As seen above, both leadership and management are equally important for school principals. Even though the two terms reflect different concept, they have a considerable amount of overlap. In general, considering the various views of researcher may help to understand the existing complexities in defining these two terms and at the same time it enables to perceive the overlapping nature of them.

2.2.1.3 Indicators of effective leadership in education

There is another argumentative issue in leadership. To have better understanding about the nature of school leadership, it is necessary to examine the existing argumentative issue that is related with measuring of leadership effectiveness. Although, various indicators are proposed by different scholars to measure effectiveness of leaders, no consensus is reached yet. Alike definition of leadership, the conception of leadership effectiveness differ from one writer to another. As far as leader's effectiveness is concerned, scholars in the field argued that it is difficult to define the concept precisely

and even more difficult to measure it. As described by Yukl (2010) there are multiple types of indicators to measure leaders' effectiveness that may reflect explicitly or implicitly the researcher's conception of leadership. As to him, these criteria or indicators include: goal attainment/performance level, growth of the group or organization, leaders' preparedness to deal with challenges or crises, follower satisfaction with the leader, follower commitment to the group objectives, the psychological well-being and development of followers, the leader's retention of high status in the group, and the leader's advancement to higher position in the organization.

As mentioned above, the availability of multitude ways of measuring effectiveness and unclear knowledge about the best indicator complicate the task of sorting the most successful school leaders from the unsuccessful one. Indeed lack of clear evidence regarding the most relevant indicator confuses researchers to make choice one out of the many available measurement tools. In addition to this, the issue is further complicated as factors like objective of the assessment, the value held by evaluators, the type of organization and the context in which the evaluation is carried out on the choice of indicator (Yukl 2010). In line with such ambiguity, no simple answer to the question 'how to evaluate school leaders' effectiveness.

Yukl (2010) recommends some important strategies that help to minimize the inaccurateness which may happen due to lack of knowledge about the best indicator. He advised researchers to use multiple criteria as the weakness of one is covered by the strength of the other. Further, he adds to carry out the examination/ observation for extended period of time since the outcome of certain type of leadership behaviours could not be clearly known within short period of time. In support of the above resolution, researchers integrate two or more indicators into a single composite by making reasonable judgment in assignment of weight to each type of measuring tool.

2.2.2 The importance of leadership in the school context

School as a social institute needs leader who initiate, guide and coordinate the school community towards the achievement of educational objectives. In a school system,

collective effort is required as best approach to perform those numerous and complex tasks that enable to produce the required man power. As collective effort is a prerequisite for the achievement of various goals in general and that of the education in particular in the school system, there is no doubt about the importance of leadership (Yukl 2010; Northouse 2013; Day, Gu & Sammons, 2016; Cruickshank, 2017; Garland, 2018). So, if we put aside the importance of leadership, it may difficult to successfully coordinate the school community and channels their effort towards achievement of educational goals.

The idea that leadership of principal's matter is widely accepted as they determine the extent to which the school find effective and student achieve (Dunford et al., 2000). Indeed principals' leadership is important factor that determines the success or failures as it affects the performance of the school right from setting of goals to its accomplishment (Sharma 2009; Lyons 2010; Billingsley, McLeskey & Crockett 2014; Gyasi et al., 2016). In support of the above conclusive comment, Oyetunyi (2006) asserts that leadership matters because leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Furthermore, Sashkin and Sashkin (2003) on their part state that leadership matters by reducing ambiguity and uncertainty, acting constructively to achieve long-term goals, offers positive reasons for actions, goals and accomplishment. In essence, leaders add clarity and direction to school life which make the effort of members more meaningful (p.8).

Principals through their leadership make difference on students learning, teachers' satisfaction and hence inspire them to strive for higher level goals. In support of this, Marishane and Botha (2011, p. 106) state that principal has a strong effect on learner performance as they can create an atmosphere of learning and this in turn increase job satisfaction of teachers. By strengthening the above, Sergiovanni (2001, p. 99) states that principal is the most important and influential person who maintains and improves quality education. Further, he adds that he/she can determine general quality of his/her school in terms of learning climate, sprite of professionalism, work morale as well as a concern

for what students may or may not become. This all shows how much principals are important and influential in shaping learning environment of the school.

Leadership of the school may encourage the school community to be creative by utilizing their potential and contributes at the best of their ability. It means that leadership is a force that creates capacity among a group of people to do something that is different or better. This is true as leadership behaviour of principal serves as a catalyst for unleashing potential capacities that already exist in the hand of the staff and other members (Leithwood, Harris & Hopkins 2008; Hallinger, 2010; Shatzer et al., 2014). In such a way school principals improve teaching and learning indirectly and powerfully through their influence on staff motivation, commitment and working conditions.

Principals through their leadership role increase the motivation and commitment of teachers' and other stake holders' by integrating personal and school objectives (Karadag et al., 2015). Principal may enable each member achieve at the maximum level by providing assistance in accordance with their needs and ability. For instance, principals may encourage for better performance by promising best incentive for the best result (Bass, 1990). Similarly, to encourage teachers and others to achieve at the maximum level he/she may set challenging, but achievable goals for high achievers (Lussier & Achua, 2001) and for teachers who lack self-confidence, work on dissatisfying or stressful tasks assist to perform at maximum level by giving concern for his/her well-being and personal needs as well as by creating supportive climate (Hoy & Miskel, 2001). Many researchers (Hurley, 2001, Finn, 2002; Leithwood & Richl, 2003; Leithwood, et al., 2004; Simkin, Charner & Suss, 2010) have identified school leadership as the second determinant factor that affect students learning next to quality of curriculum and instruction. It is possible to infer from the above findings that scholars provide prominence for the importance of leadership because it determines the effectiveness of the school and students' achievement.

The importance of principal's leadership is added more since no one is found in better position than him/her in leading school reform that would intended to raise students'

achievement. He /She can develop a sense of integrity by communicating the big picture of the school and by channeling all activities towards the attainment of shared vision (Sashkin, 2003; Auluwia, 2007; Karadag et al., 2015; Cruickshank , 2017). By supporting the above notion, Leclear (2005) also posits principals' leadership as the 'living logos' of the school, because their words and actions convey what is valued in the school (p.1). Valentine (2005) on his part argues that no single individual is more important to initiate and sustain improvement in students' performance than the school principals (p.38). They initiate change and improvement of program within the existing policy framework and channel the effort of the school community in the direction it help ensure learning of all students (Hammond, Lapointe, Meyerson, Orr & Cohen, 2007).

2.2.3 The role of the principal in school leadership

School principals are accountable to the overall functioning of the school as well as the degree to which students are learning (Hallinger 2003; MoE 2006; Budohi, 2014). In support of the above, Devis, Lapointe and Meyerson (2005) specify that the role of principals include establishing and communicating of school vision, leading instruction and curriculum, working as assessment expert, disciplinarians, community builder, public relation expert, budget analyst, facility managers, special program administrator, and expert overseers of legal, contractual, and policy mandates and initiatives (p.6). This implies that they play significant role in both administrative and instructional affairs of the school. They have ultimate responsibility for every aspect of their school's ethos, life and curriculum. It incorporates various activities that relate with the teaching-learning process, community involvement, control and organization of the school function (MoE, 2002).

Since school principals are found at the heart of the school life, they should hold all aspects together and direct it towards the realization of success. As leader of a school, principals are major designer and implementer in all aspect of the school life. Due to their overwhelming role they are seen as instructional leader, resource provider, follower of student progress, assessor and evaluator, professional developer, inspirer and motivator of stakeholders, discipliner, school culture developer, professional dialogue facilitator and the like (Devis et al,. 2005). Similarly, Hallinger (2003) describes that the role of school

principal is complex which consists managerial, political, instructional, human resource and symbolic leadership.

Leading instruction is one of the major roles of principals in school system. This leadership role of principals has to do with effective communication about educational goals and strategies; motivation, supervision and development of staff; dealing with pupils; and solving problems and resolving conflicts among staff and students (Hallinger 2003). Further, their role as instructional leaders comprises providing of guidance to teachers on issues related to curriculum and pedagogy, encouraging students to analyse weakness, guide teachers and students. In particular, the role monitoring of instruction increases as they help teachers so that they become competent in teaching (Bernard & Goodyear 2008; Budohi, 2014). With this change in responsibilities, principals are expected to discover teachers' professional needs, evaluate instruction and assist them to improve their instruction.

Promoting teachers professional development is also core role of school principals. In this respect, they are required to inspire, motivate and support the school community so as the achievement of educational goals is realized through the contribution of all (Mulford 2003; Christie 2006; Budohi, 2014; Cruickshank, 2017). Furthermore, Marishane and Botha (2011) describe that inspiring teachers by showing interest in what they do and helps them to develop a positive relationship is the role of school principals which in turn serve as a base for creating an atmosphere of mutual trust and sustainable support (p,106). Their role includes not only assessing how well teachers teach and students learn but also how to support them to achieving the standard set for the specific level of education. Furthermore, principals are not only required to facilitate a condition through which teachers carry out their tasks properly but also inspire them to perform at the best of their ability by organising, influencing, guiding and motivating them (Shatzer et al., 2014 ; Hugo 2015; .Cruickshank , 2017).

Nathan (1996) asserts that providing leadership is a very essential component of a leader's role (pp.7-8). Leaders express leadership in many roles. These, among others,

are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). Those above mentioned concepts imply that principals are expected to be less bureaucratic, promoter of teachers' autonomy and participative decision maker (Mulford, 2003). Indeed, they tend to motivate, involve and empower the school community (teachers, students, parents and other stakeholders) to work as a leader by being responsible (Botha & Triegaardt 2014; Naidoo, Mncube & Potokri 2015). In the school context, almost all tasks and goals of educational program need collective effort of all for its realization. For instance, tasks and goals that need the effort of all members include improving of instructional practices, realizing of students' academic achievement, maintaining discipline in the school, sustaining positive school culture, involving and empowering stakeholders (Devis et al., 2005; MoE, 2006).

Success in leading reforms to increase students' achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making (Hammond et.al, 2009; Bryk et al., 2010; Louis et al 2010; Preston et al., 2012). In support of this, Northouse (2016) comments that decision-making by leaders should engage other people with diverse knowledge and perspectives as diversity in a group leads to enhanced problem solving. Principals play significant role as a central component in implementing and sustaining school improvement. They have to engage the entire staff in making decisions which results in more commitment to school reform initiatives. They exercise a direct or indirect but powerful influence on the school's capacity to implement reforms and improve students' levels of achievement (Hammond et.al, 2009; Bryk et al., 2010; Cruickshank, 2017).

Principals are also responsible for facilitating school's interactions with parents and others stake holders. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns (Sadker, 2005). Further, they also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. They are responsible to spend a significant part of their time working with parents of students who have been identified

as needing special services. The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources. At the same time, the principal, as executive officer of the school council, must ensure that appropriate advice is provided on educational and other matters; adequate support and resources are provided and the decisions of the council are implemented (MoE , 2006).

The school's ethos should contribute to the wider goals of the school and be clearly defined and understood by parents, students, staff, governors and the local community. It should also be consistent with commitment to promote equality, good relations and diversity within the school and its community. Furthermore, principals should maintain an ethos (culture) for the school that promotes the moral, spiritual, intellectual, social and personal development of all its students (Karadag et al., 2015). They are expected to continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. They are accountable for the overall leadership, management and development of the school within state wide guidelines and policies (MoE, 2006).

2.2.4 The concept of leadership behaviour

In literature, the study of leadership behaviour is known by different names such as style approach; attitudinal approach; action centred or functional approach. Although, it is named differently, all refers about similar concept that revolves around identifying what leaders do and how they act to be effective (Mullins 2005; Yukl 2010; Northouse 2013). As seen above, leadership behaviours and leadership styles are synonymous as both refer to similar concept (Northouse 2013). To have better understanding regarding the meaning of leadership behaviour, looking how various scholars define the term using different expression is helpful. For instance, Northouse (2013) defines leadership style as the behaviours of the leaders which exclusively focus on what leaders do and how they act. Similarly, Hanson (in Mazzarella, 1981) states that leadership style is a particular behaviour emphasized by the leader to motivate the group to accomplish some end. Riley

(2012*)* on his part states that leadership style refers to different ways through which leaders exercise their authority. In general sense, it specifies the way through which leaders provide direction, implement plan and /or motivate others in pursuit of common goals.

Behavioural theories contend that leaders are best classified by behavioural styles. This theory focus on what the leader does when performing managerial tasks. The main period of the attitudinal approaches to leadership occurred between 1945, with the Ohio State and Michigan studies and the mid-1960s, with the development of the Managerial Grid. In relation to the concept of leadership behaviours, scholars specify its two broad dimensions that incorporate accomplishment of task (organizational requirement) and satisfying of different needs of followers (the human resource requirement). By strengthening the above notion, Northouse (2013) categorized leadership style broadly into two general kinds of behaviours: task and relationship behaviours (p.75). Further, he explains that some leaders are more interested on the work done than the people do the work while others pay attention to their relationship with subordinates than the job.

The two styles (task oriented and relationship oriented leadership) are a foundation for the development of various specific types of leadership behaviours. In support of this, Naylor (1999) has noted that interest in the behaviour of leaders' have stimulated by systematic comparisons of autocratic and democratic leadership styles. This does not mean that leadership behaviours are only the above two mentioned types, although they could serve as root source for many leadership styles. Indeed, one can identify several types of leadership styles from literatures in which each characterized with some unique features. For instance, Cruickshank (2017) identifies transformational, distributed; collaborative and instructional from education management literatures as the four most commonly accepted leadership styles. Similarly, Choi and Gil (2018) mention three types of leadership styles that mostly claimed as effective in enhancing student learning. According to them, these styles include managerial, instructional and transformational

leadership models. From literatures, it is not difficult to identify several types of leadership styles with some special characteristics that make them preferable in certain context. Among them it includes: organic, transactional, charismatic, path goal (directive, supportive, participative, and achievement-oriented) and leader-member interactional model (telling, selling: testing, consulting, joining).

Bass (1990) distinguishes between autocratic and democratic leadership styles or patterns of leadership behaviour. This dichotomy is multifaceted referring to the way in which power is distributed and decisions are made as well as whose needs is being met. The autocratic cluster of behaviours refers to a performance dimension and the democratic cluster to a maintenance dimension (i.e. task performance behaviours and group maintenance behaviours). Depending on circumstances, both styles could lead to an increase in performance and productivity, but the democratic style seems more effective in the long term and generally leads to greater satisfaction (Armstrong, 2009; Yukl, 2010; Northouse, 2013).

Although, Yukl (2010) specifies the current emerging change oriented behaviour as the third dimension, a number of dichotomies included in the autocratic (task oriented) and democratic (relationship oriented) clusters. A participative versus a directive leadership style refers primarily to the way in which decisions are made, that is, the processes involved in decision making. The directive leader is active in decision making and guides followers, while participative leadership implies that followers are involved in the planning and decision-making process. As in the previous dichotomy, this style can be placed on a continuum with most individuals using multiple decision-making styles on the continuum. Effective school leader uses a range of leadership style per the requirement ofthe situation and context in his/her school. As the style affect acceptance of decision, commitment, satisfaction and productivity of the school, principals should select the appropriate behaviour per the existing context.

The very nature of leadership is its influencing process and the resultant out comes. Hersey and Blanchard (1984, as cited in Botha, 2011) have strengthen the above notion

when they state that leadership is all about continuous process of establishing and maintaining connection between who aspire to lead and those who are willing to follow. Accordingly, principals are not only expected to accomplish tasks in hand but also to ensure continuous collaboration and commitment of stakeholders (Okumbe, 1998; Balunywa, 2000). School leaders have to exert constructive influence on teachers, students, supportive staff and parents through exhibiting appropriate type of leadership behaviours in order to get their enthusiastic collaboration in continual manner (Cole, 2002). Thus, in order to get collaboration and commitment of the school community, the leadership behaviours of the school principals should be appropriate that incorporate both the task and the human relation behaviours per the demand of the situation. In this sense, the leadership behaviours exhibited by the school principals should be appropriate to influence positively on the behaviours of teachers, students, parents and on other stakeholders so that they work with commitment and sense of collaboration in realizing better academic achievement of students.

2.2.5 Principals' leadership behaviour that support positive school culture and climate

School culture and school climate are two contemporary perspectives that help to examine the distinctive character of the school. As described by Hoy and Miskel (2008) each of these two concepts suggest a natural, spontaneous, human side to the organization; each suggests that the organizational whole is greater than the sum of its part; and each attempt to uncover the shared meanings and unwritten rules that guide organizational behaviours. Since school culture and climate affect learning, they deserve serious attention in the effort made to improve performance. With this notion, comprehensive strategies that have been developed for school reform has invariably include change in school culture and school climate. This implies developing a common understanding that is shared by parents, principals, teachers; supportive staff and students to structuring responses to the demands arise from within and outside of the organization.

School culture is the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people behave and things get done (Castetter & Young 2000; Barth 2002; Hoy & Miskel 2008). As a component of culture, both value and norm has powerful effect on school community which tells what is truly important and how they should act. Culture may not be defined, discussed or even noticed, it is perceived as a 'code word for the subjective side of organizational life'. Nevertheless, it has a significant influence on people's behaviours and thus at the root of any organization's culture, there is a set of core characteristics that are collectively valued by members.

Regarding school culture, Hoy and Meskel (2008, p.187) state that much of what occurs in the schools are interpreted in the context of school's culture; often what is said or done is not nearly as important as its symbolic significant. Further, they identify four types of school culture. These are culture of efficacy, trust, academic optimism and custodial control. In their analysis, they found that schools with strong cultures of efficacy, trust, and academic optimism provide higher levels of students' achievement, whereas schools with custodial culture impede the socio-emotional development of students.

Hoy and Miskel (2008) define culture of efficacy as the shared beliefs of capacity and ability of teachers and leaders are important part of culture of the school. Collective teacher efficacy is the shared perception of teachers in the school that the efforts of the faculty as a whole have a positive effect on students. Even though the number of researches that support the importance of collective efficacy in students' achievement seems limited, it continues to grow from time to time. For instance, Bandura (1993) has revealed that student achievement was significantly and positively related to collective efficacy and further he identified that collective efficacy had greater effect on student achievement than did students' socio-economic status. Similarly, a number of research findings strengthen the positive correlation between collective teachers' efficacy and improvement in students' achievement (Goddard, Hoy & Woolfolk Hoy 2000; Goddard 2001; Hoy, Smith and Sweetland 2002; Goddard, Sweetland & Hoy 2000). Hoy and Miskel (2008) comment on the reason for which strong school culture of efficacy do promote high student achievement is because such culture may lead to acceptance of

challenging goals, strong organizational effort and persistence that channel to better performance.

Culture of trust is another perspective that can be mapped in terms of faculty trust, the collective shared beliefs of teachers. In the school, trust is embedded in relationship and understood by examining the extent to which teachers have trust on principals, students, parents and on each other's. Trust relationship can be built up on interdependence when the interest of one cannot be achieved without reliance upon another (Rousseaue, Sitkin, Burt & Camerer 1998). Different researchers identify the importance of trust in the school system. For instance, Hoy and Sabo (1998) support for the significance of trust in the leadership efforts of primary and secondary schools. Similarly, many researcher concluded that trust is fundamental feature of successful leadership and it is strongly related to the improvement in students' achievement (Bryk and Schnieder 2002; Tachennen, Moran and Hoy 2001). So, school leaders should strive to build trusts among the school community so that to improve students' achievement.

Another way to conceptualize the culture of the school is in terms of the collective optimism of principals and teachers. As Hoy and Meskel (2008) optimism is the function of efficacy, faculty trust and academic emphases of the school. According to them, efficacy provides the belief that the faculty can make the positive difference in students learning; faculty trust in students and parents reflects the belief that teachers, parents and students can cooperate to improve learning, whereas academic emphasis strengthens that the belief that the faculty focuses on the academic success of students. In line with this, Hoy, Tarter and Woolfolk Hoy (2006b) argue that a school with high academic optimism defines culture in which the faculty believes that it can make difference, that the students can learn, and academic performance can be achieved. Similarly, Hoy and Miskel (2008) after reviewing various research findings, summarize that academic optimism crates a culture with collective beliefs and norms that view teachers as capable, students as willing, parents as supportive, and academic success as achievable.

A culture of control is another way of conceptualizing school culture in terms of dominant beliefs that teachers and principals share about controlling of students. As cited in Hoy

and Miskel (2008) the Penn State researchers postulated a student control continuum stretched from custodial end to humanistic. According to them, in custodial culture maintenance of order is primary goal; teachers with such orientation conceive school as autocratic with a rigid student- teacher status hierarchy; the flow of power and communication is down word and students must accept the decision of their teachers without question. Whereas in the humanistic culture students learn through cooperative interaction, self-discipline substitute strict teacher control and democratic ways of interaction is dominant in the school system. Finding about culture of control reveals that schools with custodial control orientation had greater teacher disengagement, lower level moral and more close supervision by the principal (Hoy and Appleberry 1970 as cited in Hoy and Miskel 2008). Similarly, Lunenburg (1983) as well as Lunenburg and Schmidet (1989) find that when students perceive more humanistic climate, their motivation, problem solving and seriousness to learn will increase. From those research findings, we can infer that schools with high humanistic culture have more productive and motivated human resource.

In accordance with the above findings, the principals can improve school culture and thereby promoting students learning by working on those four types of school culture. Furthermore, to ensure a positive school culture that promote both students' achievement and job satisfaction of teachers, Phillips and Wagner (as cited in Hoy & Miskel 2008) propose 13 strategies. According to them, it comprises schools-collegiality, efficacy, high expectations, experimentation and entrepreneurship, trust and confidence, tangible support, appreciation and recognition improvement, humour, shared decision-making by all participants, protect what is important, traditions, communication and metaphors and stories. Similarly, if school principals employ those strategies, they may enhance students' performance and teachers' motivation.

Another area in which the school principals should work to improve students' performance and teachers' job satisfaction is school Climate. It is a broad term that refers to teachers' perception about the general work environment of their school; formal as well as the informal organization, personalities of participant and organizational leadership influence it (Hoy and Miskel 2008). It refers to the set of internal characteristics that distinguish one

school from another and the behaviours of each member. Howard, Howell, and Brainard (1987) recognize it as "atmosphere for learning". With similar understanding, Hoy and Miskel (2008) define it as the feelings and attitudes expressed by students, teachers, staff and parents about their school. Further, they explain that school climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide a necessary precondition to carry out an effective teaching - learning process. This implies that it is a significant aspect for improving academic performance and school reform.

Moorhead and Griffin (2001) describe that school climate is usually easily manipulated by the principals to have direct impact on the behaviour of teachers and consequently on the students. Pasi (2001) observes that schools have become important in the lives of students especially for those who face negative circumstance at home. More than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationship, and helps students to prepare for future challenges. He adds that the school climate significantly influences the way students feel about education.

Most writers emphasize the concept 'being caring' as a core element of school climate, although they did not reach on consensus. For instance, Hoy and Miskel (2008, p.198) examine school climate using three lenses: openness, health and citizenship. As to them, open climate is marked by cooperation and respect within the faculty and principals. Healthy organizational climate is one that copes successfully with its environment. A climate of citizenship is behaviour that goes beyond the formal responsibilities of the role. It refers to action that occurs freely to help others achieve the task at hand. Similarly, Marshall (2004) on his part conceptualizes school climate with slightly different ways by relating it with students' academic achievement. He sets component of school climate under four dimensions that are *physical environment* that is welcoming and conducive to learning; *social environment* that promotes communication and interaction; *affective environment* that promotes a sense of belonging and self-esteem and *academic environment* that promotes learning and self-fulfillment.

In fact, those dimensions of school climate do not operate independently of one another. For example, according to the above author, the physical environment can encourage a healthy social interaction and similarly the social interaction facilitates for the development of constructive affective environment. Collectively, the physical, social and affective environments contribute to the development of enhancive academic environment. In line with this idea, Pasi (2001) describes that when the school provides a conducive and stimulating environment, students can develop a positive attitudes towards learning. However, if the school atmosphere creates stress on students due to lack to security, lack of discipline, expansion of partiality, lack of facilities, lack of guidance, defective curriculum contents and examination system, not only it hampers students' learning but also lead them to develop negative attitude about school. Thus, the impact of school climate on student learning is significant.

Numerous studies reveal that students in schools with a better school climate have higher achievement scores and better socio-emotional health. A review of studies about supportive environment found that a caring school climate is associated with higher grades, more engagement, consistence attendance, expectation and aspiration, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades, higher self-esteem and self-concept (Constantino 2003; Curcio & First 1993; Epstein 2002). Another studies found that when students felt a sense of community with one another and a sense of belonging to their schools, they achieved higher score (Pasi 2001; Fopiano & Norris 2001; Soukamneuth 2004). A sustainable positive school climate reduces dropouts and fosters youth development and academic achievement, as well as the knowledge, skills, and dispositions necessary for students to be responsible and productive members of society. From those studies, school principals have to recognize that all learners want and need to be safe and happy: be supported, cared for, valued, appropriately challenged and engaged in.

2.2.6 Summary

As seen in the review, leadership is hard concept to define as different scholars perceive it uniquely in line with their view point. As the result of its multidimensional nature, no single definition has got universal acceptance. Although leadership is differently defined,

researchers agree on concepts like people (leader and follower), process, influences and goal attainment as defining block. It is generally viewed as influence process which occurs within a group context that intended to attain shared goal. It is clear from the review that leaders influence followers through aspiring ambition, behaviour and action.

Finding of the review ascertains about the determinant role of school principals in realizing students' academic achievement. It found principals as the most important leader in the school who are able to persuade the staff through exhibiting appropriate leadership behaviours. They are important because they play major role in all aspect of the school. Basically it is revealed from the review that leadership style/ behaviour is referred as the behaviours of principals' which exclusively focus on what they do and how they act. In the perspective of behavioural theory, the constructive influence leaders made on followers through appropriate leadership behaviour/ style make them effective.

It found from the review that principals play significant role in both administrative and instructional affairs of the school. It incorporates various activities that are related with the teaching-learning process, community involvement, control and organization of the school function. They initiate change and improvement program within the existing policy framework and channel the effort of the school community in the direction it helps ensure learning of all students. Generally, the researcher learned from the review that principals have ultimate responsibility for every aspect of their school's ethos, life and curriculum. Furthermore, it is also revealed from the review that maintaining positive school climate and culture is indispensable aspect that facilitate for enhancing students' academic achievement. For such effect, component of school climate that is classified under four dimensions of physical, social, affective, and academic environment are found important. And learning cultures of efficacy, trust, and academic optimism lead to better students' achievement, whereas schools with custodial culture impede the socio-emotional development of students. It is understood from the review that principals can improve school culture and climate thereby promoting students learning.

Following this, in the next section, the concepts that are related with academic achievement at the school level are reviewed as follows:

2.3 ACADEMIC ACHIEVEMENT OF STUDENTS AT THE SCHOOL LEVEL

2.3.1 Introduction

In the first section of the review of literatures emphasis has given to the concepts that relate with leadership behaviours among school principals. As seen above, the topic has been analysed in terms concept of leadership in education, principals' leadership role, importance of leadership in school, concept of leadership behaviour and principals leadership behaviours that support learning culture and climate. Now in this second section of the review, an important issues that have relation with academic achievement of students at the school level has treated in detail.

The central theme of the principals' activity in school is to produce well educated boys and girls through effective teaching and learning (Oluremi, 2008, p. 302). Emphasizing this, King (2006) states that schools as well as its leaders are currently challenged to the extent to which every effort is made to ensure academic success of all students. In this sense school principals are intensely urged not only to create best conditions for learning in the context of their school but also to ensure academic achievement of all students'. In relation to satisfying students need, the concept that specified as there is a positive correlation between academic achievement of students and the provision of quality education in the school. Accordingly, it is possible to assume that better academic achievement of student can be realized when principals commit for fulfilling all components of quality education.

In line with the general understanding mentioned above, the issue of academic achievement of students on the school level has been reviewed from literature and present here under by subdividing the major issue under the following four subtopics. These subtopics are the concept of academic achievement, academic achievement in schools, the role of the principal in achieving academic standards and leadership behaviours of principals that promote academic achievement.

2.3.2 The concept of academic achievement

Desirable achievement in education is infeasible without quality education. In support of this the UNESCO (2005: 28) document clearly states that the achievement of universal participation in education may fundamentally dependent upon the quality of education available. Quality education enables students to achieve their own economic, social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways. It allows students to reach their fullest potential in terms of cognitive, emotional and creative capacities. Although, each country's policies define quality explicitly or implicitly according to its own economic, political, social, and cultural vision, two key elements are basis of output of quality education: students' cognitive learning and their social, creative, inter-personal, and emotional development (Leu 2005; UNESCO 2004). Output/outcomes of educational system generally represent key achievement in terms of what students know, able to do, as well as the attitudes and expectations they have for themselves and their societies (UNISEF, 2000).

Accordingly, achievement of schooling comprises both cognitive development that include literacy, numeracy as well as life skills and the development of emotional and creative capacity that shape learners view to support objective of peace, citizenship and security, promote equality and passing global and local cultural values down to the next generation. In order to make judgment about academic achievement/output of a particular school, measuring students' success through the use of some relevant indicators is an important activity. Practically, the cognitive development that is identified as major explicit objective of all education system is often used as an indicator of students' academic achievement (Leu, 2005; UNESCO, 2004). Such outcomes are easily measured by standardized test or else with teacher made exam as long as it is relevant and reliable. The socio-emotional component, even though it is possible to measure the trends qualitatively or indirectly by interpreting qualitative achievement into quantitative index, it is difficult to put the outcomes exactly in quantifiable number or amount. Thus, due to the reason mentioned above, students' score in cognitive objective is widely used as indicator of academic achievement and education quality.

In spite of consensus regarding the importance of quality education for realizing students' academic achievement, the term 'quality' by itself is a highly contested and multidimensional concept that is conceived differently by different people. From the review of literature, we could identify various conception of quality that is perceived as exception, excellence; zero errors; fitness for purpose; transformation, reshaping; threshold; enhancement and as value for money (Schuller, 1991; Green, 1994; Harvey & Green 1993). Indeed, quality is a philosophical concept that varies and, to some extent, reflects different perspectives of the individual and society. In line with the purpose of this study, from the detail discussion given by (Adams, 1993 ; Schuller, 1991; Harvey & Green 1993) regarding various types of perception of quality only some perspective are reviewed and briefly described here under.

- *Quality as exceptionality, excellence*: in line with this view the leader set goals for the academic communities that to be always the best; belong to the elite and achieve better outcomes than the others. Such school admits the best achiever as presumably the higher quality of input affects the higher quality of output. This definition is very often keenly observed and stressed by educationalists and politicians when the quality of education is under discussion. The leader does not set standards for quality measurement nor does it define exactly what is meant by quality.

- *Quality as fitness for purpose*: This is the definition used most frequently regarding technical and vocational education. According to this concept, leaders have to decide on the extent to which the service or product meets the goals set. Such definition enables the institutions to define goals in line with the mission statements.

- *Quality as transformation, reshaping*: According to this point of view, the main customer of the education quality is a student whose understandings, attitudes and objectives change and evolve in the course of the study process. The better the graduate can manage in the future working life with the help of the knowledge, experience and skills acquired at the university, the more fully has the particular university met its goals.

- **Quality as threshold**: Specific standards and norms are defined; a threshold is set that the institution should cross in order to certify that the instruction meets the quality standards. Standards help to rationalise the definition of quality, make it more objective.

Quality is 'stakeholder-relative' where each group has its own perspective about it. Stakeholders' of education may include students, employers, teaching and non-teaching staff, government and its funding agencies, accreditors, validators, auditors, and assessors (Burrows & Harvey, 1992). For example, students and teachers might perceive quality of education in terms of the adequacy of the teaching learning process while employers might relate it to the competency of graduates.

Parents tend to see quality education in terms of the opportunity where the education system opens to their children for social promotion and employment. By understanding the social and economic value of education, parents are concerned about their children academic performance. They worry about their children academic achievement because it serves as a means of getting access into reputable higher institutions or to have career choices and job security (Brunello & Rocco: 2008).

Furthermore, different educational 'traditions' entail different ideas of what constitutes quality education. While each perspective differs in its ideology, epistemology and disciplinary composition, all ask what individual or social purposes should education serve and how teaching and learning should occur. These different emphases have deep roots, and are reflected in major alternative traditions of educational thought. There are five different philosophical and theoretical traditions which dominantly appear in literatures that may contribute for the development of different conception of education quality. As indicated in (UNESCO, 2005).paper the five different approaches are identified as Humanistic, Behaviourist, Critical, Adult Education and Indigenous Tradition. Each group of scholars differs in their philosophical and theoretical stand. They perceive the meaning of quality education, aim of education, pedagogical approaches, assessment, curricula and teachers' role in different ways. From the detail discussion that is given by UNESCO(2005) the researcher summarizes the views of the five groups of scholars in table 2.1 as below.

Table 2.1: Various perspectives of quality education (UNESCO, 2005)

No	Views	Advocators view about various aspect of quality education
1	Humanistic	➢ Learner should construct their own meaning and program to make it responsive ➢ Assessment is to give data and feedback about the quality of learning ➢ Self and peer assessment are welcomed as ways of developing learning ➢ The teacher's role is more as facilitator than instructor ➢ Emphasizes learning as a process of social practice
2	Behaviourism	➢ Standardized, externally defined and controlled curricula, based on prescribed objectives and defined independently of the learner, ➢ Assessment is seen as objective measurement of learned behaviour against pre-set assessment criteria. ➢ Tests and examinations are considered central features of learning and means of planning and delivering reward and punishment ➢ Teacher directs learning, as expert who control stimuli and response ➢ Incremental learning tasks reinforce desired associations in the mind
3	Critical	➢ Focus on inequality in access to and outcomes of education ➢ Education legitimizing and reproducing social structures ➢ Equate good quality with: education that prompts social change; ➢ Encourage critical analysis of social power relation and of ways in which formal knowledge is produced and transmitted; ➢ Active participation by learners in the design of their own learning
4	Adult education	➢ Experience and critical reflection in learning is important aspect of quality. ➢ See learners as socially situated, ➢ Learners use their experience and learning as a base for social action and change
5	Indigenous	➢ Reassert the importance of education's relevance to the socio-cultural circumstances of the nation and learner. ➢ Locally designed curriculum, content, pedagogies and assessment are relevant ➢ All learners have rich sources of prior knowledge, which educators should draw out and nourish. ➢ Learners should play a role in defining their own curriculum. ➢ Learning move beyond the boundaries of the classroom- non-formal and lifelong learning activities

As seen above supporters of different educational tradition, ways of viewings quality education, its aim, role of teachers and students, values and ways of conducting assessment, relevant type of curriculum, and the meaning of learning differently.

2.3.3 Academic achievement in schools

In school system success is mainly determined by measuring the extent of achievement in terms of academic performance, or how well a student meets standards set out by the government and/or the institution (Ellis 1999; Martin & Stella 2007). As Ornstein and Hunkins (2004:43) academic performance is referred to the individual student's ability to attain high academic scores when graded using rigorous tests and examinations that they need to meet as graduation requirements. Further, they state that performance is the act or process of performing tasks or an action pertain to the actual steps or strategies taken to reach a goal. Similarly, Cunningham and Cordeiro (2006) describe it as how students deal in their studies and how they cope with or accomplish different tasks given to them by their teachers. Therefore, academic achievement is about how well students perform in their academic work and the accomplishment is usually graded through the use of standard tests and agreed upon standards for passing.

Students' academic achievement could not be realized without providing quality education or it could not happen by chance or fate. Although, consensus is reached regarding the importance of providing quality education for students' academic achievement, the meaning and components of quality is argumentative. As indicated in section 2.3.1 an individual or a group could conceive quality differently. A school may attempt to realize academic achievement by promoting a particular type of approach in line with what members think as quality education. Similarly, various stakeholders employ different criteria to judge about quality rather than starting with single definition. This all implies that no single definition of quality get universal acceptance.

Practically, it is difficult to ensure academic achievement of students by achieving best result in one or two aspects of the school. In support of this, many researchers (Ashcroft 2005; Materu, 2007; Dereje 2015) suggest that a school needs to improve the provision of educational input, the teaching-learning and the output of education in order to realize the provision of quality education. As described by Scheerens and Handriks (2002) there are six types of perspectives which can be identified as productive, instrumental, disjoint, equity and efficiency. For example, as described by the above researchers, advocator of productive perspective proposes that the success of education system is seen as

depending on the attainment of the aspired education output/outcomes. This group use indicators such as quantity of graduates who secure diploma, number of employed students and the like. Advocators of instrumental perspective specify that outcomes can be predicted from indicators of input, process and context measures.

Recently, UNISEF (2000) came up with more comprehensive and convincing model that helps to realize the provision of quality education in school system. According to a working paper presented in international meeting by UNICEF (2000), there are five dimensions of quality education that comprises aspect relates to learners, environment, content, process and outcomes. An overall consensus is reached around the basic dimensions of quality education presented in this paper more than in any other document. As presented in the document, basic dimensions of quality education comprise:

- **Quality Learners-** students should be healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities. Students should receive services to improve their health, such as treatment for illness and infection and school feeding programmes to improve nutrition.
- **Quality Environments-** it needs to be healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. Psychosocial and interpersonal skills can be applied to many contexts - HIV/AIDS prevention, drug abuse prevention, nutrition and hygiene behaviour and many non-health contexts as well.
- **Quality Content –** it should be relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/aids prevention and peace. The curricular content has to increase students' knowledge and has to be affects their behaviour in relation to health and hygiene.
- **Quality Processes -** trained teachers should use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- **Quality Outcomes-** it encompasses knowledge, skills and attitudes that has link with the national goals for education and enable learners/ graduates to participate

positively in society. General literacy and socialization provided by schools affect women's maternal behaviour and reproductive health (LeVine, 2000).

Generally, in the school system using academic success of students as indicator helps to ascertain the level of school principals' performance easily as average score achieved from standardized national exam. Above all, this kind of indicator is not only directly relates with the core mission of school principals but also student's achievement shows efficiency in the use of input and effectiveness in practicing the teaching –learning process. This implies that academic achievement as educational output is the product of inputs and process. Thus, in order to measure the effectiveness of school leadership a combined model of index is applied. In the utilization of the combined tools, the primary indicators of school principals' leadership effectiveness is realized progress in terms of the academic achievement of student's even though other tools are employed as supplementary.

2.3.4   The role of the principal in achieving academic standards

The central theme of the principals' activity in school is to produce well educated boys and girls through effective teaching and learning (Oluremi, 2008, p. 302). Emphasizing this, King (2006) states that schools as well as its leaders are currently challenged to the extent to which every effort is made to ensure academic success of all students. They intensely urged not only to create best conditions for learning in the context of their school but also to ensure the academic achievement of all students' (Deal & Peterson 1999; Waters & McNulty 2005; Fullan 2007). In line with this ambitious educational goal, the current condition requires different form of leadership and new kinds of principals whose role would be defined as leadership for instruction, community and vision (Usdan, McCloud & Podmostco 2000). Accordingly, principals as a school leader, should give priority to instructional program, inspire and empower the school community as well as maintain positive school climate (Green 1994; Bell 2001; Louis et al., 2010).

School principal should develop and sustain sprit of learning in their respective school so that students are able to fulfil or achieve the standard set by the government for their level of study. By supporting the above idea Nelly (2008) asserts that school principals should have strong courage to struggle to keep the school going even in difficult circumstances

and always have ways to deal with problems in order to make students fulfil the minimum standard set for their level. Torrance (1995, p. 148) and Rayment (2006, p. 40) on their part state that the school principals should work to ensure students are fulfilling the standard by creating facilitative environment that help to improve academic achievement of students. These enabling environments are:

- Make teachers have freedom, training, and motivation to make informed decisions and held them accountable for the results.
- Work to ensure all students reach at minimum standards achievement without exceptions and excuses.
- Take the contribution of students' performance as the only criterion for judging the merit of any educational activity.
- Link the assessment system, curriculum implementation, instructional and professional development program as well as accountability system to the standard achievement at every level.

Furthermore, we found several strategies in literature that may help to examine the contribution of school leaders by interpreting examination result. In relation to improving students' academic achievement Heck (2000, p. 516) traces some of these strategies. The easiest way is to compare the schools' raw scores with each other or with the national average or local average to make statements about the effectiveness of each school. This is the standard model. It is the most commonly used approach, however, it provides a biased view of what schools contribute to students' learning because of its failure to consider the students' composition or the previous level of achievement. Heck (2000) contends that this approach incorrectly assumes that all the observed differences in raw scores are due to the differences between schools.

In order to help students achieve, the standard set for the level of the study the school principal has to bring change in provisioning of educational input, improving of teaching –learning process and in realizing the attainment of predetermined educational output/outcomes (Scheerens & Handriks 2002; Ashcroft 2005; Materu, 2007; Dereje 2015). The following are important inputs, process and outcomes that help students to achieve the standard government set for their level of learning. For instance, the school

principal should work to realize for the availability of the following resources. These are strong parent and community support, adequate supply of financial and other resources, as well as realizing the relevance of the existing curriculum. Furthermore, frequent and appropriate teacher development activities, sufficient textbooks and other materials, adequate facilities; lab, ICT, toilets, tap water and the like.

In terms of teaching learning process, school principals should ensure high learning time, variety in teaching strategies, frequencies of home works, frequent student assessment and feedback. In terms of Output (outcome) it measures acquiring good knowledge on the part of students, good understanding of the curriculum by students, performance excellence, producing confident and skilled graduate with entrepreneurial ability. Principals are now regarded as central to the task of building schools that promote powerful teaching and learning for all students, rather than merely maintaining the status quo (Peterson, 2002; Darling et al., 2007).

Quinn's (2002) who studies about the relationship between principals' leadership behaviour and instructional practice supports the notion that leadership impacts on instruction and performance. Its findings indicate that the principal's leadership is crucial in creating a school that value and ultimately strives to achieve academic excellence. Christie (2010) research findings indicate that leadership role of principals' can significantly boost learners' achievement. Many researchers evaluate the degree of effectiveness of principals in relation to the improvement they brought in students' academic achievement (Marzano et al., 2005; Fullen 2007). Such researchers reveal that effective school leaders promote the success of all students by advocating, nurturing and sustaining positive school culture and by endorsing instructional program that enhance students' learning and teachers' professional development (Rilay 1999; Auluwia 2007). This implies that effective school principals are basically examined in terms of the result they attain in improving students learning. In line with this, most scholars relate leadership effectiveness with the extent to which students' academic achievement is enhanced by the leader. This indicator is preferable not only it offers quantitative result about the performance of the leader but also students' learning is the core purpose of principal ship.

2.3.5 Principals' leadership behaviours that promote academic achievement

Through the process of leadership, principals contribute a lot by directing and empowering teachers, parents and students to behave in desirable way where their effort enables the school to achieve its goals (Nsubuga 2008). The bottom-line outcome in school is about improving on student learning by exerting positive influence on teachers' and other members' competence and motivation through appropriate type of leadership behaviours (MicNeill, Cavanagh & Silcox 2003) From the description of these authors, the success or failure of students is highly dependent on leadership style principals' exhibit in leading teachers and other members as it determines whether they act as a partner or external body in the accomplishment.

Since school principals work with people who have diverse interest which same time stands in conflict makes their leadership role complex that require them to dynamically blending different leadership styles. Principals need to have ability to make reasonable gauss about the right type of leadership behaviours pertaining to the requirement of the situation whether to emphasis on task or to satisfy employees need or else emphasis on both dimensions. This implies that principals are expected to exhibit appropriate leadership behaviours that fit with the purpose at hand and the existing situation. Furthermore, they are required to have knowledge about the theoretical set up of various leadership styles so that they can choose and employ the proper type of behaviour per the context. In support of this Chapman (1993) has stressed on the necessity of acquitting principals with the essence of various leadership styles so that they deliberately and consciously make an integration, enmeshment, and coherence as visionary and creative leadership.

In line with the above stated understanding, only some chosen models of leadership behaviours are treated in relation to its effect on students' academic achievement. Here under, the review is mainly focused on clarifying how the particular leadership behaviour/ style is defined, assumption hold by its advocators and the explanation they provide with respect to ways of improving students' performance. On the other hand, the regorous analysis with respect to the existing consensus and controversies in conceptualizing component behaviours that built the style, justification given about the effectiveness of

the style, strength and critics in relation to each styles is presented in chapter three. Therefore, in line with the above specified arrangement, the essence of some selected constructs of leadership behaviours are discussed as follow:

Instructional leadership is one of the styles that are proposed by many researchers as highly conducive model for improving academic achievement of students (Mthombeni 2006; Enueme & Egwunyenge 2008; DuPont 2009; Sim 2011). Advocators of this style argue that it is right type of model of leadership behaviour that principals need to adopt in their leadership in order to realize better students' learning. They advise school principals to give priority for functions that directly related to ensuring students' learning. In support of this, Leithwood et al (2004, p. 27) posit that instructional leadership style is important for all schools as it directly aimed at improving students' result. Because of this, the major concern in instructional leadership style is realizing of effective instruction of students and thereby to improve learning outcome.

Even though, various researchers define instructional leadership in many different ways, in emphasis have been given to aspect of instruction with the intention of improving students' learning. For instance, Sim (2011, p.1) defines it as leadership practices which directly relate to effective interaction of teachers, students and the curriculum. Rice (2000:165) on his part describes instructional leaders with behaviours like clear vision, committed to improve students' achievement, set high expectation, develop trusting working environment, capable of effective communication and courage to seek assistance. Moreover, Blase and Blase, (2000) describe instructional leadership role with specific activities such as making suggestion, giving feedback, model effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise. Further, they explain that the role of principals in terms of providing direction, resource and support to teachers and students in order to improve the teaching-learning process.

The most frequently used and more comprehensive model to conceptualize instructional leadership is developed by Hallinger (2005). As specified in this model, there are three dimensions that are named as defining the school's mission, managing the instructional

program, promoting a positive school learning climate. Under these three dimensions there are ten specific functions which are referred as framing the school goals, communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learners. According to him, the first two, the next three, and the last five functions set under the first, the second and the third dimensions respectively.

Brewer (2001, p. 30) on his part describes it as the one that requires focusing on instruction; building a community of learners; sharing decision making; sustaining the basics; leveraging time; supporting ongoing professional development for all staff members; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry, and continuous improvement. Recently attention has shifted from teaching to learning and thus some scholars proposed the term "learning leader" over "instructional leader" (DuFour, 2002). All the above concepts conform to the notion that effective schools create an 'academic press' by setting high standards and expectations and a culture of continuous improvement. In line with this, instructional leaders are responsible to align standard and practice with mission.

Within the notion of instructional leadership various scholars propose different approaches to be used in order to realize better achievement of student. For instance, Kwinda (2002:16) proposes four set of approaches that help instructional leaders to improve students' academic achievement. These approaches are named as goal promotion, resource provision; visibility and supportiveness. In support of the above idea Alig-Mielcarek (2003, p.35) explains how school principals exert influence on classroom instruction as a practice of instructional leadership behaviours is seen as below. For instance, she states:

when instructional leaders monitor and provide feedback on the teaching- learning process, there were increasing teachers reflection and reflectively informed instructional behaviours , a rise in implementation on new ideas, greater variety in teaching strategies, more responses to students diversity, lesson were prepared and planned more carefully, teachers were more likely to take risks and had more focus on the instructional process and teachers used professional discretion to make changes in classroom practice.

This asserts the importance of the instructional leadership behaviours particularly, for the improvement of the teaching learning process. She clearly indicted teachers with non-instructional leaders felt a sense of abandonment, anger, and futility, and have low level trust and respect for principal, low motivation as well as low self-efficacy.

The importance of instructional leadership behaviour is highly acknowledged by most researchers as it is a base for students learning and progress. School principals as instructional leader need to direct curriculum and instruction and facilitates for teachers' professional development so as they improve their teaching (Ubben, 2001). They should monitor student progress and identify areas of curriculum and instruction in need of change or improvement. They always take into consideration students' learning in all their decisions and empower teachers by providing the necessary support and training to grow continuously in their profession so as they help learners adequately (Enueme & Egwunyenge 2008; DuPont 2009; Sim 2011).

Transformational leadership is another important leadership style that has support from many educational scholars as it has positive effect on enhancing students' academic achievement (Lowe & Gardner 2001; Ross & Gray 2006; Antonakis 2012). By strengthening the above idea Bass and Riggio (2006) state that this style gains popularity because it gives emphasis for intrinsic motivation and followers' development which coincides with the need of the existing work group who wants to be successful in this time of uncertainty. Furthermore, many scholars reveal that in the organizations where its leaders dominantly exhibit this leadership behaviour; its followers are empowered, strive for higher level success and committed for common goals instead of their self-interest.

Various scholars define transformational leadership style in many different ways. For instance, Ross and Gray (2006) define it as an influence process in which the leader raising followers' value, motivating them to go beyond their self-interest so that they embrace groups' goals and redefining their needs to align with organizational preference. To this effect, they prescribe three specific leadership behaviours that recognized as charisma, intellectual stimulation, and individual consideration. Bass (1985:17) on his part describes it as an 'extension of transactional leadership that extends beyond the concept of 'exchange'. According to him, it comprises attributes of behaviours that referred as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. In slightly different expression Cunningham and Cordeiro (2000:185) describe behaviours of such leaders as visionary, change agent and skilful in dealing with complex issues like developing staff, mapping new directions, mobilizing resources, supporting employees and responding to work-related challenges.

Specifically, within the school setting Leithwood et al. (1999) and Leithwood and Jantzi (2000) identify this leadership style along six dimensions of behaviours that include building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practice and value; demonstrating high performance expectations; and developing structures to foster participation in decision making. By supporting the importance of those listed specific behaviours Harris (2003a, p. 18) comments that when such behaviours are exhibited by school principals it improve teachers' collaboration, motivation and self-efficacy. Consequently, with the improved involvement and contribution of teachers' student get quality education and also achieve more. Broadly speaking, most advocators of transformational leadership approaches agreed up on the above mentioned four specific behaviours that identified by Bass (1985) as basic pillars through which superior results are achieved. These component behaviours are also known by the abbreviation '4I's. The content of the four attributes of this approach is briefly summarized from the explanations given by Bass.

- Idealized influence- includes arousing strong follower emotions and identification with the leader; modeling appropriate behaviours
- Inspirational motivation- Communicate an appealing vision and high expectation, uses symbols to focus efforts, express important purposes in simple ways.

- **I**ntellectual stimulation- includes behaviour that increases follower awareness of problems and influence them to view problems from a new perspective, promotes intelligence and rationality
- Individualized consideration- includes providing support, encouragement, coaching, gives personal attention and treats each employee individually

Generally, Bass (1985) state that transformational leaders empower followers and encourage them to 'do more than they originally expected to do'. Such leaders motivate follower to perform at higher levels, to exert greater effort, and to show more commitment. According to him, leaders transform and motivate followers by making them aware about the importance of the goals and strategies through which the goals achieved, inducing them to transcend their own self-interest for the good of the organization and activating them for higher-order needs. Accordingly, transformational leadership style is an influence process that intended to bring changes in attitude and behaviours so that followers give priority to organizational success beyond their self-interest. It energizes followers to accomplish more than what is usually expected of them as change in terms of emotion, value, ethic, standard, and long-term goals can be realized. It includes assessing followers' motive, satisfying their needs and treating them as full human beings.

Transformational leaders provide encouragement and support followers, assist their development by promoting growth opportunities, show trust and respect. Northouse (2013) identify transformational leaders with the following specific behaviours. These are: empowers followers to do what is best for the organization, leader is a strong role model with high values, listens to all viewpoints to develop a spirit of cooperation, creates a vision, using people in the organization, leaders act as a change agent within the organization by setting an example of how to initiate and implement change. Many scholars (Leithwood & Jantzi, 1999; Leithwood, et al., 2004; Louis, et al., 2010) acknowledge transformational leadership behaviours as key factor that ultimately improve students' achievement. This model is advocated by contemporary scholars because such behaviours raise the values of members and motivating them to go beyond their self-interest to embrace school goals. It uplifts teacher commitment, efficacy, energize them

to work hard and enthusiastically inspire followers to transcend their own self-interest for the good of the organization.

Distributive leadership style is the another chosen model for some researchers as it enhancing better academic achievement of students (Lowe & Gardner 2001; Desforges & Abouchar 2003; Ross & Gray 2006; Antonakis 2012; Botha, 2016; Sibinda 2017). From the review of related literature this leadership style is identified by different names such as distributive leadership; delegated leadership; teacher leadership and collaborative leadership. In fact, some scholars considered all these description as synonymous where as some others consider each as different. In addition to this, in transformational leadership model shared leadership behaviour is set as one component even though many scholars describe it as separate type of leadership style.

Due to complexity and existence of large number of tasks; school principals cannot manage effectively unless the leadership role is shared among various groups of the school community. Furthermore, the heightened expectation of stakeholders inside and outside the school necessitate to make the school leadership collective, shared and cooperative rather than routine mechanical operation (Auluwalia et al 2007). In this sense, the school principals are required to involve all stake holders so that multiple formal or informal leaders contribute for the realization of the school success. Because of this reason the school principals should facilitate for collaborative and collective leadership so that various stakeholders get opportunity to involve and contribute on-going development process of the school (Grace; 1995).

In distributed leadership several people at all levels take initiative and influence other members to contribute for the attainment of educational goals (Leithwood, et al. 2004). Similarly, Triegaardti (2015) describes that distributed leadership is a form of shared leadership in which principals share authority and power to key stakeholders so that they take leading roles, assume responsibility and act independently as individuals or groups. Further, he elaborates that the distribution of leadership role allows the school community to work collaboratively to achieve the maximum goal in education where all learners may benefit from effective teaching and learning. Botha (2016), explains that distributed

leadership, a perspective gaining prominence in the world, is being advocated because it has the potential to make the school leaders' demands successful, contribute to classroom achievement because correct decisions are done collaboratively, and affect the overall school reform in a positive way. In line with this understanding the leadership process of the school should involve more actors like teachers, parents and students instead of merely hold by principals. Such collaborative endeavor and integrated effort of all may serves to reduce error and also to take multiple perspectives in to consideration in the process of decision-making.

The study conducted by Louis, et al. (2010, p. 6) under the title "leadership influences on student learning" was intended to examine principals' leadership behaviours in terms of its contributions to student learning. In their finding, Louis et al. (2010) noted three lenses of leadership that are needed at the school site: *collective* that is the sum of influence by all stakeholders towards goals; *shared* which is teachers and principals work together to lead and *distributed* leadership which implies that people doing specific things. The principal has to continuously and simultaneously view the school site through these three lenses to positively impact on student learning. The finding of this study on the distributed leadership behaviours of principals' support the earlier research works of Pounder, et al. (1995); Leithwood et al (2004) and Murphy et al*.,* (2006).

In line with this, principals and others in school need to become coalition builders as managers of internal affairs. By supporting the above notion Sadker (2005:188) argued that when principals and teachers work together and parents are connected with school mission, the school becomes more likely productive. Similarly, Triegaardti (2015) states that distributing leadership role to teachers is a promising model because it helps to extend the principals' influence to all part of the school that result in better academic achievement of every learner. So shared leadership style is the need of all schools that want to make reform in its educational system and working for quality education.

2.3.6 Summary of the Literature reviewed

In this section of the review, an important theme that the researcher has been focused on was academic achievement of students at the school level. To clarify this major topic,

related literatures has been reviewed by sub divide the major issue under sub topics: the concept of academic achievement, academic achievement in schools, the role of principal in achieving academic standards and principals leadership behaviours that promote academic achievement have been reviewed.

From the review of literature, the researcher reveals that academic achievement in education is attained when the provision of quality education is ensured. Indeed, there is difference in defining as well as in measuring of school outcomes. Provision of quality education enables students to achieve their economic, social and cultural objectives and helping society to be better protected, more served by its leaders and being equitable in many aspects. It allows student to reach their fullest potential in terms of cognitive, emotional and creative capacities. Furthermore, the researcher recognized from the review that conception of quality reflects perspective of an individual and society. Further, it became clear about the five different philosophical and theoretical traditions regarding quality education.

The researcher understands from the review that the school principals are not only responsible but also have an opportunity to create facilitative environment through which students can achieve the standard set by the government. They also required acquiring strong courage to keep their school going even in difficult circumstances and always having ways to deal with problems in order to make students fulfil the minimum standard. From the review it is reveal that recently more or less agreement is reached on the five dimensions of quality education that comprises quality learners, environment, content, process and outcomes. Further it became clear from the review about the importance of improving the provision of educational input, the teaching-learning and the output of education to realize better student achievement. From the review, some leadership styles like instructional, transformational, and distributive, learning centred and leadership influences on student learning model found useful in different way in promoting better students' academic achievement.

2.4 CONCLUSION

In this chapter, the researcher reviewed related literatures regarding principals' leadership behaviours and students' academic achievement. In line with the nature of the major topic

under consideration the review of related literatures organized and presented in two sections. In the first section, the researcher reviewed about principals' leadership behaviours by sub dividing it under specific topics such as the nature and concept of leadership in education, importance of leadership in the school context; the role of principals in school leadership; concept of leadership behaviour and leadership behaviours of principals' that support learning culture and climate. Whereas in the second section another major topic that specified as academic achievement of students at the school level were reviewed. Similarly, this major theme was also treated under topics like the concept of academic achievement; academic achievement in schools; the role of the principal in achieving academic standards and principals' leadership behaviours that promote academic achievement.

The researcher reviewed various related literatures with the intention of developing better understanding about the effect of principals' leadership behaviours on academic achievement of students and thereby to contribute scholarly in an attempt made by scholars regarding the most feasible type of leadership behaviours that help to realize better academic success of all students. Indeed, the review of literatures provides him valuable understanding regarding the effect of various types of principals' leadership behaviours on academic achievement of students' and this in turn helps the researcher to develop relevant data-gathering tools and to choose the right theoretical and conceptual framework for the study.

Having reviewed the literature regarding the relation between principals' leadership behaviours and students' academic achievement, in next chapter the theoretical and conceptual framework of the study is presented. In the coming chapter three the behavioural leadership theory which exclusively focuses on what and how leaders do and the learning centred leadership that amalgamates instructional and transformational leadership models is assessed and elaborated as theoretical and conceptual frameworks of this study. Furthermore, the essence of a newly proposed model with some small difference and modification from learning centred leadership is discussed.

CHAPTER THREE

THE THEORETICAL AND CONCEPTUAL FRAMEWORK FOR THE STUDY

3.1 INTRODUCTION

This chapter is intended to make a review of the available literature on essences of theoretical and conceptual framework and show how they are utilized in this study. Behavioural leadership theory and learning centred leadership are chosen as theoretical frameworks to guide this study. The whole review in this chapter is made to answer ultimately the five basic questions raised earlier with respect to the effect of secondary school principals' leadership behaviour on students' academic achievement. To this effect, the behavioural theory which   exclusively focuses on studying what and how leaders do and also a learning centred leadership that amalgamate core components of instructional and transformational models were explored.

This chapter presents relevant literatures that reviewed and organized under the following related topics and sub topics. It begins with Introduction on the general notion of theoretical framework and then made detail discussions on the two chosen theoretical framework; that are 'Learning-cantered leadership' and 'Behavioural theory and concept of leadership behaviour/style'. By adding more, the related literatures that were reviewed to address the research questions raised in this study are presented under the heading of : The effect of various types of principals' leadership behaviour on academic achievement of students' by giving special reference to 'Instructional leadership', 'Transformational leadership', and 'Shared leadership'. Furthermore, the related literature reviewed in this chapter presented under the heading of: 'Trends of effective leadership moves towards a combined model'; 'Ways of principals' influence on academic achievement' and 'The proposed conceptual frame work help to guide the study'. Finally, the 'Conclusion' drawn from the literatures reviewed is presented.

3.2 THE WHAT AND WHY OF THEORETICAL FRAMEWORK

Theoretical framework is a guide on which the study is built on. It provides the structure through which the researcher defines the study philosophically, epistemologically, methodologically and analytically (Mertens, 2005; Cohen et al., 2007). Similarly, Abd-El-

Khalick and Akerson (2007) stated that theory is important to guide the research process as it undergirds researcher's thinking with regards to how he/she understands the topic, perceives concepts and defines terms in relation to the issue under consideration. With this understanding, behavioural theory that makes the researcher exclusively focuses on what and how leaders' do to be effective and the learning-centred leadership that amalgamates instructional and transformational leadership are chosen as theoretical frameworks of this study. These two leadership theories are chosen as theoretical frameworks of this study because the researcher assumed that these models provide a structure through which the effect of principals' leadership behaviours on student academic achievement can be assessed and elaborated.

These two chosen theoretical frameworks are tested and accepted by many scholars and thus they assist the researcher by offering useful principles that helps him to direct the research process. Using theory/theories as a frame of reference helps the researcher to understand the topic of the study, the underlying assumption and the data/ evidence needed to make comparison and interpretation (Martons, 2005). Generally, concepts, assumptions, expectations, and beliefs set under the two chosen theories are used in reviewing related literatures, collecting and interpreting data that pertained to the topic under study (Maxwell, 2005).

The researcher preferred behavioural leadership theory as one of his theoretical framework due to its importance to answer research question number two and also assist to answer research question number three. In relation to the research question number two, the chosen theory guides the inquiry of identifying the most effective type of principals' leadership orientation among the three meta-categories of task focused, relationship focused and/or change focused behaviours that enhance better students' achievement. Similarly, the concept behind leadership orientation guide the process of sorting the most important component of school climate (physical, social, affective and/or educational) that the leaders need to focused on to realize better students' achievement.

In line with the thought of behavioural theory, the researcher is exclusively focused on examining what and how the school principals' do in order to enhance better academic achievement of students' instead of studying about the personality or traits they endowed

by nature (Northouse, 2013). In accordance with the chosen theory, the researcher assumes that principals' could exert positive influence on the school community and get their collaboration for realizing academic achievement of all students only if they exhibit appropriate type of leadership behaviours (Daft, 2005; Yukl, 2010; Northouse, 2013). The classification of leadership behaviours in to task oriented, relationship oriented and change oriented is a generalized taxonomy that are functional in all types of organization in similar way.   Basically, the basis of this type of classification is that the extent to which a leader need to emphasize on task, relationship and/or change behaviours in their day to day activities. Due to such generalized classification of leadership behaviours, this meta-category may appears inadequate when the inquire is intended to identify 'what specific leadership activities principals need to perform to enhance better students' achievement' is considered. To fill this gap, the researcher chosen Learning Centred Leadership model that amalgamate instructional and transformational leadership behaviours as the second theoretical framework.

This model is preferred specifically to guide the process of identifying the most feasible type of principals' leadership behaviours that enhance better academic achievement of all students due to the following reasons. This   model provides a new perspective on how the two most cited constructs, the instructional and transformational leadership, work in tandem. In addition to the above indicated reason the researcher select this model as useful because the founders of the construct   have been reviewed many of the previous research findings and built it from already tested and known knowledge. This leadership construct is important in guiding the study since it gives special emphasis for the improvement of instruction (student learning) and transformation of members through offering opportunity of empowerment and engagement

Thus, by considering the above demonstrated reasons, the unique nature of school leadership and the essence of basic research questions number one, four and five, the researcher employed Learning Centred Leadership model as the second theoretical framework of this study. In research question number one of this study it was intended to study about the effect of an integrative leadership model (ILM) that combines instructional and transformational behaviours on students' achievement which closely

coincide with the essence of this model. With respect to research question number four the researcher was attempted to find out the directness or indirectness of the pathway of principals' leadership influence with reference to practicing instructional and transformational leadership role. This implies that the chosen theoretical model offered various important concepts that guide the inquiry made to answer research question number four of this study. Similarly, with respect to identifying effective type of leadership model per the perception of respondents the researcher anticipated this model as contending, it assist the process of answering research question number five of this study.

Therefore, to have a better understanding of the two chosen theoretical frameworks, a detail reviews and discussions including their brief historical development and critique as well as their constructs in sections 3.2.1 and 3.2.2 below.

3.2.1 Behavioural theory and the concept of leadership behaviour

Historically, behavioural leadership theory is an extension of trait theory that emerged as resolution to the drawbacks seen in that approach. Before 1945, the most common approach to the study of leadership was concentrated on traits of a person (Mullins, 2005). Trait theory suggests that leaders have certain personality, social, and physical characteristics, known as traits that influence whether a person acts as a leader. Much of the early work on leadership focused on identifying the traits of effective leaders (Mullins, 2005; Yukl, 2010; Northouse, 2013). It assumed that a finite number of individual traits of effective leaders could be found. But, those studies have failed to produce one personality trait or set of qualities that can be used to discriminate leaders and non-leaders. The lacks of validation of trait approaches led researchers to investigate leadership behaviour instead.

Even though, the trait theory adds some insights on the development of leadership concept, many researchers became discouraged with it and began to pay closer attention to the study of leadership behaviour due to reported drawbacks of the trait theory. Yukl (2010) and Northouse (2013) have reported the following as some of the drawbacks of trait approach that moves researchers towards behavioural study. Traits approach has failed to provide definite number of leadership traits since different scholars came up with

various long list as to what the approach is. In addition to this, even those identified list of leadership traits are not adequately linked with leadership outcomes. Further, it criticized because such lists of trait are personal attributes that may relatively stable in which the person endowed naturally. If so, such endowed traits have less value for enhancing leaders' competency as improving or instilling through training, education, practicing, observation or development is difficult (Yukl, 2010; Northouse,2013).

An evaluation of the effectiveness of a leader is dependent on the theory being used. In trait leadership theory, for example, personal attributes assumed enable the leader effective whereas in the behavioural theory, the behaviours/style of the leader which he/she actually exhibits in the process of leading is assumed makes him/her effective. In behavioural theory the emphasis is given to the analysis of action of leaders' instead of the intellectual qualities or internal state (Adairs, 1973 cited in Armstrong, 2009). This implies that the behavioural theory is practical in its nature in which its emphasis is on acts and behaviours' a person (a leader) exhibit in work than his/her personal traits like personality, motives and values. Furthermore, the behavioural theorist argues that leaders' capabilities are learnt but not inherited as postulated by the trait leadership theorist (Yukl 2010, Northouse 2013). In the views of trait leadership theory personal attributes make leaders effective while in the perspective of behavioural theory the constructive influence leaders made on followers through appropriate leadership behaviour/ style make them effective.

The notion of behavioural theory contends that leaders are not born but are developed gradually through education, experiences, maturity, training and development. Here it is believed that great leaders are made, but not born. Different people learn to be leaders through training and observation (Northouse, 2013). Success in leadership cannot be guaranteed merely because of an individual has certain endowed characteristics. This idea is strengthened by Parday (2006) when he states that charismatic leaders who possess innate natural talents that help them to drive people at difficult times could not guarantee success unless they practiced and further develop it over time. This implies that leaders need to utilize competences they acquired through training and accumulated from experience in leading people.

The literature on the concept of leadership behaviour does not have a single definition on

which all scholars agree on. As a result, various scholars have defined leadership behaviour/style in many different ways. For instance, leadership style is described as pattern of behaviours that leaders exhibit in the process of directing followers towards the attainment of personal or organizational goals (Kindarg, 1988; Slocum, 2002 as cited in Botha 2013, p. 6). Barbuto (2005) on his part defined the issue as a pattern of behaviours which leaders adopt to influence on the behaviours of followers. Therefore, it can be inferred from the definitions above that leadership behaviours is about the manner and approach a leader exhibits in the form of action and thought in the process of directing, implementing of plans and motivating people. Similarly, Botha (2013) stated that leadership is not a matter of passive status or of the mere possession of some combination of traits. In school context, it refers to what (the typical pattern of activities, responsibilities or/and function) and how principals do (how decision made, dimensions emphasized on –the task/ relationship/ both / none) to get the work done with commitment of the school community (Adeyemi, 2010; Yukl, 2010; Northouse, 2013).

The central point to leadership style is to decide whether emphasis should be given to aspect of task or human relation or else to both in varying degrees (Mazzarella & Smith, 1989). In task-oriented leadership behaviour, more value is given to ensure the   work done by subordinates. Such leaders are interested in the completion of work than the need, desire and interest of the followers. This type of leadership is claimed to be autocratic as leaders attempt to accomplish tasks without giving concern for employees need by retaining all authority and deciding by themselves. Such practices are allow little opportunity of influence for staff and often indifferent to their needs. Contrary to this, people‐oriented leadership behaviour places high priority on the interests, thoughts and problem of followers than the mere accomplishment of a given task. This type of leadership behaviour is referred as democratic because a leader consults the staff on appropriate matter and allows them to have some influence on the decision-making process; treats them with dignity and is not punitive, and gives them wider responsibilities to make their work more interesting.

There are distinct types of leadership behaviour that differ one from another in terms of assumptions, functions/ chosen core task, manners through which leaders exert influence and affairs of an organization/group to be focused on (Yukl, 2010; Northouse,

2013). The existence of different leadership styles is also clearly observed and reflected in educational leadership literatures. Indeed, in school leadership, some styles are not only well known but also believed by many scholars as critical in enhancing students' academic achievement. Among others, such leadership constructs may include instructional leadership (Quinn, 2002; Waters et al., 2004); transformational leadership (Barker, 2007; Barnett & McCormick, 2004; Louis, et al., 2010); distributive leadership (Pounder, et al., 1995; Leithwood et al., 2004; Louis, et al., 2010) ; learning centred leadership (Murphy, et al., 2006; Hallinger 2011) leadership influences on student learning (Louis, et al., 2010); leadership for learning (Heck & Hallinger, 2014; OECD, 2016) and leadership "layering" (Day et al., 2016).

Generally, leadership behaviour exhibited by a leader at work is important for ensuring a smooth and effective functioning of an organization as well as to attain a shared goal. Many educational researchers have offered evidences of positive correlation seen between student academic success and effective principals' leadership behaviours (Liethwood et al 2004; Korng & Loeb 2010; Mendels 2012; Brady 2012; Day et al., 2016; Chia & Lia 2017). Such research findings made the study of leadership behaviour to be a major concern of researchers since it is believed significant for increasing satisfaction and performance of employees (Yukl, 2010; Northouse, 2013). This means that when the leadership behaviours exhibited by principals' being appropriate, it could exert positive influence on the school community and thus they collaborate for realizing shared goals.

As it was elaborated in section 3.2 above, the behavioural leadership theory has selected as one theoretical framework of this study due to the guidance it offered to answer the research questions number two and three. However, as the justification given above made clear, learning centered leadership model was the second theoretical framework employed to answer research questions number one, four and five that asked earlier. Therefore, the discussion made on its construct, historical development and importance in guiding the three specified research questions were presented in section 3.2.2 below.

3.2.2 Learning-centred leadership (LCL)

Studies of effective schools, where nearly all the students assumed reach at performance targets, have demonstrated the importance of studying principals' leadership behaviours as a major factor (Leithwood, etal., 2004; Marzano, et al., 2005; Murphy, et al., 2006; Mulford, 2008; Louis, et al., 2010; Pinto, 2014; Day et al., 2016; Chia & Lia 2017). In relation to this, principals' leadership behaviour is an instrument helps to influence and shape both the process and behaviour of the school community towards achieving stated school-related goals (Yukl, 2006; Hallinger, 2011). Murphy, et al. (2006, p.1) in their part described principals' leadership to influence the process shared by multiple actors and also to rely on complex, interrelationship between leaders and followers. Indeed, to achieve the intended aspired results, principals should be able to positively influence on the behaviours of the school community by exhibiting appropriate type of leadership behaviours (Hallinger & Heck, 1998; Leithwood, et al., 2004; Murphy, et al., 2006; Louis et al., 2010). This implies that principals need to influence the school community through exhibiting appropriate leadership behaviour and share leadership roles and empower members so that they contribute significantly to realize better academic achievement of all students.

Historically, the development of instructional leadership is related to the effective school movement research evolved through the year's 1966 to 1983 that sub divided into four critical period of development (Lezotte, 1986). Generally, as described by Mitchell and Castle (2005) in this period, instructional leadership designates school principals as the central figure who continuously articulate the school's mission and vision to the staff and community. Furthermore, they oversees curriculum and instruction, teachers' professional development, monitors student progress, identify areas of curriculum and instruction in need of change and also promoting positive learning environment. However, the effectiveness of instructional leadership have been criticized as top down principal dominated model that promotes excessive controlling ((Hallinger 2003; Mitchell & Castle, 2002). Reliance on principals' ability of directing all school work hampered organizational learning and teachers' autonomy of discretion (Chrispeels et al., 2008; Mulford, 2008).

Due to inconvenience observed in instructional leadership, new emergency had been

seen from the year 1986 up to 2000 along with the introduction of principal leadership research the study of leadership shifted towards transformational model. Researchers began to focus more on how principals do what they do rather than on what they do. Although this leadership construct had been in place since 1978 and studied in practice through 1980's, it had not been researched in relation with education until the 1990's. In the field of education, a construct introduced by Leithwood in the 1990's but mainly taken off after 2000 (Estapa, 2009; Mills, 2008; Ross & Gray, 2006). However, this model was also criticized with the drawback it has in terms of ensuring better students achievement. Although, it advances the social interaction among principals, teachers, supportive staff and students, the findings in terms of improving students' achievement were inconsistent and insignificant (Robinson et al.,2008).

Early on, the main research thrust centered on instructional leadership as a construct through the late 1990's and continuing to a significantly lesser degree on through 2010. In this period with the exception of an article by Hallinger (2003) and Marks and Printy's (2003) study, there is a gap in the research that combine both instructional and transformational leadership constructs. In spite of the drawbacks seen in these two types of leadership when it examined specifically as a separate style, there is a good promise in enhancing better student's achievement if the ingredients of instructional construct combine with components of transformational leadership model. The literature presents instructional and transformational leadership behaviours of principals to be often cited theories to improving students' academic performance (Murphy et al., 2006; Robinson et al., 2008; Louis et al., 2010). Therefore, many researchers advised school principals to employ a blend of instructional and transformational leadership theories for realizing better academic achievement of students (Hallinger, 2003; Leithwood, et al., 2004; Murphy, et al., 2006; Louis, et al., 2010; Pinto, 2014; Day et al., 2016; Chia & Lia 2017; Cruickshank, 2017 Hompashe, 2018). Accordingly, a number of researchers has recently come up with a model that basically combines elements of instructional, transformational and shared leadership behaviours.

The learning centred leadership model is one of the integrative models with many spheres of influence that exerts positive influences on student learning (Murphy, et al., 2006). In this regard, Rhodes and Brundrett (2010) argue that learning centred leadership is

broader in its scope and have greater potential to impact on school and student outcomes. Furthermore, it shows the transition made from instructional leadership which is merely concerned to ensure teaching quality to that of leadership for learning that incorporate wider spectrum of leadership actions (Rhodes and Brundrett, 2010).

The specified model is also identified by different names such as leadership for learning or instructionally focused leadership and is composed of eight-dimensional knowledge bases amalgam from instructional and transformative leadership behaviours (Murphy, et al.,2006). The eight dimensions and the list of leadership behaviours that built each of it (enclosed in parenthesis) are presented as next. These are: vision for learning (developing vision, articulating vision, implementing vision and stewarding vision); instructional program (knowledge and involvement, hiring and allocating staff, supporting staff and instructional time); curricular program (knowledge and involvement, expectations standards, opportunity to learn and curriculum alignment); assessment program (knowledge and involvement, assessment procedures, monitoring instruction and curriculum as well as communication and use of data); communities of learning (professional development, communities of professional practices and community-anchored schools); resource acquisition and use (acquiring resources, allocating resources, and using resources); organizational culture (production emphasis, accountability, learning environment, personalized environment and continuous improvement) and, social advocacy (stakeholder engagement, diversity, environmental context and ethics) (Murphy, et al., 2006).

Many researchers go in favour of the learning centred leadership model recently and advocate activities of instructional and transformational leadership to be important and inter-related ones (Marks & Printy, 2003; Heck & Hallin+ger, 2014; Day et al., 2016; Choi & Gil, 2017; Cruickshank, 2017). As indicated above, some of the dimensions are relate with instructional leadership behaviours of principals' that emphasis on a "core of instruction" like teaching, learning, the curriculum, assessment, improvement in teacher's work conditions and school cultures (Leithwood et al., 2004; Robinson et al., 2008; Louis, et al., 2010; Hallinger, 2011; Shatzer et al., 2014).

By complementing the instructional style, the transformational leadership supports the core functions or "technology" of the school, and also heightening the productivity of the

school community and thus it advances student achievement (Murphy, et al., 2006, p.3). Leithwood et al., (2004) on their part comment that when principals employ transformational leadership behaviours alters both the context of classroom and the school that resulted in improving of student learning. Similarly, many researchers (Leithwood & Jantzi, 2006; Marzano, et al., 2005) relate this style of leadership with advancing and developing of the school process as it enables teachers, students, parents and the community to be more productive in their duties, which in turn, improves student learning.

For clear understanding of the model the next diagram is extracted from the researchers' publication as it is (Murphy et al., 2006 p. 5)

Figure 3.1: A conceptual foundation of Learning Centred Leadership (Murphy et al., 2006)
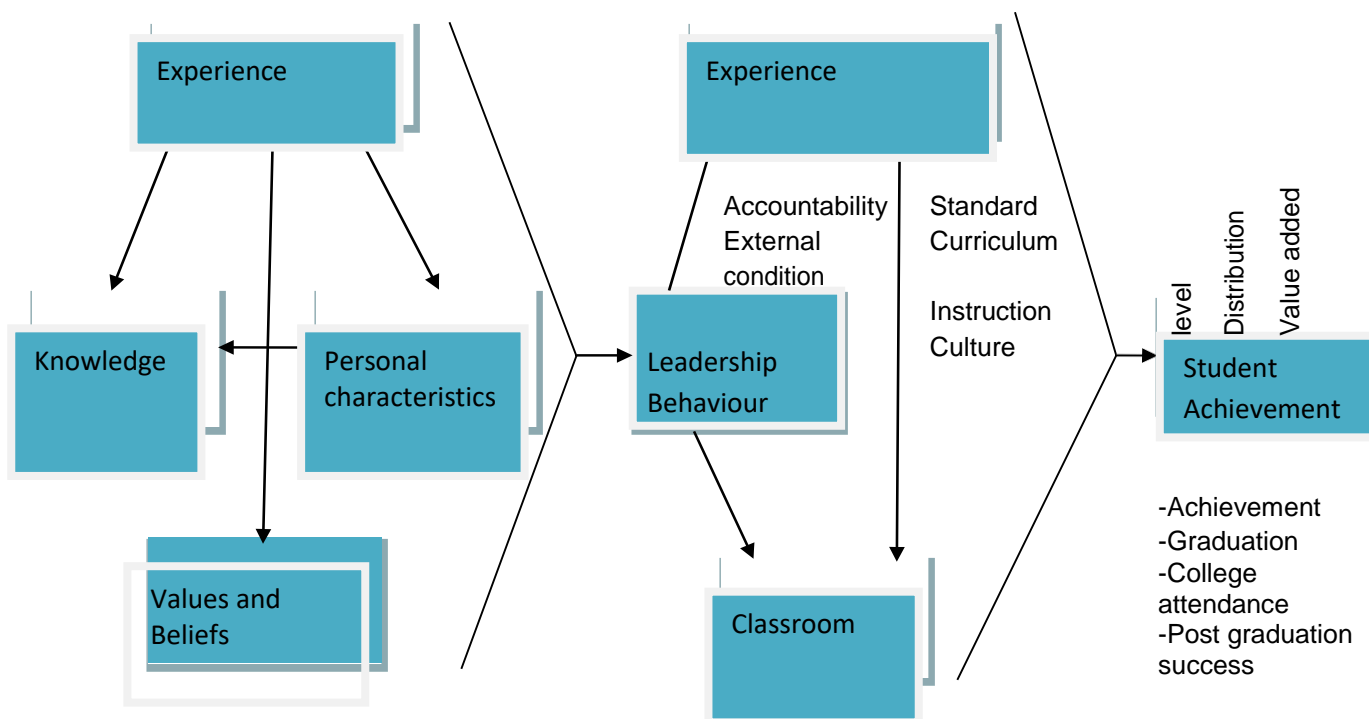
"contexts"	
School	District & State
↳ Type -Student composition ↳ Level -Staff composition ↳ Nature	

"Precursors"   "Behaviours"   "Influence   "Out Comes"
                                                      Pathways"

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As seen in the designed conceptual framework, the model capture constructs which exerts influence on the principal leader and constructs of a principal's leadership effect on student achievement. The founder of the framework shows at the left-hand side of the model that the leadership behaviours of school principals are heavily shaped by four major conditions. As to them, the previous experiences of a leader, the knowledge base the leader amasses over time; the types of personal characteristics a leader brings to the job and the set of values and beliefs which help define a leader affect what the leader do and how he/she act and thought. Further, they assumed that the impact of leadership behaviours is indirect. This means leaders influence the factors both at the classroom and the school level; that in turn influence the outcomes (e.g., student graduation). One of the questions addressed in this study was whether the pathways of principals' leadership influence follow direct or indirect route to reach students so that contribute on learners success. Even though, the model could not offered simple answer to the question, it offered one way looking about the pathway of principals' leadership influence.

Furthermore, they also described that the impact of leader behaviours at three periods of time: indicators of in-school achievement (grades on common final exams), measures of performance at exit (graduation), and more distal indices of accomplishment (college graduation). From this, the researcher perceived what to be considered in examining the effect of principals' leadership behaviours on students' achievement and thus 10th grade EGSELE national exam result was used as indicator of principals' leadership effectiveness. Based on this perception correlation between the effect of integrative leadership behaviour (research question No-1), leadership orientation (research question No-2) as well as preserving of positive school climate (research question No-3) and students' academic achievement were computed. In addition to this the group viewed outcomes from "a tripartite perspective-high overall levels of student achievement (quality), growth or gain (value added), and consistency of achievement across all subpopulations of the student body (equality)". Finally, the model acknowledges that context plays a significant role in the exercise of learning-centred leadership (e.g., a district's decision to employ school managers at sites   so that formal leaders can devote more time to instructional issues).

The learning-centred leadership model has many important contributions in the development of educational leadership and management. Setting dimensions of behaviours from the findings of various studies of effective leadership behaviours and empirical studies of effective schools, school improvement as well as principal and superintendent instructional leadership increases the acceptability of the construct. Encompassing pillars of instructional, transformational and shared leadership styles in an integrated form is a strong contribution as ingredient of these behaviours found as important contributors for effective leadership. Furthermore, including topics such as ethics, diversity, shared leadership, and community of professional practice; which was not tested earlier, is an innovation of the group as long as such behaviours have logical link with students' learning. In spite of the above mentioned feasible source of knowledge and comprehensiveness of the model, the possible drawback may appear due to limited source of research finding as the majority of sources being qualitative studies of a single or a small group of leaders, lack of consistency of findings in literatures and indirectness of leadership effect on student learning.

Generally, from the review of literatures and the above analysis it is possible to infer about the effectiveness of comprehensive leadership construct for improving school performance in general and that of student outcomes in particular. In support of the above, Marks and Printy (2003) concluded that "when transformational and shared instructional leadership coexist in an integrated form, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial" (p. 370). Similarly, this notion is strengthened by Leithwood and Sun (2012, p. 403) when they stated that improvement requires leaders to enact a wide range of practices. In accordance with this idea Heck and Hallinger (2014) have also suggested that integrating aspects of instructional and transformational leadership is important for effective school performance and better student achievement. These all implies that effective principals' have required to includes both the teaching and learning foci of instructional leadership and the capacity- building perspective of transformational leadership. By being convinced with this idea, the researcher included ingredients of instructional, transformational and culture building model in his proposed conceptual framework (see section 3.6).

3.3 THE EFFECT OF VARIOUS PRINCIPALS' LEADERSHIP BEHAVIOUR ON STUDENTS' ACADEMIC ACHIEVEMENT

The contribution of principals as a leader is seen in every aspect of the school. They have significant roles in improving instructional practices, academic achievement, students' discipline, school climate and culture, involvement of major stake holders, as well as the motivation and empowerment of major client of school system. In support of this Powell (2004) asserts that effective principals influence and significantly impacted on every aspects of the school life. He also shows that the products of their influence and impact are students who meet academic standards and schools that are deemed successful. They play a key role in creating conducive learning environment in which teachers feel comfortable and operate efficiently. They are key component of successful school that influence profoundly on all aspects through their leadership behaviours and practices. In line with this, Cuban (as cited in Bush, 2008) has stated that a leader is a person who bends the motivation and action of others to achieving certain goals by taking initiatives and risks. Accordingly, principals as a school leader, influence on the action and thought of teachers, students, supportive workers, local community and other stakeholder so that they work with great determination to ensure students' learning and academic achievement.

Alike in other organizations, leadership in education is an influence process over the behaviours' of followers. In line with this, Sergiovanni (2001) states that school principals are the most important and influential leaders who establish tone for a school, climate for learning, esprit of professionalism for teachers and expectation for students. Kotter (1990: 32) in his part underlined that the promise of major change for the better is at the hand of what leadership is all about. Similarly, Bush (2008) also asserts that school leaders have significant effect in provision of high quality education, attainment of standard, continuity of improvement and major system transformation. Furthermore, Schermerhorn et al., (2000) claim that leadership is the heart of any organization that determines success or failure. By strengthening more, Finn (2002) posits that the quality of principals determine the quality of schools as well as academic success of students. These all may reveal that principals have strong power which enables them to influence on the overall performance of the school.

From the review of literatures we easily learn about the existence of consensus among

scholars regarding the decisive role of principals in determining the success or failure of the school as well as academic achievement of students. For instance, many researchers (Hurley, 2001; Finn, 2002; Leithwood & Richl, 2003; Leithwood, et al 2004; Simkin, Charner & Suss, 2010) have identified school leadership as the second determinant factors that affect students learning next to quality of curriculum and instruction. In line with the above findings we may conclude that scholars in the field of education provide prominence for the detrimental role of leaders in deciding effectiveness of the school and students' achievement. However, unlike the above finding which reflects consensus regarding determinant role of principals, scholars have different view about effective type of leadership behaviours that result in better academic achievement of students.

It is true that school leadership is a multifaceted practice which needs wise use of time and dedication of principals. It also needs competent principals who prioritize key leadership functions and address them properly in order to realize higher students' achievement. Furthermore, they need to acquaint themselves with various leadership theories that evolved from the early industrial era to the rapidly changing perspectives of 21st century. Despite lack of consensus with respect to the most effective type of leadership style, many of the current finding proposes comprehensive and a combined leadership model as effective. Indeed, many of the comprehensive models integrate components of instructional, transformational and shared leadership behaviour cohesively. It assumed that instructional leadership is a basic model that directly related with creating an enabling environment for student learning whereas transformational style helps to ensure higher commitment of all stakeholders. Furthermore shared leadership behaviours expand leadership role of principals through the involvement of teachers, students and parents so as to ensure students' academic achievement. In line with the current trends seen in school leadership, the proposed model of this study represents a comprehensive type of leadership construct as it encompasses elements of instructional, transformational and positive school climate in unified way.

Although different education scholars came up with various types of constructs of leadership behaviours as effective style in realizing better student academic achievement, instructional, transformational and shared leadership that have wider acceptance are treated in detail here under in section 3.2.1, 3.2.2 and 3.2.3.

3.3.1 Instructional leadership as effective style

Before analysing the plausibility of instructional leadership style for enhancing academic achievement of students, it is being reasonable to treat once again facts available in relation to its conceptualization and its trend of development. As seen in section 2.3.4 of chapter two, various researchers in the field of educational leadership define instructional leadership behaviours in many different ways. As the result of this no single definition of instructional leadership has got universal acceptance rather we found different form of description when related literatures is reviewed (Rogers 2009). In support of this when Aligi-Mielcarek (2003:37) specify about the source of difference; she states that researchers in the field of educational leadership have difference in the leadership approach they follow and the value system they support, and consequently they define the term variously in accordance with their view either by emphasizing on aspect of trait, behaviour, process or relationship.

Although, instructional leadership behaviours are conceptualized in various ways as illustrated in section 2.3.5 of chapter two, some model of the style which built of certain types of specific leadership behaviours have more supporter than others. For instance, many researchers (Hallinger, 2005; Mulford, 2008; Devies & Brudrett, 2010; Lyons, 2010; Peariso 2011) advocate an instructional model which built of three dimensions of leadership behaviours (defining of school mission, managing instructional program, and promoting school learning climate) and ten specific functions that driven from the three dimensions. What is common in among the different ways of conceptualizing is that, all advocators of instructional leadership give top priority for aspects of teaching-learning. Further, they also claim that principals' commitment in practicing of instructional leadership is determines the fate of schools to be successful in their endeavours to attain the main goal of the school; that is students' learning.

Historically, the development of instructional leadership style is not simply grown up by moving on smooth surface of the road to its current position without any challenge. The evolution of instructional leadership passes through dynamic change from being the sole responsibility of principals to being the shared responsibility of all staff members with so many ups and downs in the process. As described by Mitchell and Castle (2005)

instructional leadership emerged in educational field during 1970s' as a factors of improving school improvement and continued as bloomed in 1980s and 1990s. During those decades it supported by the finding of various studies that relate effectiveness of the school with the presence of strong instructional leadership.

However; later it strongly criticized by researchers because of its top down structural behaviour as principals solely dominate the leadership role (Hallinger 2003; 329). At that stage, the paradigm was indeed task oriented and known with the name 'instructional management' (Leitherwood 1996:18). Due to stronger opposition against its excessive controlling nature coupled with sprouting of new models, the instructional leadership ceased to be a model of choice in the period between 1990 and 2000 (Mulford 2008; 38). Researchers then came up with various models of leadership which include shared leadership, teacher leadership, distributed leadership and transformational leadership (Hallinger 2003 p. 330).

As the result of school structuring movement began around mid-1990s which was against the top down emphasis of instructional leadership, transformational and distributed leadership style gained much attention as alternative style. However, the turn of 21st century brought an increasing global emphasis on school accountability for student academic results which in turn reinstate the importance of instructional leadership role of principals (Hallinger, 2005:1). Being impressed by its revival, Hallinger describes the reappearance of instructional leadership " a passing fancy that refuses to fade away". Furthermore, Mitchell and Castle (2002) assert the revival of instructional leadership in the 2000s by relating it with its paramount importance. Due to that reason much of the school leadership theory in 2000s rooted in instructional leadership.

After its reinstallation, instructional leadership has supported widely by large number of researcher (Leithwood & Jantzi, 2005; Marzano et al., 2005 ; Robinson, Lloyd & Rowe 2008) as effective leadership style that help for improving students' academic achievement. Particularly, Robinson et al (2008) compare the instructional model with transformational style in enhancing better students' academic achievement. They find that school principals who typically exhibit strong instructional leadership behaviours, build a climate free of distraction, a system of clear teaching objectives and set high expectations for teachers and students have three to four times greater result than those dominantly exhibit transformational behaviours. Furthermore, they argued against the

plausibility of transformational leadership behaviours by relating importance of this model merely with improvement of social interaction rather than academic performance.

From the above scholars' movement towards broader model of instructional leadership and research findings it is possible to infer that the importance of the comprehensive leadership model than the one that narrowly focused on limited aspects of the school and that neglect to encourage the involvement and empowerment of various actors. Accordingly, it is being reasonable to assume that principal's instructional leadership behaviour is indispensable foundation to enhance students' academic achievement but for ensuring sustainable improvement some ingredient from shared and transformational leadership are important.

3.3.2 Transformational leadership as effective style

Effective leadership and transformation of an organization is burning issue for all including school. Transformational leadership style follows a universal approach which incorporates all the three aspects of leadership that viewed from the perspective of trait, behaviour and/or decision-making style. The term transformational has been defined broadly by many writers which may subsume various type of effective leadership, regardless of the underlying influence processes. It evolves through time and incorporates additional forms of effective leadership behaviour like the transformation of individual follower and the entire organization.

As elaborated by Bass (1994) a leader who dominantly employ this style influence followers to have strong personal identification with him/her, as well as to have shared vision of the future, an attitude and behaviour that match with higher-order needs and gives priority for organizational success than to their personal benefit. Similarly, he adds that a leader who exhibits transformational leadership behaviours raise followers' awareness about importance of group goal and increase the degree to which they identify themselves with the shared goals. In line with the idea mentioned above, Leithwood and Jantzi (2006) represent this leadership model by some specific type of leadership behaviours such as developing a widely shared vision for the school; build consensus about goals and priorities of the school; hold high performance expectations; model behaviour; provides individualized support; provide intellectual stimulation; strengthen school culture and build collaborative structure.

This model is compatible with broad based trends of teacher empowerment, multi stakeholder participation in school decision and promotes self-initiated change (Nguni et.al 2006). Norris, Barnett, Basom and Yerkes (2002) state that a principal who dominantly exhibits transformational leadership behaviour encourages the school community to emerge as leaders and empower teachers by providing opportunities to exercise responsibilities. Such type of leaders create conducive environment through which teachers develop their own leadership capabilities. Harris (2003a) on his part argues that in transformational leadership, the leader uses power with or through other people rather than exercising control over them. In support of the above idea Sergiovanni (1999) and Wilmore and Thomas (2001) have also stated that such leaders share power with followers rather than exercise power over them. Further, they add that principals' employing transformational leadership behaviours are concerned with how to use their power to help the school community so that they can do what they think important, becoming successful and experience greater sense of efficiency.

A study carried out by Ross and Gray (2006) reveal that increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student achievement. The finding of their study indicated that principals who adopt transformational leadership style have a stronger effect on teachers' commitment which in turn indirectly influence on the school process and student achievement. More specifically, Ross and Gray (2006, p. 798) state that increasing such leadership style in schools by one standard deviation would increase student achievement by 0.22 percent. Furthermore, they state that:

> *We found that the strongest impact on achievement occurred through teacher commitment to school-community partnerships, confirming recent evidence about positive effects of such linkages in elementary (Taylor & Pearson, 2004) and secondary schools (Jeynes, 2004). Our contribution is the finding that principals' influence on teacher willingness to engage in community partnerships occurred through collective teacher efficacy, rather than through attempts to influence teachers' community commitment directly.*

This implies that principals exert positive influence on students' achievement indirectly by improving organizational condition so that effective type of teaching-learning process is

carried out. The above study reveals that principals can exert influence on teacher's commitment and collective efficacy. Accordingly, principals are required to flatten the hierarchy and provide opportunities to teachers to participate in developing school goals and improvement plan which in turn it solicit higher level commitment from them (Leithwood et al., 1999). Owens (1998) on his part states that empowering teachers to establish a system for shaping a vision/mission of the school and aware them about the importance of accomplishing of it.

In order to realize better academic achievement of the student, principals' have to influence the school community through employing transformational leadership behaviours so that they give attention to a broader array of classroom and school condition that need change to improve learning. Further, principal appeal for ideals and moral values of the school community and also inspire them to think about the observed problems of student learning in new or different ways. Such school leaders challenge the existing status quo or trend to be changed by influencing and inspiring all stakeholders to commit for the desired academic excellence. This means that when school principals' exhibit transformational leadership behaviour they contribute as change agent which in turn helps to improve the school culture in the way it support student learning. In accordance with the above mentioned benefits gained by employing transformational leadership behaviour, the component of many of currently evolving comprehensive model of effective school leadership incorporate ingredients of this style as complement of the instructional model.

3.3.3 Shared leadership as effective style

The heightened expectation of stakeholders inside and outside school seemed to makes school leadership now a day to be collective, shared and cooperative rather than routine mechanical operation (Auluwalia et al., 2007). In the school system due to complexity and existence of large number of tasks; school leaders /principals/ cannot manage effectively unless the leadership role distribute throughout all level of the school and addressed by multiple formal or informal leaders. Because of this reason the school principals are required to apply collaborative and collective leadership so that various stakeholders get opportunity to involve and contribute in an on- going development process of the school (Grace 1995: 45).

In line with the above notion Leithwood, et al. (2004) have illustrated that in distributed leadership several people at all levels take initiative and exert influence over other members to realize the attainment of educational goals. Similarly, Triegaardti (2015) describes that distributed leadership is a form of shared leadership in which principals (leaders) share authority and power to key stakeholders so that they take leading roles, assume responsibility and act independently as individual or group. Further, he elaborates that the distribution of leadership role allows the school community to work collaboratively to achieve the maximum goal in education where all learners may benefit from effective teaching and learning. In line with this understanding school leadership involve more actors like teachers, students, supportive staff, parents and other community members. Such collaborative endeavour and integrated effort of all, enable leaders to consider multiple perspectives in the process of decision-making (Rubin, 2009).

The study conducted by Louis, et al. (2010:6) examines leadership behaviours of principals and its key contributions to students' learning. The aim of the research work was to understand "leadership influences on student learning", that were intended to identify: what successful principals do, and how they affect student learning. With this understanding, educational policy and practice can be developed to support effective principal leadership behaviour and consequently, heighten student achievement. In their finding Louis, *et al.* (2010) noted three lenses of leadership that are needed at the school site: collective that is the sum of influence by all stakeholders towards goals; shared which is teachers and principals work together to lead and, distributed leadership which implies that people doing specific things. The principal has to continuously and simultaneously view the school site through these three lenses to positively impact on student learning. These findings on distributed leadership supported the earlier research works of Pounder, et al. (1995); Leithwood et al (2004) and Murphy et al. (2006).

It is an observable fact that authority to lead and manage is dispersed within the school among peoples who work for its success. Moreover, the system should acknowledge the roles of parents and other community members and involve them directly in the administration of the school (Mulford 2003). In line with this principals and others in schools need to become coalition builders as managers of internal affairs. Supporting

Sadker (2005:188) argued that when principals and teachers work together and parents are connected with school mission, the school becomes more likely productive. Similarly, Triegaardti (2015) states that distributing leadership role to teachers is a promising model because it helps to extend the principals' influence to all part of the school that result in better academic achievement of every learner. So shared leadership style is the need of all schools which have been taking reform in its educational system and working for quality education. For instance, Henderson & Mapp (2002) have reported positive relationships between family involvement and social and academic benefits for students. In standards-based reform practices, when teachers outreach to parents' of low performing students their achievement shows considerable improvement (Desforges & Abouchaar 2003).

The Ethiopian education and training policy (ETP, 1994) recognizes an overall coordination and democratic leadership by boards consisting members from the community. They have key roles in the overall aspects of their schools, ranging from need identification and management to control of school affairs (MoE, 2006). To this end school structures, strategies and policies are made to support shared leadership in which everyone has collective responsibility for student learning and school success. The strategies implies that the management of each school is democratized and run with the participation of the community, teachers, students and other relevant government institutions that need effective leadership in the overall education system.

3.4 TRENDS OF EFFECTIVE LEADERSHIP MOVES TOWARDS A COMBINED MODEL

The prevalence of swift changes in educational landscape and the diversification of school activities make the role of school principals' complex. At the same time school principals are accountable for ensuring success of all students. In line with this need, many educational researchers have carried out study and revealed the determinateness of school principals' in realizing students' academic success (Liethwood et al., 2004; Bush, 2008; Hammond et.al., 2009; Korng & Loeb, 2010; Mendels, 2012; Brady, 2012; Shatzer et al., 2014; Pinto, 2014; Day et al., 2016; Chia & Lia 2017). Further, scholars have advanced the issue by examining the effectiveness of various type of principals' leadership behaviour, although consensus has not been reached yet as their findings support different model of leadership behaviours. In spite of existence of diversified findings with respect to effective

type of leadership behaviour, many researchers found combined leadership behaviours as feasible type of leadership behaviours.

Due to this currently emphasis has been given to integrated types models of leadership constructs. The existing trends regarding effective school principals' leadership behaviours; which may positively affect the academic achievement of students', is moving from narrowly constructed model to integrative multi-faceted one. Among others these include learning-centred leadership framework (LCL) (Murphy et al 2006); leadership influences on student learning (LISL) (Louis et al 2010); hybrid model of principal leadership (Pinto 2014); leadership for learning or instructional management (Geijsel et al., 2003; Hallinger 2011; OECD 2016). The entire above leadership model encompasses instructional and transformational leadership as major components and further it may incorporate one or more additional types of leadership construct. Studies of effective schools, in which nearly all students reach ambitious performance targets, have identified principal practices that make the difference. In fact, this does not mean that the school principal perform all the necessary tasks by him/herself. Indeed, the complexness of school leadership needs the contribution of various stakeholders in which the school principal works as initiator and facilitator in an attempt made to realize academic success of all students

We also recognize that the current finding regarding effective leadership behaviours' is moving towards a comprehensive model of leadership instead of depending on some specific model that merely directed to improve certain aspects of school performance. In line with this notion currently many researchers proposed an integrated leadership model. For instance, some previous studies that focused on total quality leadership acknowledge the effects of combined constructs of instructional and transformational behaviours and recommended that as a preferred model in improving student learning (Leithwood & Steinbach, 1993; Hallinger, 2003; Marks & Printy, 2003). Similarly, 'Leadership for Learning' is another comprehensive model that proposed as effective. This model is not only comprises the constructs of instructional leadership and instructional management and but also further it assimilate components of shared and transformational leadership behaviours (Leithwood & Jantzi 2000; Marks & Printy, 2003; Murphy et al. 2006; Heck & Hallinger, 2009; Hallinger, 2011).

With similar essence 'learning centred leadership' model which is an amalgamate of instructional and transformational leadership that further become more comprehensive through time by including elements of shared/distributive leadership style (Murphy, et al 2006; Marzano, Waters & McNulty, 2005; Hallinger, 2011). Currently learning-centred leadership constructs further expand its scope by encompassing the leadership for learning model, although some scholars equate it to instructional leadership. Among integrated styles of leadership the two contemporary models of principal leadership that influence positively on students achievement are learning-centred leadership (Murphy et al 2006) and leadership influences on student learning (Louis et al 2010). These models are supported by a wealth of empirical evidence, and are the product of extensive studies. Wallace Foundation, an organization with more than 50 years history, devoted in part, to funding educational research were support these two studies (Pinto 2014). These two models among others show an evolution of thought towards more comprehensive models of leadership behaviours that impact on students' achievement.

When we examine the existing literature regarding effective leadership behaviours of principal, it is not difficult to perceive the following realistic situation. A consensus on the conceptualization of effective type of principal leadership behaviours are not exists yet. In relation to construct of leadership in one hand we found some particular type of behaviours as building block of different models. For example, specific leadership behaviours such as setting vision, sharing leadership role, maintaining school culture, teachers' professional development and the like are found in most constructs of leadership styles as component. As an indicators of the above point many researchers (Harris 2003a; Leithwood & Jantzi, 2006) set shared leadership behaviour as a component of transformational leadership style, although advocators of the model set it as full flog independent style instead of ingredient behaviours of others.

Such an overlap in terms of specific leadership behaviours are found more or less among leadership styles like instructional leadership, instructional management; transformational leadership; learning-centred leadership and, distributed leadership. In the other hand there is also substantial difference among the same type of leadership style in terms of construct and assumption. Furthermore, there is also lack of consistencies among scholars when they represent a particular type of leadership style in terms of specific

leadership behaviour that build the model. This means some specific leadership activities/behaviours are found as core component of different model inconsistently and confusingly.

It is possible to infer from the review of related literatures about the importance of various leadership model. Besides the strength and weakness of each, the contribution of different model in various contexts of school and a preferable type of principals' leadership behaviours in comparison with others are analysed in enhancing students learning. There is a strong agreement about the importance of principals' leadership in determining school success specifically in advancing students' academic achievement, facilitate for the contribution of others by distributing leadership responsibilities and create a school climate that promote learning. Research consistently shows that principals exhibiting a strong focus on instructional quality, teacher support, and shared school leadership are successful in improving schools and maintaining student achievement, (Newmann 1997, Leithwood et al., 2004; Murphy, et al., 2006; Garland, 2018). In line with the finding of Newmann the learning-centred leadership framework (Murphy, et al., 2006) encapsulates many spheres of influence that has positive effect on student learning. This can be revealed from integrative nature of learning centred leadership. While giving strong emphasis on learning is an important aspect , principals' should also focused on other aspects of school life such as socialization, student health, welfare and self-esteem, and on developing of appropriate culture and climate which linked to the specific needs of the school and the community.

3.5 WAYS THROUGH WHICH PRINCIPAL INFLUENCE ON STUDENTS' ACHIEVEMENT

There is argument among scholars whether the influence exerted by principals' on students' learning and achievement is direct or indirect, although they have little debt regarding the determining roles played by school leaders on learners' academic success or failure. In simple expression, the argument is whether school principals promote learning and learner achievement directly by influencing the student themselves through their leadership behaviours without using any mediators' or else they promote students' learning indirectly by the use of other variables as medium in transferring their influence.

With respect to how can school principal influences on student learning and promoting of better academic achievement of students we found different views from the review of related literatures. Broadly those scholars who perceive it as direct effect tries to show the established connection between leadership or specific leadership styles and

academic achievement and those that delve into understanding the mechanisms whereby leadership ultimately exerts an impact on academic achievement perceive the influence as it has an indirect. The direct effect is to mean that there is a smooth link/access between the dependent variable (students' achievement) and the independent one (principals' leadership behaviours) while indirect effect is about the availability of mediating variables between principals' and students.

Regarding this point, early researchers on principals' effectiveness was performed using the direct-effect models, have postulated that a school leader's practices have a direct effect on the school's outcome (Goldring & Pasternack, 1994; Sammons, Hillman & Mortimore, 1995). Similarly, some researchers (Marks & Printy, 2003, Waters et.al 2004; Silva, et al., 2011; Mitra & Serriere, 2012 ; Pinto 2014) have also assert that school principals effect on learners' achievement is direct by interacting and influencing them through their leadership behaviours (thought and action). In fact, researchers like Silva, et al., 2011; Mitra & Serriere, 2012 and Pinto 2014 have different ways of perceiving the direct effect of principals' over students' achievement. They state that principals' effect on students' academic achievement directly through two routes as the student themselves influence principals' to make the school environment conducive for their learning and also principals' through their daily interaction with students in classroom walkthroughs, through coaching on academic or behavioural issues, and in routine performance of job duties influence directly on students' performance.

Having some difference with the above, Bossert, et al.'s (1982) reviewed various earlier studies and conclude that principals' have both direct and indirect effect on student learning and achievement. Student achievement was evidenced by an increase in "achievement scores" in some of the studies they reviewed, although no statistical results were provided. Furthermore, they elaborated that principals' influence on students' achievement directly through control of school-level factors like student time-on-task, class size and composition , ability levels of students assigned to particular classes whereas the indirect effect has been carried out through leadership actions such as setting goals for students and monitoring outputs, and using communication channels.

The direct and indirect influences of principals' affect teachers' behaviour and students' learning experience may result in increased student learning.

In contrary of the above finding, most researchers have found out indirect effect of principals on students' achievement (Devenpot & Anderson, 2002; Papalewis & Furtune, 2002; Witziers et al., 2003; Murphy et.al, 2006; Kruger et al., 2007; Robinson et al., 2008; Chrispeels, Burke, Johnson & Daly 2008; Hallinger, 2008; Leithwood et.al, 2010; Hallinger & Heck, 2010; Lious et al., 2010). The effect of principal leadership behaviours on student achievement appear to be indirect, with principal leadership behaviours influencing on mediating factors. Kruger, Witziers and Sleegers (2007) on their part suggest "leadership is no longer proposed as having a direct influence on learning outcomes, but as having an indirect influence through the way it has an impact on instructional organization and culture" (p. 3). Furthermore, Hallinger's (2010) by reviewing various empirical researches on school leadership inferred that leaders can have indirect or mediated positive effect on student achievement by building collaborative learning culture, and helping others to develop leadership capacities.

Relevant literatures (Mulford, 2008; Day et al., 2016) have concurred that school leaders do have quantifiable, yet predominantly indirect influence on student outcomes. The impact that school leaders can have on student learning is often moderated by other factors including teacher quality, classroom procedures and school environment. In reporting Hallinger and Heck's (1996) review (direct effects models and direct effects with antecedents in 21 of the 40 studies reviewed), Leithwood and Jantzi (1999) highlighted the finding that the direct relationship between principal leadership and student achievement was weak or non-existent. The picture one obtains from researching meta-analysis studies of quantitative evidence linking indirect and direct influence of school leadership to student outcomes varies among the research. According to Robinson et al., (2008), the meta-analysis of 37 multinational studies on the direct impact of leadership on student academic outcomes has reported z score of 0.02, indicating a very weak impact.

The latter group (indirect effect of school leadership) argue that principals are not only lack opportunity but also impractical to them to interact directly and frequently with all students. They argued that effective instructional leaders effect on students' academic performance indirectly by influencing on teachers' behaviour and attitude by providing instructional leadership, observing classroom teaching and giving feedback, respecting teachers' autonomy, and respecting instructional time((Cheng 1994; Garman 1995; McEwan 2003; Robinson et al., 2008). Further, they disclose the complexity in measuring the direct effect of principal's leadership behaviours on student learning quantitatively as extraneous variables may interfere and effect on the accuracy of the result. Thus, from the finding of those studies it may possible to infer that the effect of principals' leadership on students' achievement is direct, although to make conclusive decision further study is necessary

3.6 THE PROPOSED CONCEPTUAL FRAME WORK TO GUIDE THE STUDY

In line with the above trend, the researcher has been convinced with the learning centred leadership model as promising constructs because its major pillars, which is a component of instructional, transformational and distributed leadership, found important to enhance better students' achievement. He perceives ingredient of instructional leadership as a foundation and that of transformational style helpful to scale up the commitment of major stakeholders. Accordingly, by analysing different related studies in the area and from his actual experience, the researcher proposes new dimension of leadership behaviours by using the concept of learning centred leadership as a foundation and strengthen the notion of that model. As can be seen below, the proposed model strengthened the notion of integrative construct as seen in learning centred leadership to guide the study of this research project.

In this conceptual framework, the core leadership role of effective school principal is proposed as establishing and maintaining instructional foundation, empowering and transforming major stakeholders, and ensuring the development of positive school climate. This means the principals have to exercise both instructional and transformational leadership style in integrated form. The researcher assumes that success in creating strong instructional foundation as well as the development of positive

school climate helps to transform easily major stakeholders to higher-level commitment and finally this lead to higher academic achievement of students.

As Moorhead and Griffin (2001:448) describe "school climate is usually more easily manipulated by the principals to have direct impact on the behaviours of the staff and consequently on the students." Pasi (2001:18) observes that schools have become important in the lives of students especially those who face negative circumstances at home. Thus, more than ever before, the school should be a safe and positive place, which is conducive to learning, fosters positive relationship, and helps students to prepare for future challenges. He adds that the school climate significantly influences the way students feel about education. With this general preposition, the researcher develops the next conceptual framework to guide the study.

From the review of various literatures and experience, the researcher has acknowledged the importance of instructional, transformational and shared leadership behaviours in enhancing student achievement. Accordingly, from the analysis of various finding the researcher is more convinced on the plausibility of the learning centred leadership model and set it as his theoretical foundation even though he has some differences in assumption and components.

The researcher is also assume that a principal who are successful in leading the instruction and in creating of positive school climate provide foundation for ensuring better student achievement. Success in setting foundation increases the confidence level and efficacy of both teachers and students so as to have high success expectation. On top of this, empowering and transforming major stake holders increase their commitment which in turn result in higher student achievement. Having the above assumption and general understanding of effective leadership behaviours, the next diagram which show a theoretical frame work of this study is presented.

Figure 3.2: An integrated leadership model (ILM). A proposed conceptual frame work to guide this study (The researchers' own, 2019)

Precursor   Leadership behaviours   Influence pathways   Outcomes
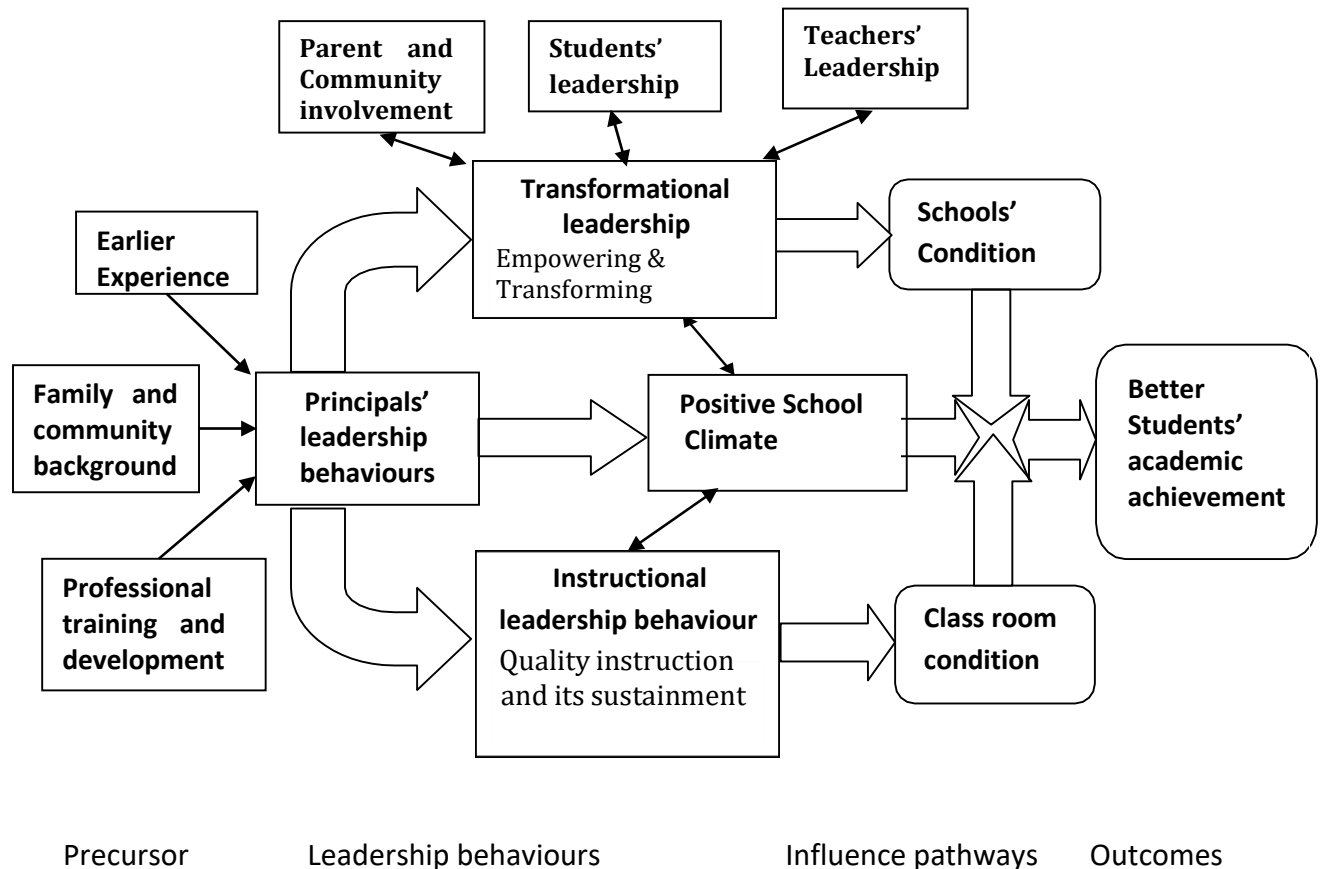
As shown in the left side of the diagram, it assumed that the school principals' leadership behaviours is influenced and shaped by his/her earlier experience, culture of leaders' family and the community, and his /her professional training and development. Next to that, the proposed leadership behaviours of school principal is organized under three core functions. The researcher assumes that leader who intended to improve student achievement should begin by strengthening productive interaction among teacher-curriculum-students in the classroom and ensure success in instructional process. To set and achieve result in instructional aspect, principal should work strongly on the following components. These are making student learning and progress a priority, acquiring and allocating resources for learning, creating safe and effective learning environment, set

and communicate vision, commit to ensure community partnership, leading instruction and setting high standards for learning.

Furthermore, it is assumed that the availability of positive school climate and success in instructional process is a foundation that motivates the school community to achieve higher level result. In fact, to ensure positive school climate the principal has to develop and maintain organizational openness, health and citizenship. It is clear that such kind of school climate is not achieved by doing some specific task on specified time but it develops through time as a process and grow when the leader work as a model by respecting those principles that encourage members to participate with the feeling of belongingness.

Transforming and empowering major stakeholders is another major function of a leader that helps ensure members' commitment. To this effect the following components are included under this core function and it comprises inspire academic optimism, individualized support, impress followers, encourage change and creativity, commit for vision, expectation and success, framing on common purpose and empowering major actors to work as responsible body. Furthermore, principal has to facilitate for empowering and leadership of students as well as teachers. Leader has to encourage students to manage their learning by taking responsibility for their own, empower to create positive influence, involve in school management aspect and organizing self- supporting unit where as to encourage teachers' empowerment and leadership allow them to lead their respective subjects' teaching-learning process, maintain collective teacher efficacy, facilitates for professional development and monitor student progress. For better student achievement which the researcher perceives from his experience is that facilitating teacher-student conference may push both parties to work hard.

In general by analysing different related studies as well as from his actual experience, the researcher proposes a new dimension of leadership behaviours, which is a modified form of learning centred leadership model set as a theoretical framework to guide the research project. In this conceptual framework, the core work of school leaders are perceived as creation of instructional foundation, empowering and transforming major stakeholders, and ensuring the development of positive school climate. The researcher believes that instructional style is a foundation and transformational style help increase the

commitment of major stakeholders. Further, he assumes that success in creating strong system of teaching-learning which manifested in effective interaction of teacher-student-curriculum interaction in classroom as well as maintaining of positive school climate may motivate major stakeholders to commit themselves to higher-level achievement and the cumulative outcome of such attempt, result in better student achievement. Having such understanding the proposed model of leadership behaviours is presented by the researcher for analysis.

3.7 CONCLUSION

In the review of literatures' of this chapter a considerable emphasis have been given for assessing and elaborating the two chosen theoretical and the proposed conceptual framework of the study. In line with the purpose of the study, both the behavioural leadership theory and the learning centred leadership model help the researcher to address issues related to the effect of secondary school principals' leadership behaviours on students' academic achievement. The behavioural theory which mainly focuses on what and how leader do and the learning centred leadership that amalgamate core components of instructional and transformational models enable the researcher to identify the points in which he needs to emphasis in studying the relationship between principals' leadership behaviours and students' academic achievement.

Furthermore, from the review of related literature, the effect of instructional, transformational and shared leadership behaviours of school principals are found significant in improving students' academic achievement. In similar ways, the evidence obtained from the review of related literature ascertained about the change of trend regarding effective leadership towards an integrative model. In addition to the above mentioned, how the school principals'influence (directly or indirectly or else on both ways) to actualize better academic achievement of students were treated. Finally, depending on the understanding gained from the analysis of the chosen theoretical framework and the review of related literatures, a conceptual frame work that assumed help to guide in the next process of study is proposed.

In the next chapter the research design and methodology of the study are addressed.

CHAPTER FOUR

THE RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In this chapter, a description of the chosen research paradigm as well as research design and research employed to guide the study are presented. Furthermore, source of data for the study, the population, sample size and sampling techniques of the study, instruments of data collection and the procedures followed in data gathering as well as the method of data presentation and analysis have been discussed in detail. In addition, the issue of validity, reliability and trustworthiness of the measuring instrument used in the study, the ethics adhered to are also discussed.

The research design and method of inquiry that have been selected are based on its relevance and suitability for realizing objectives of this study. This means the specified research design and method have been chosen because of their convenience to examine effects of principals' leadership behaviours on student's achievement.

4.2 RESEARCH PARADIGM

Many researchers (Creswell & Clark, 2007; Guba & Lincoln, 2000; Neuman, 2003; Saunders et al, 2009) define research paradigm as fundamental principles, philosophy or assumptions held by researchers expressed using terms like ontology, epistemology, axiology and methodology. Specifically, the term ontology refers to the researcher's perspective on the nature of reality or being (Saunders et al, 2009). Epistemology on the other hand, is about the nature of knowledge and the process through which knowledge is acquired and validated (Neumann, 2014). Furthermore, axiology involves the researcher's idea of the role that values play in research (Saunders et al, 2009) and methodology involves the technique used by the researcher to acquire knowledge (Guba & Lincoln, 2000). In general, Johnson and Christensen (2014, p.79) describe research paradigm as, "*world view or perspective held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices*".

A positivist paradigm was preferred in this study because the quantitative data that were

collected from 321 respondents through questionnaire in the form of Likart scale is a major tool to make analysis and interpretations. As Neumann (2014) principle of positivism specifies that social reality is made up of stable, objective facts and statistical score to test casual relationships that exist in between two or more variables. In line with the positivist perspective, the researcher assumes that the association between various types of school principals' leadership behaviours and student achievement basically can be examined thorough statistical analysis using co-relational and descriptive survey design. Accordingly, in this study, the researcher followed positivist paradigm as it coincide with the chosen design (mixed, correlation and descriptive survey) that enabled the researcher to collect specific data about effect of principals' leadership behaviours on student achievement from large number of respondents that enhance generalization, if the finding allows to do so.

4.3 THE RESEARCH DESIGN AND APPROACH

In this study, the researcher selected a mixed methods design because it offers better opportunity to understand the research problem as it allows him to collect, analyse, and interpret both quantitative and qualitative data interactively (Creswell & Plano Clark, 2011). With the popularity of this design, six specific types of mixed research design are emerged to guide researchers who want to carry out a study by mixing quantitative and qualitative data in different sequence and weight. Such specific types of mixed research design prototypes are convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative and multiphase designs (Creswell & Clark, 2011). Furthermore, some useful criteria are also developed to help researchers in selecting the most appropriate type of the mixed methods design prototype. These criteria are priority or weight given for the two types of data, sequence in carrying out study, ways of data analyses and point of mixing, functions of the research and theoretical perspectives (Teddlie & Tashakkori, 2011; Creswell & Clark, 2011).

Based on the discussions made above, the researcher preferred to employ the explanatory sequential design denoted as QUAN→qual (Morse 1991 as cited in Croswell, 2012). The notation 'QUAN → qual' indicates, more priority and greater weight is given to the quantitative strand of the research. Furthermore, the arrow in the QUAN→qual notation 'is to indicate that quantitative data are collected and analysed during the first phase of the

study. Similarly, the qualitative data were collected and analysed during the second phase of the study. Hence, in this study, quantitative strand of the mixed methods study was carried out first and followed by qualitative one.

Since explanatory sequential mixed method design was chosen to guide the process of this study, the research required collecting and analysing both the quantitative and the qualitative data phase by phase. This means the researcher integrated and combined both quantitative (QUAN) and qualitative (qual) data. In line with the framework of explanatory sequential mixed methods design, the researcher predominantly gave more weight for the quantitative aspect of the research that is denoted by the uppercase letters (QUAN) while the qualitative part got lesser emphasis and consequently it was represented by lowercase letters (qual) (Creswell, 2012). Accordingly, in the first phase of the study, the researcher collected large quantitative data through questionnaire and analysed it statistically. The reason for which the quantitative data collected and analyzed in the first phase of the study was due to higher weight given to it as it serve the main evidence in which the finding of the study relied on. In the second phase of the study, qualitative data were collected and analysed separately as supplement of the quantitative phase and hence the result of the two phases were combined for triangulation.

Particularly, to the quantitative part of the study, the researcher utilized correlation and descriptive survey design for collecting, analysing and interpreting the data. Croswell (2012) described co-relational design provides an opportunity to explain the relationship among variables. According to him, this design is suitable for employing statistical test which enables the researcher to describe and measure about the degree of association between two or more variables or sets of scores. With this understanding, a co-relational design is chosen as it enables statistically analysis of data and show the type of relationship that exists between leadership behaviours of school principals and student achievement. Accordingly, the association between the average scores a principal got in a particular type of leadership behaviour/style and the average grade students achieved in standardized Ethiopian General Secondary Education Leaving Examination (EGSELE) were analysed. The correlation was calculated by using SPSS statistical software package version 25 so as to find out the degree and type of correlation that exist between the

particular leadership behaviours and that of students' achievement. Particularly, this was done in relation to instructional, transformational and a combined construct of the two.

Furthermore, in addition to correlation, descriptive survey design was also used since it suites to collect relevant information from large number of respondent in the form of opinions, believes, behaviours, or view point. By supporting this, Cohen et al. (2007) have stated that a survey design is popular because it enables us to collect a large amount of data from a sizeable population in a highly economical way and often obtained by using data collection techniques of questionnaires and/or structured interviews. As a result, descriptive survey design was employed to collect and analyse quantitative data as it helped to get information from teachers and students in the form of opinion and perception regarding the most effective type of principals leadership behaviour that enhance better academic achievement of students'.

Both the quantitative and the qualitative research approach were employed in this study. When both quantitative and qualitative data are utilized together in a study, it provides better understanding of the research problem than employing either type (Wallen, 2004; Croswell, 2012). Emphasizing on this Croswell (2012) stated that quantitative approach yields specific measureable data that can be analysed statistically, whereas the qualitative data offer different perspectives of respondents' on the study topic. Hence, employing both approaches enable to get various perspectives of different stakeholders   and also to triangulate data that were obtained through various instruments. Furthermore, Croswell (2012) contends that the use of the combined method could help to build on thestrengths of both approaches as quantitative data yield specific numbers that analysed statistically, whereas the qualitative data offer varying perspectives of respondents on the topic under study. More importantly, utilizing both quantitative and qualitative data is preferred because of its suitability to cross check the result obtained from the two types of data analysis.

As illustrated by Creswell and Plano Clark (2011)   explanatory sequential design become appropriate when: the purpose of the study is for prediction of outcomes, a priority and greater weight is placed on quantitative data (QUAN), quantitative research with greater weight is sequenced first and followed with a small qualitative research with the intention of refining the quantitative results. In accordance with the above scholars

the explanatory sequential mixed method design not   only entail two-phase study but it also places unequal weight to quantitative and qualitative data collection and analysis. Furthermore, Biesta (2010) adds that the *Explanatory Sequential Mixed Methods Design* appears appropriate when the main aim of the study is to discover causes, factors or correlations and, consequently, engender useful and influential knowledge to change the course of events. In line with the discussion made by the above scholars, out of the six specific mixed research designs, the explanatory sequential mixed method design was adopted in this study and illustrated in the figure below.

Figure 4.1: A diagram of the Explanatory Sequential Mixed Methods Design (adapted from Creswell 2012: 541)
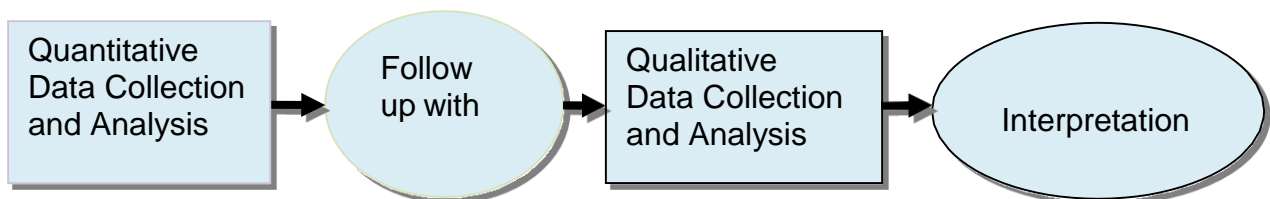
As the above diagram shows, in line with the nature of an explanatory sequential design, the researcher collected and analysed the quantitative data during the first phase of the inquiry and then, the qualitative strand of the study was conducted. In fact, the qualitative data that were collected and analysed in the second phase of the study was used to explain and elaborate the results obtained from the quantitative research. Accordingly, the general picture of effective leadership behaviours that enhance academic achievement of students was identified from the quantitative data analysis of the first phase and this result was further elaborated by using the findings obtained from the qualitative data analyses of the second phase of the study.

4.4 POPULATION, SAMPLE SIZE AND SAMPLING TECHNIQUES

According to Johnson and Christensen (2014) population is defined as a group of individuals who have the same characteristic. Similarly, Welman and Kruger (2002) define population in more inclusive manner as a study object, which could be individuals, organizations, groups, the human products or the conditions to which they are exposed. Hence, the definitions imply that population is the total group for which the researcher is interested in learning more about and make generalization based on sample results.

Therefore, the population from which samples of this study selected comprised 24 government general secondary schools. In these general secondary schools, there were 24 principals, 48 vice principals, 536 teaching staff, 168 PTSA members, 22672 students, 12 district head supervisors and zone educational experts (GZED, 2019). Among secondary schools in the zone, six sample schools which were identified as best and least achievers on their achievement in grade 10 school leaving examination of the Zone were selected. The number of teachers selected for the study was 251, whereas among the total of 3959 grade 9 and 10 students, 1860 were 10th grade students in the six sample schools (GZED, 2019).

Out of the total 24 secondary schools of the Zone, six (6) sample schools were selected purposively. Specifically, maximal variation sampling strategy, which is one version of a purposeful sampling, was employed to identify the six sample schools. Regarding this point Creswell (2012) states that to employ maximal variation sampling technique, primarily researchers have to identify the characteristic they need to consider and then find sites or individuals that display the different dimensions of the characteristic. In line with this concept, the researcher used the extent to which each general secondary school succeeded in the last consecutive three years (from 2016/17 to 2018/19) in 10th grade national EGSELE exam result to identify the six sample schools. To this effect, the achievement of all general secondary schools were compared in terms of percentage of students who scored pass mark and joined preparatory school in proportion to the total number of students who sat for grade 10 national exam. Thus, by using the specified criteria, six schools that were found at the two extreme in their level of achievement were selectedas a sample representing best and least achiever schools of the zone.

The three best and three least achiever schools were selected with the assumption that the variation in students' achievement could occur mainly due to the differences in type and style of leadership behaviours' exhibited by school principals'. In relation to this assumption, care had been taken to minimize interference of any other extraneous variables that had effect on students' achievement rather than leadership behaviours of school principals. To realize this purpose, only government schools were involved in the study as their context is almost similar in many aspects. Even though privatesecondary schools that are found in Dilla as well as other big towns of the zone have better

achievement in 10th grade national exam, the researcher deliberately excluded them as their context differ from government secondary schools. The context in private schools differs from the government in many aspects. For instance, some schools admit only top achiever students. In most private schools there is better school infrastructure, availability of instructional support from family members, limited number of students per class, availability of special support of tutor at home, availability of reference books, highly qualified man power and the like. Since those above mentioned promoting factors being available in many private schools, it is difficult to perceive them as similar and equals.

In accordance with the structural framework of explanatory sequential mixed method design, in the first phase of the study, large quantitative data were collected and analysed while in the second phase of the study, small supplementary qualitative data were gathered and analysed. In line with the above mentioned design, elaboration will be made regarding the sample taken and the types of sampling techniques employed in the next sections of 4.5.1 and 4.5.2 respectively.

4.4.1 Sampling for the quantitative phase

The major sources of data for the quantitative phase of the study were teachers and 10th grade students of the sample schools. In this phase of the study, out of 251 total teaching staff in the six sample schools, 154 teacher respondents were selected through stratified sampling method, particularly by employing proportional stratified sampling technique. The reason for which proportional stratified sampling technique employed in this study was to select proportional number of respondents from each the six sample schools and from the two categories of schools that identified as 'best' and 'least' achiever of the zone.

Cohen et al. (2007) characterized stratified random sample techniques as a useful blend of randomization and categorization that enable researchers to carry out both quantitative and qualitative piece of research. When proportional stratified sampling technique is employed, the proportion of samples are said to be perfectly representative of the proportions in the population (Johnson & Christensen, 2014). Hence, sample teachers were selected through proportional stratified sampling technique so as to get equal proportion of sample teachers from the population of each school. Indeed, stratification

was made as 'best achiever and least achiever schools' by comparing all secondary schools performance in terms of percentage of students' who scored pass grade in grade 10 national EGSELC exam in the last three years.

By taking the above mentioned importance of proportional stratified sampling technique into consideration; Slovin formula of Umar (2000) was used to determine teachers sample size proportionally from the six selected general secondary schools. This formula was used to calculate the total number of teachers involved as respondent from the target population.

The formula: $n = \frac{N}{1 + N(e)^2}$ where n is the sample size, N is the population size (Total number of teachers in the six sample schools), **e** is the level of precision (if 5 % is taken), (Umar, 2000). Therefore, the sample size for this study was : $n = \frac{251}{1+251(0.05)^2}$; $\frac{251}{1.6275}$ = 154.22 $\cong$ 154, where N = 251, was the total number of teachers found in those six schools. Then, to determine the number of teachers that would be drawn from each stratum (the six sample schools) by using stratified proportional allocation formula of Neuman (1964) that stated as seen below.

Sample determination from each school was obtained using proportional allocation rule as: For the school RLAS 23 (coded name) : $\frac{n_E}{N_E} = \frac{n}{N}$, where n_E = number of sample respondent teachers drew from the RLAS-23 secondary school. N_E = population of all teachers in RLAS-23 secondary school.

Thus, as seen below in table 4.1 the total number of teachers in RLAS 23 secondary school was 30. Then the sample respondent teachers taken from RLAS 23 secondary school were: $\frac{n_E}{34} = \frac{154}{251} \Longrightarrow n_E = 37\times \frac{154}{251}$; 22.701 $\cong$ 23 teachers. Similarly, the number of teachers involved as respondent was determined by using the above mentioned proportional allocation rule for all sample secondary schools. By using the above formula 23, 24, 27, 24, 32, and 24 teachers were taken from RLAS-23, RLAS-22, RLAS-21, RBAS-3 RBAS-2 and RBAS-1 schools respectively. Therefore, the total number of teachers invited as respondent from the six sample schools were 154.

Similarly, student respondents were also selected by applying the concept of proportional

stratified sampling method. Indeed, proportional stratified sampling techniques are used in order to realize the presence of student respondent from each sample school in the way the magnitude between number of 10th grade students and sample selected from each school being equal. Therefore, to involve appropriate number of respondent students from all the six selected sample schools, stratified sampling technique is more preferable than simple random sampling technique. Using stratified sampling technique enabled the researcher to create strata of 'best achiever' and 'least achiever schools' of the zone based on the extent to which each school enabled their students' to pass 10th grade national EGSELE.

In similar way, to determine the number of students involved from the six selected general secondary schools, a proportional sampling technique was employed. As the number of students is large in comparison with that of teachers', the researcher decided to take 10 (ten) percent of 10th grade students to involve them as respondent of the quantitative data. Accordingly, out of the total 1860 10th grade students, 190 (10.22 %) of them were drawn from all the six sample schools. Specifically, by employing the percentage of students mentioned above, the number of respondents chosen specifically from RLAS-23, RLAS-22, RLAS-21, RBAS-3, RBAS-2 and RBAS-1 schools (code name) were 24, 25, 47, 26, 46, and 22 respectively.

In the Ethiopian education system, secondary schools have been structured at two levels. It comprises a total of four years duration which consists of the first cycle of general secondary education that provide education for grade 9-10 and the second cycle of preparatory education that consists grade 11 -12 level (MoE, 2006). At the final year of each cycle, a standardized national exam are given at the completion of grade 10 and grade 12 which is known as general secondary school leaving certificate exam (GSELE) and University entrance exam respectively. In this particular study, emphasis was given to the first cycle general secondary schools of grade 9 -10 educations where national exam is given on completion of grade ten. The researcher preferred to carry out his investigation on the first cycle of secondary schools where more number of schools, teachers and students are found than that of the preparatory level which comprises grade 11 and 12. With respect to the selection of sample participant of students', the researcher preferred to take respondents from 10th grade only because they could have an opportunity to observe and examine their school principal's leadership behaviour at least

for two years than those in 9th grade who could be new comers from other schools and may have less information to answers the questions raised in the questionnaire. Generally, the summary of teachers and students' population, the sample size and the sampling techniques used in this study is illustrated in table 4.1 as seen below.

Table 4.1: Population and sample size of teachers' and students' in the selected schools

No	Name (incode) of sample schools	Population		Sample			
		Population in the six selected schools		Sample teachers from the 6 schools		Student sample from 10th grade	
		Teachers	10th grade Students	No.	%	No	%
	Group one						
1	RLAS-23	37	233	23	62.16	24	10.22
2	RLAS-22	39	249	24	61.54	25	10.22
3	RLAS-21	44	455	27	61.36	47	10.22
	Group two						
4	RBAS-3	39	256	24	61.54	26	10.22
5	RBAS-2	52	452	32	61.54	46	10.22
6	RBAS-1	39	215	24	61.54	22	10.22
	Total	251	1860	154	61.6	190	10.22
	Sampling techniques			*Proportional stratified*		*Proportional stratified*	

Source: Gedeo Zone Education Desk (2019)

4.5.2 Sampling for the qualitative phase

Supplementary qualitative data were collected and analysed to establish a clear picture of the issue under consideration during the second phase of the study. This study put greater emphasis on the quantitative aspect of the study. By default, this indicates that the qualitative approach which was the supplementary of phase one was not as strong as the quantitative phase study. However, the collected qualitative data from respondents who are assumed to have in depth knowledge regarding effect of principals' leadership behaviours on students' academic achievement entertained to substantiate the quantitative data.

The quantifiable data that were gathered and analysed during the first phase of the study

informed and guided the data collection and analysis process of the second phase of qualitative study. Accordingly, the findings of the second phase could help to verify and validate data collected during the first phase of quantitative study (Creswell, 2014). To this effect, for the second phase of the study, the researcher had chosen a few respondents' who have in-depth knowledge regarding the effect of principals' leadership behaviours on students' achievement through purposive sampling technique. In support of the above idea, Johnson and Christensen (2014) state that purposive sampling is non random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study. In line with the notion provided by the above scholars, Six (6) principals from the three best and three least achiever schools were involved as source of qualitative data. Furthermore, four (4) district supervisors, two (2) Zone education experts and six (6) PTSA members were also involved by selecting them through purposive sampling technique. Generally, those selected respondents were involved as source of qualitative data because they were assumed to have better understanding on the issue under study (Cohen et al. 2007).

In the next Table 4.2, a summary of participants who took part as source of qualitative data in the second phase of the study is presented. Accordingly, the population as well as sample of school principals, parent-teacher-student association (PTSA), supervisors and Zone experts that were drown from the six chosen schools, District Educational Offices' and Zone's Education Department is illustrated figuratively as below.

Table 4.2: Population and samples who participated as source of qualitative data

N o	Types of respondents	Population	Sample size		Sampling techniques used
		No	No	%	
1	School principals	6	6	100	Purposive sampling
2	School Parent-Teacher-Student Association (PTSA)	42	6	14.28	Purposive sampling
3	District educational offices' supervisors	16	4	25	Purposive sampling
4	Zone education department higher experts	4	2	50	Purposive sampling
	Total	68	18	26.47	-

In general, both quantitative and qualitative data were collected from school principals, teachers, students, and PTSA members of these schools. And in addition to those

mentioned personnel, district supervisors who were currently working with those selected sample schools as well as Zone experts who were directly involved in guiding and assisting school principals were involved as respondent of this study.

4.5 INSTRUMENT FOR DATA COLLECTION

Employing multiple data-gathering tools is not only help to combine strengths of various instruments but also it alleviates problem of incomprehensiveness of a single instrument and further it enables to triangulate data gathered through different type of tools (Creswell, 2012). In line with this understanding, the researcher employed three different types of tools to collect relevant data from participants. Accordingly, the chosen instruments for collecting both quantitative and the qualitative data were questionnaire, interview and document analysis.

In the first phase of data collection, large amount of quantitative data were collected mainly through questionnaire. During the second phase of the study, qualitative data were collected mainly through semi structured interviews, and document analysis was utilized in both phases of data collection. The following part presents a detail discussion of the three chosen instruments.

4.5.1 Questionnaire as data collecting tools of quantitative phase

Basically, questionnaire consisted of many close-ended items which were used to collect quantitative data and limited number of open-ended items that help to collect some additional qualitative data. The close-ended items/ questions offer alternatives from which respondents can choose their best response. In relation to open-ended questions, the researcher directly invited each respondent to write what he/she felt a correct answer/response per his/her understandings, ideas, views, or beliefs. Furthermore, the advantage of including open ended questions is that the information gathered in such form is more likely reflect the full richness and complexity hold by respondents. With respect to preparation of the questionnaire, the researcher utilized both standardized tools with minor modification and self-developed questionnaire that was constructed based on the knowledge he gained from the review of related literatures. In fact, a criterion used to select and develop the questionnaire was mainly depended on the extent to which each item/question/tool helps to answers the research questions.

In line with the purpose of the study and the chosen research design, the researcher

prepared two sets of questionnaires for the two groups of respondents. One set of the questionnaire was prepared for grade 10 students who were selected as samples and the other set of the questionnaire was prepared for participant teachers. The two sets of questionnaires prepared for the two groups of respondents (teachers and students) were hoped to help the researcher to examine whether the views of the two groups were similar or differ with respect to the issue under study. The questionnaire for respondent teachers was prepared in English (see Appendix D), whereas for the sample students the questionnaire was prepared in Amharic language so as to minimize the possibility of language barriers (see Appendix E).

Generally, both sets of questionnaires were organized under seven sections. These sections focused on respondents' background information, effective type of principals' leadership behaviours, leadership orientation of principals', school culture and climate, pathways of principals' influence, leadership behaviours perceived important for school principals and open ended items.

4.5.2 Qualitative data gathering instrument

Instruments chosen to collect qualitative data during this phase of the study was made with the intention of shedding some light on the quantitative results and to cross-check with result obtained thorough questionnaires. Creswell (2012) states that qualitative researchers mainly use general interviews or observations as data gathering tools because such instruments do not restrict participants to express their views openly. Further, he adds that in qualitative study researchers can record information on self-designed protocols that help them to organize information reported by participants to each question. When researchers collect data by interview schedule and document analysis, additional explanation could be possible by soliciting more data through exchange of information with respondents.

By having this understanding, in the next section 4.6.2.1 and 4.6.2.2 detail discussion regarding interview schedule and document analysis chosen for the qualitative phase is presented here under.

4.5.2.1 Interview
Interview is another commonly used instrument for collecting qualitative data. Kothari

(2006) and Koul (2006) describe interview as method of data collection which mainly carried out through oral communication. According to Johnson and Christensen (2014) interview is a data-collection method in which an interviewer asks an interviewee questions on issue of the study. This means that an interview is a process of communication in which the interviewee gives the required information orally in a face-to-face with the researcher/interviewer. By immersing the interviewer in the lives of the interviewees, the researcher experiences the true perspectives and interpretation of events revolving around the subject under study (Seyfarth, 2001).

The researcher employed interview as a major source of qualitative data gathering instrument in the second phase of study. Best and Kahn (1993) stated that the purpose of interviewing people is to find out what is in their mind - what they think or how they feel about something. Indeed, interview is widely used because it enables the researcher to collect diverse and in-depth information. It is useful in exploring thoughts, feelings and behaviours in different groups and in different settings (Greeff, 2011). Accordingly, the researcher prepared a list of questions that help to guide the interview to collect an in depth qualitative data from interviewees (see Appendix F).

To this effect, semi-structured interview guide was prepared, which is flexible by its nature to ask new questions during the interview, for getting clarification based on what the interviewee says (Lindlof & Taylor, 2002). The semi structured interview guide may enable the researcher to keep the interviewee on the track. Again it helps to obtain relevant data that could not be handled by questionnaire and also helps to make counter check with the information that had already been gathered through other tools. Indeed, Interview was used to augment the data collected and analysed in the first phase of quantitative study. Particularly, participants from three best and three least achiever schools were interviewed with the assumption that they may have some unique experiences which may give justification for the identified correlation result appeared between principal leadership behaviours and students' achievement. In line with this arrangement, interviews were conducted with six (6) principals' and six (6) PTSA chairman of sample schools. Further, by extending these ideas interviews were conducted with four (4) district supervisors the chosen schools and two (2) Zonal experts. The interview sessions were conducted in Amharic language and then subsequently

translated into English.

The researcher conducted the interview with each participant in one to one modality. The interview with the six selected principals and the six chosen PTSA chairman of the sample schools were carried out in their respective school campus, whereas the interview of the two Zone education experts and the four district supervisors was conducted in their respective office in one to one modality. The interview was recorded in tape recorder with the consent of interviewee as a back up to the researcher so as to minimize errors that may happen during transcribing their voice. The record was confidential in that no individual or institution's name was identified in the report corresponding to these interviews. The interview took approximately around 30 minutes of participant's time.

4.6.2.1 Document analysis

Document review was another important instrument used to collect relevant information/data in this study. It is useful tool as it gives information regarding what has been done or thought at some point earlier with respect to the issue under study. In order to collect relevant information and interpret it appropriately, the researcher prepared a checklist by referring different leadership books that guide the examination of the documents (see Appendix G).

Using the prepared checklist, the researcher reviewed various school documents such as school board' agenda and the decisions made, documented weekly/monthly work schedule (if any), mini nature of media programme, letters and/or report written to top officials. Furthermore, slogan, vision, mission, value, notice and other letters, book borrowing and teaching aid preparation as well as utilization, minutes of teachers' conference (to look the agenda under discussion and process through which decision is made), PTSA meeting, school management discussion, comment given by supervisors, and the like were also reviewed.

4.6 PROCEDURES OF DATA COLLECTION

In order to collect the necessary quantitative and qualitative data that enable to answer the research questions raised in this study, the researcher passed through series procedures of data gathering activities. Questionnaire was used as a major instrument

for collecting quantitative data. Indeed, before starting the actual data collection process through the designed questionnaires, various attempts were made to refine its quality. Among other efforts, amendment was made on the draft questionnaire per the comment of the researcher's supervisor and the suggestions given from some colleagues who are capable and willing to assist the study technically. Besides this, pilot study was carried out in two non-participant schools and improvement was enacted per the result obtained from the conducted pilot test.

Before disseminating the questionnaire for actual use, the researcher communicated with those selected teachers and students at their respective schools. Communicating with respondents is useful practice because this endeavour offers an opportunity to the researcher to explain about the purpose of the study and also to negotiate regarding their willingness to participate actively in the research project. Indeed, the communication and agreement made with respondents has maximized not only the return rate of the questionnaire but also the accuracy in completing the questionnaire. Following this, 262 questionnaires were distributed by the researcher himself. At the sometime the researcher gave training regarding on the purpose of the study, role of respondents in improving quality of the study, care to be taken to maintain confidentiality of participants' response and ways of collecting completed questionnaires to those principals and voluntary teachers who coordinate the process in each sample school. Finally, the researcher collected all the completed questionnaires from each sample school.

Before launching the full range qualitative data collection process in the second phase of the study, the researcher carried out pilot interview in two non-participant secondary schools. The pilot interview enabled the researcher to assess whether the prepared questions were appropriate to silicate the necessary information or not. Based on the results obtained from the pilot interview, one elaborative question was added and three interview questions were modified. The pilot interview is a vital component in data gathering process because it provides useful opportunity of learning to carry out the actual interview effectively. After the pilot interview was completed, a full range of qualitative data gathering through the refined interview schedule was carried out by the researcher himself in the second phase of the study. Indeed, the result obtained from the first quantitative phase of the study informed the researcher points where further investigation was

necessary when the qualitative data collected in the second phase of the study.

In accordance with this arrangement, the researcher collected the required data through face-to-face interview from the school principals, PTSA chairman, district supervisors, and zonal higher experts. The researcher probed those key respondents to seek in-depth information pertaining to the effect of principals' leadership behaviours on students' academic achievement (Schumacher & McMillan 2014). The interviews was taped or digitally recorded for reliability checks by capturing the entire interaction between me and interviewees. Both voice information and field note were taken on the spot in order to ensure that all the conversations could be analysed accurately. Furthermore, in order to make analysis and interpretation, the researcher applied verbatim transcription and analysis as soon as possible after the interview (Croswell 2012).

4.7 METHOD OF DATA PRESENTATION AND ANALYSES

The quantitative and the qualitative raw data were organized, analysed and interpreted in different ways either through the use of statistical tools or categorical theme based on the nature of the data under consideration. The quantitative data that were collected from sample teachers and students through questionnaire were tailed, structured and tabulated in order to make them manageable, readable and understandable. All relevant information and data provided by interviewees and extracted from document were organized and presented under different tables and themes according to the similarity of issues it raised.

The researcher used components of instructional, transformational, and the integration of the two models' were used to assess the effect of leadership behaviour on students' academic achievement. To conceptualize the instructional leadership behaviours, a modified and contextualized form of Hallinger (2005) framework was used while to conceptualize transformational leadership behaviours, a modified and contextualized form of Leithwood and Jantzi (2005) frameworks were employed. The proposed combined model of the instructional-school and climate-transformational leadership behaviours, a modified component of the above two model and component of school climate set by Hoy and Meskel (2008) were used.

In line with the notion of explanatory sequential mixed method design, the analysis was made in two separate and distinct phases. By using the results of the quantitative data,

the researcher then planned the follow-up with the qualitative phase. Accordingly, the quantitative results helped to develop appropriate type of interview schedule. The semi-structured interview schedules consisted open-ended questions that supplemented the quantitative data and it helped to clarify and confirm the result obtained in the first phase of the study.

Having this understanding, next in section 4.7.1 and 4.7.2 the quantitative and qualitative method of data analysis were discussed respectively in a considerable detail.

4.7.1 Presentation and analysis of the quantitative data

The quantitative data gathered through questionnaire from teachers and students of the six sample secondary schools were analysed using both descriptive and inferential statistics. In this phase of the study, the statistical tools were used to analyse the quantitative data were percentage, frequency counts, weighted mean scores, standard deviation, hypothesis testing, correlations, and t-test. Cohen et al. (2007) suggest that descriptive statistics are appropriate when the intention of the researcher is to describe or assess how respondents view certain issues within a given context. In this study, descriptive statistics like percentage, mean and standard deviation were used to analyse and partly answer research question number one, two and three. Inferential statistics were used to analysis part of the research questions number one, four and to compare group performance and to test hypotheses forwarded earlier.

In first phase of the study, the quantitative data that were gathered through close ended questions were analysed statistically by using SPSS version 25 software computer program. The mean score of teachers and students and the weighted mean of the two groups were calculated for each variable. Standard deviation was used to report variability of each samples' response to mean value. If the score closes to the mean, then the standard deviation becomes smaller and if it far from the mean, the standard deviation becomes large. Standard deviation within each group and as a whole was calculated in order to examine variation in response. In addition, percentage and frequency counts were used to describe characteristics of respondents. An independent sample t-test was used to check whether their difference is statistically significant or not among the two sample groups.

In order to identify the preferable leaders' behaviour, the SPSS version 25 software calculated the correlation coefficient for all three leadership styles separately, to look whether its relation shows positive or negative or else indifferent. As illustrated by Singh (2005) co-relation coefficient is the simplest kind of correlation between two sets of scores or variables. He also said that when the relationship between two set of scores/variables is linear the change in one variable would accompany by a change in the other. Accordingly, when the score achieved in terms of one particular leadership style increases and at the same time the recorded result of students also shows increases in EGSELE then its correlation is positive (greater than 0 but less than1).

To this effect, the respondents were asked to rate from one (strongly disagree) to five (strongly agree) (if the statement is positively stated) depending on the extent to which the principal of their school employ effectively carry out the specific leadership behaviour. In fact, those specific behaviours are indicator of the two leadership style and thus to avoid style bias, the researcher deliberately intermixed them so that respondents rated simply by looking only on the extent of its application and usefulness of the behaviour without bothering to relate to either leadership style.

Next to this, SPSS software package, version 25 calculated the mean score for the two styles separately for each sample school principal and thus dominantly utilized leadership style was identified in each sample school. Finally, in order to examine the possible effect of the two leadership style on academic achievement of students, SPSS version 25 computer program correlated the mean score of the two under study styles with the percent of students who passed EGSELE and able to join preparatory school in the last three consecutive years from each sample school. The correlation between leadership model and students' academic achievement was computed by using SPSS software, version 25 computer program.

Accordingly, the correlation between variables of instructional leadership behaviours and student academic achievement was calculated in order to see whether it has positive or negative relation. In the same way, to see whether the relationship between variable of transformational leadership behaviours and student academic achievement were positive or negative, the researcher calculated the coefficient correlation by using rank difference method. The same procedure was followed for newly proposed combined model too. The

researcher examined the effect of the proposed integrative leadership behaviours by SPSS version 25 software computer program in order to verify whether the effect of principals' leadership behaviours on students' achievement was positive or negative.

In general, the analysis and interpretation were completed in the first phase of the study with the aid of SPSS version 25 software predominantly by employing the quantitative data that were collected from teachers and students of the six sample schools. To make the interpretation, the researcher computed coefficient of correlation. Accordingly, if the proposed integrative leadership model is positively related to students' achievement, the strength of the correlation is determined from the obtained coefficient score. If the coefficient correlation score appears 0 then the relationship between the proposed integrative leadership behaviours and student achievement decided as it has no significant interdependence. The other option might be an inverse relationship between the proposed integrative leadership behaviours and student achievement if the coefficient of correlation score is found negative.

4.7.2 Presentation and Analysis of qualitative data

In accordance with the procedure set in explanatory sequential mixed methods design, the second phase of the study was devoted to the analysis and presentation of the qualitative data. The data obtained through open ended items of the questionnaire, semi structured interview and document analysis were analysed qualitatively. The response given by school principals, district supervisors, zonal experts, PTSA chairman and teachers' (only for qualitative response they gave to the open ended questions appear on the questionnaire) were summarized and grouped in themes, patterns. Cohen et at., (2007) stated that qualitative data analysis comprises of organizing, accounting for and explaining the data which generally enables the researcher to make sense of data in terms of participants' definitions of the situation, noting patterns, themes, categories and regularities.

The qualitative data collected through semi structured interview and document analysis was manually analysed. As a consequence of this approach, the researcher had intimacy with the data and thus he could find the actual meaning of respondents. By following this approach, the researcher was able to organize data, break them into manageable units, and then create themes. In support of this, Borg, Gall and Gall (1993) stated that

qualitative researchers' yield from the analysis they made a verbal descriptions; examples of illustrations, including quotations and excerpts from documents and/or common themes regarding the issue under consideration. Accordingly, the respondents' views and opinion are clustered in the way it helps to identify effective type of leadership behaviours employed by principals, leadership orientation appears dominant (task, relationship, and/or change oriented behaviours), views regarding pathways (direct or indirect) of principals' influence on student achievement, dominantly appearing views regarding useful type of leadership behaviour and school climate that contribute for enhancing better student achievement.

To sum up, the overall interpretation and triangulation of results obtained from the analysis of both the quantitative and the qualitative data were carried out in line with the procedure and structural framework of explanatory sequential mixed design. The explanatory sequential mixed method design entails two-phase study and places unequal weight to quantitative and qualitative data collection and analysis. With this specific model, in the first phase of the study, the researcher collected and analysed the quantitative data statistically in line with the concept of correlation with SPSS version 25 software computer program. In fact, as seen in the major future of explanatory sequential mixed design, this part of analysis entail greater weight because it was a dominant data that determine the result of the study. In the second phase of the study, the qualitative data was collected and analysed and the results were used as complementary with less weight to explain and elaborate the quantitative result.

4.8 RELIABILITY, TRUSTWORTHINESS AND VALIDITY OF THE RESEARCH

Attempts were made to maintain the quality and worthiness of the study through different means. Validity is a requirement for both quantitative and qualitative study though the way through which they were addressed varies in the two approaches. According to Remler and Van Ryzin, (2011) validity is all about how well an instrument measures what it is meant to measure. On their part, De Vos, Strydom, Fouche, & Delport (2012) have defined validity as the extent to which empirical measure adequately reflects the real meaning of the concept under consideration and thus it seen from the point of its truthfulness, accuracy, genuineness and soundness.

The other important area, which determines the worthiness of a study, is related to

reliability. As Schurink et al. (2011) reliability is realized if another investigator follows exactly the same procedure as described by an earlier one, and also the latter arrive at the same findings and conclusions. Vander Stoep and Johnson (2009:62) describe reliability as: *'…the extent to which a measure yields the same scores across different times, groups of people, or versions of the instrument'*. Similarly, by strengthening this notion De Vos *et al.* (2012) state that reliability occurs when an instrument measures the same thing more than once and results in the same outcomes", thus indicating the stability or consistency of the measurement. From a qualitative perspective, reliability calls for accuracy of the research methods in terms of data collection and analysis. In this study, the reliability of the second phase of qualitative research was assured by using an audit trail and triangulation. In this phase, data were gathered through interview and document review, then they were triangulated to check for reliability.

By taking the above mentioned brief description regarding concepts of validity, reliability, and trustworthiness as threshold for making further discussions, in depth discussion are presented in relation to their relevance for ensuring the quality of both the quantitative and qualitative phase of this study. Specifically, in section 4.9.1, the 'validity and reliability of the quantitative research' is treated in detail, whereas in section 4.9.2, 'trustworthiness of the qualitative data is presented in a considerable depth as follows.

4.8.1 Validity and reliability of the quantitative methods used

In the first phase of this study, the quality of quantitative research was assessed through measures of reliability, validity and objectivity (Sithole, Higson-Smith, & Bless, 2013). Regarding research validity Johnson and Christensen (2014) have stated that the correctness or truthfulness of the inferences that are made from the results of the study. Further they describe, "*In quantitative research, researchers usually want to identify the effect created by some independent variable and to be able to generalize the results beyond the confines of the study"* (p.384). Accordingly, the validity of this research project depends up on the degree to which correct or truthful inference is made with respect to the effect of principals' leadership behaviours on students' academic achievement.

In order to make correct and truthful inferences from the analysis of data regarding

correlation of principals' leadership behaviours and students' achievement, the researcher took important measures to minimize any interfering extraneous variable that could distort accuracy of the findings. For instance, the researcher excluded private secondary schools from being part of this study as the context of these schools are entirely different from government one. Due to the availability of strong differences between the two set of schools it is difficult to treat them as equal/ homogeneous. There are some unique grounds in those private secondary schools not only that make them different from government schools but also they offer invisible opportunity for being successful in enhancing better student achievement beyond the quality of leadership behaviours exhibited by school leaders.

In support of the above idea, Cohen *et al.,* (2007) suggest that validity of quantitative data could be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. Accordingly, in this study, the validity of the quantitative data was maintained through careful selections of the right sample, use of standardize instrument and appropriate statistical tool. Besides this, the validity of the instrument was also preserved by giving adequate emphasis for appropriateness of words used to construct the questionnaire so as to ensure clarity and relevance of each question and statement. Furthermore, the questionnaires that were structured under seven sections, basically followed the Likart scale format and pilot tested in two secondary schools. Before fully administering the questionnaires in the six sample schools, amendment was made in terms of content and language clarity based on the feedback gained from teachers andstudents of two schools that were involved in pilot study.

Reliability is another important aspect which scholars' scrutinize to determine the worthiness of a quantitative research project. . Indeed, Cohen et al., (2007 p.146) describe reliability in quantitative research as, "*it is essentially a synonym for dependability, consistency and replicable over time, over instruments and over groups of respondents.* The questionnaires that were organized in the notion of the Likart scale format under eight sections, enabled the researcher to addresses the specific basic research questions raised at beginning of this project was pilot tested in two secondary schools so as to test it statistically for reliability. In doing the statistical test for the reliability of the questionnaire, professional assistance is provided from statistics

department of Dilla University.

4.8.2 Trustworthiness of the qualitative methods used

As research literatures specified, the word 'trustworthiness' is more suitability for use in qualitative research as opposed to validity and reliability that pertain to quantitative research. In this sense, the quality of the qualitative research is evaluated through measures of trustworthiness, in terms of its credibility, transferability, dependability, triangulation and conformability (Sithole et al., 2013). Furthermore, Flick (2009) recommend for employing of certain useful criteria to maintain trustworthiness in a qualitative study on the time of data interpretation such as neutrality, consistency and applicability. In accordance with the above notion, the researcher applied those concepts in carrying out the qualitative research on the second phase of the study so as to maintain its trustworthiness.

In qualitative research Creswell (2009) as well as Hesse-Biber and Levy's (2011) comment that in qualitative research the researcher is the main instrument to ensure the validity of the study. In support of this, Schurink, Fouché & De Vos (2011) have stated that the validity of qualitative data is addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher. This means in qualitative research, understanding of reality is really the researchers' interpretation of participant understandings of the phenomenon of interest. With this understanding, to minimize degree of bias in qualitative data in terms of subjectivity of respondents, their opinion, attitude, and perspective; the researcher encourage respondents to be honest and discuss the issue in depth.

In order to check for the dependability of qualitative data that were collected through interviews, the researcher gave back the transcription to three respondents who participated as interviewee and they verified the correctness of their idea. The other strategy which was employed to maintain validity was through peer examination. Two colleagues who had experiences as principals reviewed the findings and commented it. Furthermore, data that   received from interview and document analysis have also triangulated.

4.9 THE RESEARCH ETHICS

To get access in to the study sites, letter of request for permission was written and sent to Gedeo Zone Education Desk so as to collect relevant information from those specified high schools of the zone (see Appendix A). Education Dusk of the Zone guaranteed permission letter on time accordingly (see Appendix B). Finally, letters were sent to the selected sample secondary schools of the Zone so as to get their permission and they also guaranteed permission to precede the study. Similarly, in order to get Ethical clearance from the Department of Education Management and Leadership of the University of South Africa (UNISA) with the advice and guidance of the researcher's supervisor, application for ethical clearance was submitted by offering all the required information. Then, questionnaire offered by UNISA was completed and sample letters of consent was provided for review. Accordingly, UNISA Ethics Committee approved the fulfilment of the requirements and offered ethical clearance certificate (see Appendix C).

In this study, attempt were made to consistently apply all ethical processes and procedures from the beginning up to the end of the study. Participants of the study were treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. Therefore, in the next sub sections a particular attention given to ethical values mainly concerning informed consent, anonymity and confidentiality in order to secure participants' willingness are presented below.

4.9.1 Anonymity and confidentiality

Confidentiality of data collected should be assured for participants by not publicizing their name (Strydom, 2011). Besides, the researcher negotiated with principals of those selected schools to work collaboratively from the beginning up to the end of the study. Furthermore, to maintain confidentiality, identity of a person who interviewed was identified with pseudo name. The researcher assured them their information would not affect their lives in any way as their names would not be recorded against theirresponses and that data would be used strictly for the purpose of research and nothing more.

In reporting the research process and its finding, the researcher preferred to use coded name instead of mentioning the actual name of participant schools as the stratum established for methodological purpose might create some feeling of disconformities. Thus, the researcher used coded name instead of directly mentioning their real name of the schools in order to avoid any disconformities that might happen in relation to the

phrase '*least achiever schools'*. By strengthening the above idea, Sithole, Smith and Bless (2013:37) state that ethics are designed to enforce researchers to carry out their study by respecting the highest moral standards, and in the way it does not harm individuals' or communities, either intentionally or inadvertently. Accordingly, the researcher used his coded name of RLAS-23, RLAS-22, RLAS-21, RBAS-3, RBAS-2 and RBAS-1 to identify the six participant schools so as to maintain anonymity and confidentiality.

4.9.2   Informed consent

Informed consent is about the right of participants to understand the nature, advantages and disadvantages of the study which is crucial to the moral integrity of the researcher. To this effect, the researcher issued letters of informed consent to all participants for documentation. As described by De Vos, Strydom, Fouche & Delport (2012:117) informed consent refers to information on the goal of the investigation; the expected duration of involvement; the procedures followed; the advantages, disadvantages and degrees to which respondents exposed; as well as the credibility of the researcher.

Accordingly, participants were told that their involvement could be based on their voluntary and that they have the right to withdraw from the study at any time when they feel uncomfortable. In line with this arrangement, the researcher had not only promised and signed confidentiality agreement to each person interviewed but also made them sign up a consent form to ascertain their loyalty.

4.10 CONCLUSION

Chapter four presented an outline of the selected research design and the methodology applied in the course of this study. At the first part of this chapter, the rationale for using an explanatory sequential mixed methods approach was clearly elaborated. Similarly, the reason for which a positivist research paradigm was chosen for this study was well conceptualized. The chapter also focused on the topics that are vital to the mixed research approach, vis-à-vis: the population, the sample and the sampling techniques, instrumentation and data collection procedures, data analysis procedures, and aspect of reliability, validity and trustworthiness of the instrument used in study. Furthermore, the issue of research ethics that were elaborated in terms of anonymity and confidentiality and informed consent was treated well in the chapter.

In the next chapter, both the quantitative and the qualitative data which were collected in two phases were presented, analysed and interpreted in line with the notion of explanatory sequential mixed methods design that was chosen for this particularstudy.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The previous chapter described the research methodology and design of the study. As discussed in Chapter 4, the major reason that makes mixed method design preferable in this study was due to the opportunity it offers to understand the effect of principals' leadership behaviours on students' academic achievement by allowing to collect, analyse and interpret both quantitative and qualitative data in integrative form. Specifically, among the six forms of mixed method design, an explanatory sequential mixed method design was preferred because it enables the researcher to make prediction based on quantitative data which has greater weight and also allows collecting and analysing a small qualitative data which enable to refine the finding of quantitative phase of the study.

In the previous chapter, it was elaborated that a mixed research approach was chosen because it offers opportunity to involve various stakeholders and also suite to triangulate quantitative and qualitative results that could enhance better understanding about the research problems. In the last Chapter, the chosen research paradigm was described and elaborated in detail. In this study, the positivist perspective is chosen since the researcher assumes that the effect of school principals' leadership behaviours on students' achievement can be analysed statistically by co-relational formula. Furthermore, sources of data, the population, sample size and sampling techniques; instruments chosen to collect data; data gathering procedures; method of data analysis; validity, reliability and trustworthiness of the instrument and the research ethics were discussed thoroughly.

This Chapter deals with presentation, analysis and interpretation of data. As stated in section 1.6, the main objective of this study was to examine the effect of principals' leadership behaviours on the academic achievement of students and thereby to identify effective type of leadership behaviours that enable students to achieve better. To attain this general objective, relevant data were gathered through questionnaires, an interview guide and document analysis. From the above main research question, the following five

sub-research questions were derived. These were:

- What effect does an integrative leadership model that combines instructional and transformational behaviours (ILM) has on students' achievement in Gedeo zone?

- Which type (s) of principals' leadership behavioural orientation has/have positive effect on students' achievement in secondary schools of Gedeo zone, Ethiopia?

- To what extent do preserving of positive school climate correlate with academic achievement of students in secondary schools of Gedeo zone, Ethiopia?

- In what path way(s) do the behaviours' of school principals' influence on students' achievement in secondary schools of Gedeo zone, Ethiopia?

- What specific leadership behaviours are perceived as important for secondary school principals so as to exert influence on students' academic achievement?

Therefore, data presentation, analysis and interpretations were made taking the research questions into consideration. Furthermore, the related hypotheses were tested with the help of inferential statistics and the result presented by integrating the sub-research questions and the hypotheses derived from it. The hypotheses that were phrased at the beginning of this study were:

H1: Principals' who score high in performing instructional and transformational components' of an integrative leadership model (ILM) are effective in realizing better students' achievement.

H2: All types of principals' leadership orientation (task, relationship and change) yield a statistically significant academic achievement of students in secondary schools of Gedeo zone.

H3: Preserving a conducive school culture and climate has positive correlation with academic achievement of students in secondary schools of Gedeo zone.

H4: The effect of principals' leadership behaviours on academic achievement of students is indirect through mediation of teachers, PTSA and parents than direct.

Accordingly, the above mentioned hypothesis guided the researcher to make prediction about the effect of principal's leadership behaviours on students' achievement.

In line withthe notion of explanatory sequential mixed method design which was stated in section 4.2 of Chapter 4, the analysis and interpretation were carried out in two phases. In the first phase of the study, the quantitative data were analysed and interpreted statistically. From this phase of data analysis, general picture of effective type of leadership behaviours were identified. In the second phase, a limited number of supplementary qualitative data were analysed to refine, extend and explain the result obtained from the quantitative data analysis. The final interpretation was carried out by triangulate results of both quantitativeand qualitative phase of the data analysis.

In this chapter, the result of the analyses is presented by organizing it under eight sub-sections. In the first section, a brief introduction is given. In the second section, the analysis of the biographical information of respondents is provided. In the third section, the analysis regarding students' academic achievement of sample schools' is presented while in the fourth section of this chapter, reliability test of the instrument is provided. The fifth section provides the results obtained from the analysis of quantitativedata and in the sixth section, the results obtained from the qualitative data analysis is reported. In the seventh section of this chapter, the result obtained from both quantitative and qualitative data is triangulated and finally a general summary of this chapter is givenin section eight.

5.2 BIOGRAPHICAL AND CODING INFORMATION OF THE RESPONDENTS

In this section of the study, the personal biographical information and characteristics of respondents were analysed for both phases of the study. Their personal characteristics were treated separately as they differ in terms of experience, roles and the interaction they have with the school principal. First biographical data of participants of the quantitative phase is presented. This is followed by participants' data of the qualitative phase.

5.2.1 Information of teacher participants in the quantitative phase

In this section of the study, the personal biographical characteristics of teachers were analysed. It is imperative to include biographical data of teachers' respondents as it helps to understand the context under which the results were analysed. Accordingly, sample

teachers' demographic data is presented below in Table 5.1 with respect to sex, age, educational qualification, total service years as a teacher and service years in current school.

Table 5.1: Biographical information of teacher respondents' in the quantitative phase

No	Variables	Categories	Number of respondents (n=141)					
			Group-1 (LAS)		Group-2 (BAS)		Total	
			57	%	N	%	N	%
1	Sex	Male	11	83.82	59	80.82	116	82.27
		Female	68	16.18	14	19.18	25	17.73
		Total	9	100	73	100	141	100
2	Age	Below 26 years	27	13.24	6	8.22	15	10.64
		26-35 years	24	39.71	33	45.21	60	42.55
		36-45 years	6	35.29	26	35.62	50	35.46
		46-55 years	2	8.82	6	8.22	12	8.51
		Above 55 years	68	2.94	2	2.74	4	2.84
		Total	4	100	73	100	141	100
3	Educational level/ Qualification	Diploma	58	5.88	3	4.11	7	4.96
		BA/BED/BSC	6	85.30	62	84.93	120	85.11
		MA/MSC	68	8.82	8	10.96	14	9.93
		Total	6	100	73	100	141	100
4	Total work experience	0-5 years	28	8.82	5	6.85	11	7.80
		6-10 years	26	41.18	31	42.47	59	41.84
		11-15 years	7	38.24	27	36.99	53	37.59
		16-20 years	1	10.29	8	10.96	15	10.64
		Above 20 years	68	1.47	2	2.74	3	2.13
		Total	2	100	73	100	141	100
5	Service years in a particular (recent) school	Only for 1 year	6	2.94	4	5.48	6	4.26
		For 2 years	60	8.82	7	9.59	13	9.22
		For 3 & above	68	88.24	62	84.93	122	86.52
		Total			73	100	141	100

*Note: -**Group-1 (LAS)** represent teachers' participants from the 3 least achiever schools while -**Group-2 (BAS)** represents teachers' involved from the 3 best achiever sample schools.*

In the table above, item 1 indicates that 116 (82.27%) of respondents from the Group of *least achiever schools* and the *best achiever schools* were male. Only 25 (17.73%) of respondents in both Group-1(least achiever schools*)* and Group 2 (best achiever schools) were female. The data revealed that the number of male teachers is by far greater than the number of female teachers. This indicated that the number of male and female

teachers is disproportional in secondary schools of the Zone as it is seen in all part of the country, although the policy document of MoE (2006) articulated equity of men and women participation in teaching profession at all level of education.

Item 2 of Table 5.1 above refers to the age of respondents. Concerning the age of respondents, the data revealed that the age category of 26-35 and 36- 45 years are the interval in which the first largest 60 (42.55%) and second larger 50 (35.46%) group of teachers' respondent were found respectively. This implies that the majority of respondent are mature enough to give reasonable response to the questions raised in the study.

As shown in item 3 of Table 5.1 above, is concerned about academic qualification of respondents, the vast majority 120 (85.11%) of teachers were degree holders. On the other hand, 14 (9.93%) of teachers were master's degree holders. Only 7 (4.96%) of the sampled teachers were diploma holders. This indicated that the majority of the teachers in the sampled secondary schools of Gedeo Zone have a BA degree, whereas the percentages of teachers who hold an MA degree are very limited. At the same time some teachers are only diploma holders.

Regarding work experience of sampled respondents, as the data of item 4 in the above Table 5.1 shown, 59 (41.84%) of teachers have 6-10 years of experience and 53(37.59%) of teachers have 11-15 years of experience as the first and the second largest number of respondent respectively. The respondents who constituted 27.6% of teachers have 11-15 years' experience. The other 2.3 % teachers have above 20 years of experience.

In the above item 5 of Table 5.1, respondent were asked to reply regarding the number of years they have served in current school. In their response, the majority of teachers 121 (76.56 %) have served for three and above years in the school they are teaching now. The second sizable proportion 56 (23.12 %) of teachers are reported as they have teaching for two years in the current school. Whereas, a small proportion of teachers 12 (4%) have teaching in the current school only for one year. Thus, the above data revealed that the vast majority of teachers have sufficient opportunity to know about the leadership behaviours of their school principals as they are working with them for two or more years.

5.2.2 Information of student participants in the quantitative phase

In this section of the analysis, biographical information of participant students was analysed. It is important to assess the background information of sample students to understand the context under which the results were analysed. To this effect, personal information of students were analysed in terms of sex, age and number of years the students have been learning in their current school. As a respondent of a quantitative data, the researcher involved participant from 10th grade students instead of from both 9th and 10th grades. The researcher preferred to collect quantitative data from students of 10th grade because these students have got an opportunity to observe the type of leadership behaviours as well as the type of task performed by principal of their school at least for a duration of two years which enable them to know better about the leader than those in grade 9. In line with this decision, Table 5.2 depicts details of students' personal characteristics as seen below.

Table 5.2: Biographical information of student respondents' in the quantitative phase

No	Variables	Categories	Number of respondents (n=180)					
			Group-1 (LAS) (n=88)		Group 2 (HAS) (n=92)		Total (n=180)	
			N	%	N	%	N	%
1	Sex	Male	56	63.64	61	66.30	117	65.00
		Female	32	36.36	31	33.70	63	35.00
		Total	88	100	92	100	180	100
2	Age	16 and below	43	48.86	47	51.09	90	50.00
		17-19 year	30	34.09	34	36.96	64	35.55
		20=25 year	12	13.64	7	7.60	19	10.56
		26 and above	3	3.41	4	4.35	7	3.89
		Total	88	100	92	100	180	100
3	The number of years you studied in this school	1 year only	2	2.27	5	5.43	7	3.89
		2 years	81	92.05	79	85.87	160	88.89
		More than 2 years	5	5.68	8	8.70	13	7.22
		Total	88	100	92	100	180	100

*Note:-***Group-1 (LAS)** *represent students' participants from the 3 least achiever schools while*

*   ***Group-2 (BAS)*** *represents students' involved from the 3 best achiever schools selected as* a sample

As depicted in item 1 of Table 5.2 above, the majority, 117 (65 %) of the student were male. The remaining 63 (35 %) of the respondents were female students. This indicated that the number of male respondents is greater than female respondents. This implies that

the number of male and female students is disproportional in the sampled secondary schools of the zone.

Item 2 of Table 5.2 above dealt with the age of sample students. As the data shown, the majority, 90 (50%) of students have age 16 and the second largest proportion, 64 (35.55%) of students are in the age group of 17-19 years, while a small proportion 19 (10.56%) and 7 (3.89 %) are in the age group of 20-25 and in interval of 26 and above years respectively. This implies that 50 % (half) of the student reach grade 10 at a normal school age of 16 years, while the second largest proportion of students have age 17 which entails one year added on the normally expected school age.

In item 3 of Table 5.2 above, participant students were asked to verify the number of years they learnt in their current school. In their responses, the vast majority of students, 160 (88.89 %) learnt for two years that implies that they attended 9th and 10th grade lessons in the current school. A small proportion of students, 13 (7.22 %) and 7 (3.89 %) learnt at least for 3 years and for 1 year in their current schools respectively. The former group may either repeat class or drop out and came back to the school, whereas the latter group may be a new entrant by transfer from other school. Thus, the data implies that the vast majority of students got sufficient opportunity to know about the behaviours of the school principal for the last two or more years.

5.2.3 Biographical information of different participants' in the qualitative phase

In the qualitative phase of this study, 18 participants were involved as interviewees. Four groups of subjects were interviewed, namely six principals of sample schools, six chairman of PTSA of the sampled schools, four district supervisors who are working currently with those sample secondary schools and two higher experts of Gedeo Zone's Education Desk. All participants were selected purposively as the researcher perceive them as core people who have detail knowledge about the effect of principals' leadership behaviours on students' academic achievement. The interview questions that were raised to participants have also appeared in the questionnaire. Therefore, teachers and students were not involved in the interview to avoid replication. In this phase of the study, 18 informants were invited to participate and all of them (100 %) were participated. The

biographical data of participants is presented below in Table 5.3 in terms of sex, age, marital status, qualification, total service years and experience in leadership position.

Table 5.3: Biographical information of respondents' in the qualitative phase

No	Item	Categories	Participants (n=18)									
			Principal (n=6)		PTSA Chairman (n=6)		D/Super. (n=4)		Zone Expert (n=2)		Total (n=18)	
			Code name		Code name		Code name		Code name			
			P1 to P6		PTSA1 to PTSA6		Sup1 to Sup4		Exp1&Exp2			
			f	%	f	%	f	%	f	%	f	%
1	Sex	Male	6	100	6	100	4	100	2	100	18	100
		Female	-	-	-	-	-	-	-	-	-	
		Total	6	100	6	100	4	100	2	100	18	100
2	Age	≤ 30 years	-	-	-	-	-	-	-	-	-	-
		31-40 years	2	33.33	1	16.67	1	25	1	50	5	27.78
		41-50 years	4	66.67	5	83.33	3	75	1	50	13	72.22
		51 & Above	-	-	-	-	-	-	-	-	-	-
		Total	6	100	6	100	4	100	2	100	18	100
3	Marital status	Married	6	100	6	100	4	100	2	100	18	100
		Unmarried	-	-	-		-	-	-	-	-	-
		Total	6	100	6	100	4	100	2	100	18	100
4	Educational level/ Qualification	≤ grade 12	-	-	5	83.33	-	-	-	-	5	27.78
		Diploma	-	-	1	16.67	-	-	-	-	1	5.55
		BA/BED/BSC	6	100	-	-	3	75	-	-	9	50
		MA/MSC	-	-	-	-	1	25	2	100	3	16.67
		Total	6	100	6	100	4	100	2	100	18	100
5	Subject Area	EdPM	2	33.33	-	-	1	25	1	50	4	22.22
		Social S.	3	50	1	16.67	2	50	1	50	7	38.89
		Natural S.	1	16.67	-	-	1	25	-	-	2	11.11
		Others	-	-	5	83.33	-	-	-	-	5	27.78
		Total	6	100	6	100	4	100	2	100	18	100
6	Total Work Experience	0-5 years	-	-	NA	NA	-	-	-		-	-
		6-10 years	2	33.33	NA	NA	1	25	-	-	3	25
		11-15 years	3	50	NA	NA	2	50	1	50	6	50
		16-20 years	1	16.67	NA	NA	-	-	1	-	2	16.67
		> 20 years	-	-	NA	NA	1	25	-	-	1	8.33
		Total	6	100	NA	NA	4	100	2	100	12	100
7	Experience in leadership (department head position & the above)	0-5 years	1	16.67	3	50	-	-	-	-	4	22.22
		6-10 years	3	50	3	50	2	50	2	100	10	55.56
		11-15 years	2	33.33	-	-	2	50	-	-	4	22.22
		>15 years	-	-	-	-	-	-	-	-	-	-
		Total	6	100	6	100	4	100	2	100	18	100

Note: *NA means the item total work experience is 'Not Applicable' for PSTA chairman as they may not a civil servant.*

As seen in item 1 Table 5.3 above, the data regarding the sex of the participants revealed that all, (100 %) of respondents are male. In item 2 Table 3.5 in terms of age wise, 5 (27.78 %) were in the range of 31-40 years and the rest 13 (72.22 %) were in the age range of 41-50 years. Overall, the responding subjects were matured (middle-aged). This can be interpreted as indicative of several years of lived and professional experience. In their marital status, all the participants (100 %) are married.

In item 4 of Table 5.3 above, the qualification level of participants was treated. With regard to their educational levels, all 6 (100 %) principals and 3 (75 %) of district supervisors are BA degree holders, whereas both 2 (100 %) Zone Education Desk experts are MA degree holders. Chairman of PTSA involved in the study as informants have different educational status that extend from grade 10 to diploma level. With respect to their subject area only 2 (33.33 %) of the principals, 1(25 %) of district supervisors and 1(50 %) of Zone experts are qualified in educational planning and management. The data suggested that the majority of responding principals and supervisors are under qualified for the position they possessed. As the policy document of MoE (2012) states, to be qualified for secondary school leadership position and district supervisory position, a minimum requirement is a master's degree in educational leadership and management or a master's degree in any subject and a subsequent short training in educational leadership.

As the data depicted in item 6 of Table 5.3 shows, the majority of the respondents have served in the experience category of 11-15 years. All principals, district supervisors and zonal experts have a total work experiences above 10 years. From the individual response of interviewees, the smallest work experience is 12, whereas the highest one is 22 years. Further, in item 7 of Table 5.3 above, the leadership experience in which the participants' path through that include the position of department head and above were considered. The obtained result revealed that many of the respondents 10 (55.56 %) appear in the category of 6-10 years' experience in leadership position.

With the purpose of sorting the source or owner of the particular idea, coded name was given for each interviewee. For identifying the six principals, coded names that help to distinguish one principal from the other, the pseudo name of P-1, P-2, P-3, P-4, P-5 and

P-6 were given. On the other hand, the six chairman of PTSA of the sampled schools were identified with the name of PTSA-1, PTSA-2, PTSA-3, PTSA-4, PTSA-5 and PTSA-6. Similarly, to distinguish the four district supervisors who are working currently with those selected sample secondary schools, a pseudo name was of Sup-1, Sup- 2, Sup -3 and Sup- 4. In the same way, to distinguish the two higher experts of Gedeo Zone's education desk, the pseudo name of Exp-1 and Exp-2 were given.

5.3 STUDENTS' ACADEMIC ACHIEVMENTS IN THE SAMPLED SCHOOLS

As indicated in section 4.4 of Chapter 4, there are 24 government general secondary schools in Gedeo Zone. Out of this population, 6 sample schools were selected purposively, specifically by employing maximal variation technique. Thus, in accordance with the notion of maximal variation sampling technique, 6 schools which include three least achiever and three best achiever schools of the Zone were chosen as participants because they were found at the two extreme points in terms of the degree to which their students succeeded in passing grade 10 national exam. Accordingly, the 6 participant schools of the study area were grouped into two categories as least achievers (Group-1) and best achievers (Group-2) schools of the Zone.

To select appropriate sample schools that enable the researcher to attain the objectives set for this study, students' performance in 10th grade EGSELE national exam of all secondary schools of the Zone were computed. Achievement of schools were compared by computing the percentage of students that were able to join preparatory schools by getting minimum score from the total students who took 10th grade EGSELE national exam. To avoid the possibility of being chosen by chance as best or least achiever school, the decision was made by taking average achievements of three consecutive years of 2016/17 to 2018/19. Out of the 24 secondary schools, one school which was recently promoted to secondary level was not eligible to be selected as a sample due to it lacks data of three consecutive years. Therefore, by comparing result of 23 secondary schools of the zone, three least achiever and three best achiever schools were selected as participant.

For the sake of confidentiality, sample schools were identified with coded names. The three least achiever schools were coded as RLAS-23, RLAS-22 and RLAS-21 where set as Group-1, whereas RBAS-3, RBAS-2 and RBAS-1 were given coded name for best achiever schools which set as Grotup-2. The number attached to each code name represents a rank in which the selected school got in comparison made in terms of percentage of students who joined preparatory level in the last three consecutive years.

Best and least achiever schools were selected as a participant of this study with the assumption that difference in achievement of students could mainly occur due to differences in effectiveness of leadership behaviours exhibited by school principals. Indeed, the necessary care was taken to minimize interference of any other extraneous variables that could have influence on student achievement. For this purpose, the study merely involved government secondary schools that are found in Gedeo Zone where the context in which they are working is almost similar in all its aspects (see the detail regarding this point in chapter four). In the next seen, Table 5.4 , the computation result of students pass rate in the six sampled schools in terms of the number of students sat for grade 10 national exam and percentage of students who were able to join preparatory school in the year 2016/17 to 2018/19 are presented in the way of summary.

Table 5.4: The six sampled schools that selected based on 10th grade exam result (Gedeo Zone Education Desk, 2019)

School category	No	Selected Schools (coded name)	No of students in the year 2016/17			No of students in the year 2017/18			No of students in year 2018/19			Pass to prepar. (Average of 3 yrs in %)	Rank out of 23 Secon. schools
			Took exam	Pass to prepar.		Took exam	Pass to preparatory		Took Exam	Pass to prepar.			
				N	%		N	%		N	%		
Group-1 Least achiever schools	1	RLAS-23	215	134	62.32	235	35	14.89	233	49	21.03	29.56	**23th**
	2	RLAS-22	238	111	46.64	205	59	28.78	249	41	16.46	30.62	**22th**
	3	RLAS-21	516	291	56.39	462	83	36.24	455	69	15.16	35.95	**21th**
Group 2 Best achiever schools'	4	RBAS-3	182	156	85.71	266	74	27.82	256	156	60.94	58.16	**3rd**
	5	RLAS-2	365	274	75.06	621	277	44.6	452	288	63.72	61.13	**2nd**
	6	RLAS-1	152	104	68.42	173	140	80.92	215	109	50.7	66.68	**1st**

In the above Table 5.4, the first 3 schools were *the least achievers* of the Zone in a comparison made by percentage of students who joined preparatory school in the last three consecutive years (2016/17- 2018/2019). The schools were identified with assigned (code) name of RLAS-23, RLAS-22 and RLAS-21. In these schools, the average number of students who passed grade 10 general examinations in the last 3 years was 29.56%, 30.62% and 35.95% respectively. Out of the total 23 compared schools, they got the rank of 23rd, 22nd and 21st respectively. In the other hand, the second 3 schools were *best achievers* of the Zone were also identified with the coded name of RBAS-3, RBAS-2 and RBAS-1. They held 3rd, 2nd and 1st rank in the Zone based on percentage of students who joined preparatory schools in the last three consecutive years. As the above data shown, the average pass rate of the 3rd, 2nd and 1st ranked schools were 58.16%, 61.13% and 66.68% respectively. Generally, it has to be noted that in the analysis of the data hereafter principals' leadership behaviour is an independent variable, whereas students' academic achievement which expressed in terms of percentage of passes is dependent variable.

5.4 RELIABILITY TEST OF THE RESEARCH INSTRUMENT

Reliability of the questionnaire that was prepared to collect quantitative data was checked by selecting 60 respondents (30 teachers and 30 students) from two secondary schools that were not chosen as a sample. Cohen et al. (2007) stated that reliability test is the degree to which the measure of a construct being consistent or dependable. This means, if a multiple item construct administered to respondents, the extent to which respondent rate those items in a similar manner is a reflection of internal consistency. In relation to this, Cohen et al. (2007, p.506) stated that reliability score >0.90 very highly reliable, 0.80–0.90 highly reliable, 0.70–0.79 reliable, 0.60–0.69 marginally/minimally reliable and less than 0.6 is unacceptable/ low reliability. Thus, to check the reliability of the questionnaire, Cronbach's alpha model was used with five point Likert scales.

The questionnaire that was prepared to assess the effect of principals' leadership behaviours on students' academic achievement has five major sections. To see the reliability of the instrument, each major section and the overall reliability of the questionnaire was tested using Cronbach's alpha (α). The calculated result of the analysis was presented below in Table 5.5 for each major section and for the overall reliability of the questionnaire.

Table 5.5: Cronbach Alpha reliability test

NO	Variables	Cronbach's Alpha	Number of items
1	Integrative leadership behaviour of principals	0.856	19
2	Leadership orientation of school principals	0.801	12
3	Preserving positive school culture and climate	0.813	16
4	Pathways of principals' leadership effect	0.821	12
5	Specific leadership behaviours that promote academic achievement	0.809	19
	Overall	**0.820**	**78**

As seen in the above Table 5.5 , internal consistency for all items within each subscale of integrative leadership behaviours of principals, leadership orientation of school principals, preserving positive school climate, t and specific leadership behaviours that promotes academic achievement was examined using Cronbach's alpha. Per the frame work given by Cohen et al. (2007, p.506); the Cronbach's alpha result of each section is above 0.8. Consequently, the overall result appears above 0.8 which resulted to 0.820 and thus it is found to be 'highly reliable' in measure.

Similarly, in order to test and also to maintain the trustworthiness of the qualitative data, different measures were taken. The coincidences between the written notes which the researcher jotted down during the interview and the sound information recorded in tape were checked repeatedly. After interview with each respondent was completed, the researcher carefully listened the recorded response of the participants and compared it with the written notes he took during the interview. In the process, minor and big corrections were given on the response of six respondents. Some important points which the researcher missed when he took note were included and integrated. In order to check for internal validity, the final summary of each respondent's response to each question was provided to the interviewees. Then after, the interview transcripts were reviewed for the correctness of the transcription and return it with comment. In addition to this, the final summary of the interview result were reviewed and commented by two scholars who are working in the institute of behavioural science.

5.5 DATA OBTAINED FROM THE QUANTITATIVE PHASE

5.5.1 Introduction

This section deals with the result and interpretation of quantitative data that were gathered from sample teachers and students of the six sampled schools. The quantitative data were collected through 321 questionnaires in total. In this study, 154 teachers and 192 students (346 respondents) were invited to complete the questionnaire. Among them, a total of 321 respondents completed and returned a usable questionnaire to the researcher. Of the total of 321 respondents, 141 of them were teachers, whereas 180 of them were students. This indicated that the return rate of the questionnaire was 92.77 % of the total respondents; more specifically 91.56 % of teachers and 93.75 % of respondent students returned usable questionnaire.

The statistical tools used to analyse the quantitative data were both descriptive and inferential statistics. According to Cohen et al. (2007), descriptive statistics are appropriate when the intention of a researcher is to describe or assess how respondents view a certain issues within a given context. In this study, descriptive statistics like percentages, means and standard deviations were used to partly analyse responses to all the five specific research questions. In particular, research questions number four and five were fully analysed descriptively. Furthermore, inferential statistics were used to analysis all the five specific research questions at different level of depth, to make comparison in between the two set of groups and in hypotheses testing.

Indeed, the analysis of the quantitative data followed the structures seen in the questionnaire since it was initially constructed to answer the research questions as well as to test the corresponding hypothesis. In the first section of the quantitative data analysis, a brief introduction was given. It followed with details description of demographics data of teachers and students' participants. In the next section, the following important topics and its sub-topics were analysed: analysing academic achievement of students of the sample schools; integrative leadership behaviours of principals'; analysing leadership orientation of principals; principals' leadership behaviours that help to preserve positive school culture and climate, the pathways of principals' leadership effect as well as specific leadership behaviours of principals that

promote academic achievement. Indeed, these major topics were analysed in line with the five specific research questions stated in section 5.1 above.

5.5.2 First sub-research question: What effect does an integrative leadership model (ILM) that combines instructional and transformational behaviours have on students' achievement in the Gedeo Zone?

Under this topic, performance of principals in terms of employing integrative leadership behaviours in the six sample schools were analysed and interpreted specifically by emphasizing on various components of instructional and transformational behaviour. Indeed, to examine the effect of instructional, transformational as well as the integration of the two types of leadership behaviours on students' achievement, percentage of students who passed 10th grade EGSSCL national exam in the last three consecutive years from the sample secondary schools of the Gedeo Zone was used as dependent variable. Thus, in the following sections, the analysis of instructional behaviours, transformational behaviours as well as the integration of the two leadership behaviours were presented.

5.5.2.1 *Descriptive analysis of principals' instructional leadership behaviour as component of an integrative leadership model (ILM)*

In this subsection of the analysis, instructional leadership behaviours that exhibited by the principals of sample schools were analysed with the help of descriptive and inferential statistics. By using descriptive statistics such as mean and standard deviation, effective leadership practices of principals of Group-1 were compared with that of Group-2. The specified analysis enabled the researcher to compare and contrast the performance of school principals in the two categories of schools.

To conceptualize the instructional part of integrative leadership model, the researcher preferred to utilize the widely acceptable model that was provided by Hallinger (2003). According to Hallinger (2003), the three dimensions build instructional leadership behaviours are defining school mission, managing instructional program and promoting positive school learning climate. Further, he illustrates that the three dimensions are also delineated into ten specific functions. As to him, under the first dimension there are two functions that are named as: framing the school's goals and communicating of goals. Under the second dimension there are three specific leadership functions that are referred

as: supervising and evaluating of instruction, coordinating of the curriculum, and monitoring of student progress. Likewise, under the third dimension, there are five specific functions that help to create positive learning climate. These functions are identified as: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers and providing incentives for learning.

Having the above described structural constructs of instructional leadership behaviours that were outlined by Hallinger (2003), instructional leadership behaviours of principals in the two groups of sample schools were analysed descriptively and its result were presented in the next Table 5.6 below.

Table 5.6: Descriptive statistics on principals' instructional leadership practice

Instructional Dimensions	INSTRUCTIONAL LEADERSHIP BEHAVIOURS				
	Instructional leadership behaviours/functions	Group-1 Score		Group-2 Score	
		M	SD	M	SD
Defining school mission	1. Framing the school's goals	2.64	.781	3.99	.841
	2. Communicating school goals	2.66	.732	3.89	.773
Mean score of the dimension		2.65	1.12	3.94	1.14
Managing instructional program	3. Supervising & evaluating instruction	2.46	.771	4.08	.811
	4. Coordinating the curriculum	2.59	.800	3.73	.744
	5. Monitoring student progress	2.48	.695	3.98	.624
Mean score of the dimension		2.51	1.3	3.93	1.27
Promoting positive learning climate	6. Protecting instructional time	2.85	.796	3.93	.758
	7. Maintaining high visibility	3.25	.816	3.91	.832
	8. Promoting professional development	2.44	.757	4.07	.887
	9. Providing incentive for teachers	2.94	.787	3.84	.791
	10. Providing incentive for learning	2.66	.654	3.84	.689
Mean score of the dimension		2.84	1.71	3.92	1.78
Mean score of instructional leadership behaviours		2.67	2.43	3.93	2.46

Regarding the dimension of defining school mission, respondents shown that the performance of Group-1 principals were generally perceived as average (M= 2.64; SD= .781) while respondents of Group-2 revealed high performance (M=3.99; SD=0.841) regarding the function of 'framing school goals'. This means principals in the least achievers category were partially succeed in setting desirable ends. The result of item 2

was also average for Group-1 (M=2.66, SD=.732) while mean score of Group-2 (M=3.89, SD=.773) indicated high achievement in terms of communicating school goals. The result of the first dimension implies that principals of Group-2 schools were effective in setting clear, aspiring and feasible goals and furthermore the mission was well communicated. They also secured collaboration of major stake holders for its accomplishment.

Regarding the dimension of managing instructional program, participants were asked to verify whether principal of their school exhibited effective type of leadership behaviour or not. As the result of the analysis shown, principal of Group-1 exhibited low performance (M=2.46; SD=0.786) in supervision and evaluation of instruction, whereas that of the Group-2 principals' performed at higher level (M=4.08, SD= .811). This implies that Group-1 principals were ineffective in supporting and improving competency of teachers while the practice of Group-2 principals were effective. Regarding this point, various scholars such as Alig-mielCarek (2003), Ebmeier (2003) and Leithwood and Louis (2012) identified that when principals properly carried out supervision and evaluation of instruction, they provide support to teachers, monitor instruction through classroom visit and align classroom practice to the ultimate goal of the school. Furthermore, the mean score (M=3.79; SD=.865) of Group-2 in managing curriculum rated high. This implies that principals of best achiever schools exhibited appropriate type of leadership that help to implement, evaluate and improve curriculum.

In relation to item 5, the respondents were asked to reflect on the degree to which principal of their school exhibited appropriate leadership behaviours regarding monitoring of student progress. Respondents of Group-1 replied average (M=2.69; SD=.660) performance in the area. This implies that principals of Group-1 schools utilized student achievement data to some extent for improvement purpose. Conversely, the mean score (M= 4.04; SD=.543) of Group-2 principals ascertained high performance. It implies that principals of Group-2 used learners' achievement score as input to realize sustainable progress of students.

Regarding the third dimension which deals about promoting positive learning climate, respondents were asked to rate on the degree to which principal of their school exhibited appropriate leadership behaviours that enhance better result in preserving supportive school culture and learning climate. The overall performance of Group-1 principals were average (M=2.87, SD=.796), whereas the performance of Group-2 principals were high (M=3.93, SD=.758). As a result of the analysis shown, principals of Group-1 performed out the five functions, accomplished four of them at average level with mean score ranging from M= 2.69 to 3.25 with respect to the role of 'providing incentive for learning' and 'maintaining high visibility' respectively. Furthermore, 'promoting of professional development' were performed at low level (M=2.47; SD= .757) by principals of Group-1.

The performance of Group-1 was average (M=2.87, SD=.796) in protecting instructional time. This means some periods were wasted or inefficiently used due to ineffective leadership practice of principals. In the other hand, high performance (M=3.93, SD=.758) of Group-2 implies better performance in saving students learning time. Lyons (2010) and Alig-mielCarek (2003) claimed that successful school principals give precedence for saving instructional time from any form of distractor and they create an orderly, safe, serious and quite atmosphere conducive to academic achievement.

As the result of item 7 shown, the mean score (M= 3.25, SD=.816) of Group-1 indicated an average performance, whereas the performance of Group-2 were high (M=3.91 SD=.832). Poirier (2009) stated that principals avail here and there in the school compound, in and around classroom, talking informally with teachers and students promote visibility and help build a positive climate. Similarly, Kwinda (2002) also described that highly visible principal can motivate teachers, monitor instruction, being accessible, provide support and gains knowledge of what is actually going on in the school. This implies that maintaining high visibility by principals of Group -2 may help them to perceive what is actually going on, motivate the staff and strengthen positive school climate.

As depicted in item 8 of Table 5.6 above, regarding the function of 'promoting teachers professional development' respondents replied performance of Group-1's principals was

low with mean score (M = 2.47 ; SD=.757) while they replied high performance of Group-2's principals with mean score of (M=4.07, SD=.887). With reference to item 9, respondents rated Group-1's performance as average (M=3.03, SD=.787) while Group-2's performance as high (M=3.84, SD=.689). This implies that principals of Group-2 were better in motivating teachers by providing incentive for the commitment as well as the best result achieved than principals of Group-1 did. Similarly, the performance of Group-1's principals were average (M= 2.67, SD=.654) while that of Group-2 principals' performance revealed high (M=3.84; SD=.689) regarding the function of 'providing incentive for learning'. This implies that in motivating students for learning, principals of Group-2 were strengthening desirable behaviour and commitment of them more than principals of Group-1 did.

5.5.2.2 *Analysis of principals' transformational leadership behaviour as component of an integrative leadership model (ILM)*

In this part of the analysis, transformational leadership behaviours that appeals on followers' values and emotions was treated. Proponents of this style viewed leadership as a process through which a leader appeals on an individual's willingness to go beyond the formal requirements of the job, to engage in productive functions, and to enhance organizational effectiveness (Bass & Avolio, 1993; Bass, 1994; Nguni et al., 2006). In line with this notion, a school principal as a leader appeals on school community's moral value and on their willingness to go beyond the formal requirements of teaching or learning of certain period per a week, to engage in productive functions that yield best result, and to enhance school effectiveness by realizing higher achievement of the students.

As widely known, transformational leadership has four attributes of behaviours that build the style. These attributes of behaviours are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985; Bass & Avolio, 1993; Bass & Rigo, 2006). We get slightly different expression in literature even though the above mentioned component behaviours serve as basic pillars of transformational leadership model. However, specifically in the context of school system Leithwood and Jantzi (2006) have developed a transformational leadership model from their own

qualitative and quantitative research which comprise the four basic pillars and has some additional components that coincide with the aspect of teaching-learning.

In this study, transformational leadership behaviours that have been developed by Leithwood and Jantzi (2006) were adopted to use it as a component to the proposed integrative leadership model (ILM). In fact, the transformational leadership that has been developed by Leithwood and Jantzi (2006) from the school context has three broad categories and nine dimensions of practice.

The four common pillars of transformational leadership behaviour that are known as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and they also appear directly or indirectly in the model developed by Leithwood and Jantzi (2006). In the model, they developed nine distinguished functions that represent a transformational leadership behaviour of school principal are grouped in three cluster areas of practices. These are:

(a) mission centred
- developing a widely shared vision for the school,
- building consensus about school goals and priorities,

(b) performance centred
- holding high performance expectations,
- providing individualized support,
- supplying intellectual stimulation

(c) culture centred
- modelling organizational values,
- strengthening productive school culture,
- building collaborative cultures, and
- Creating structure for participation in school decisions.

In line with the clustering of transformational leadership components listed above, the analysis of principals' effectiveness in practicing the model in the two groups of schools were presented below.

Table 5.7: Descriptive analysis on transformational leadership behaviours of principals

Dimensions	Transformational leadership behaviours of principals				
	Transformational leadership behaviours/functions	Group-1 score		Group 2 Score	
		M	SD	M	SD
1. mission centred	1. Developing shared vision for the school	2.88	.88	3.85	.786
	2. Building consensus on school goals & priorities	2.65	.921	3.81	.908
Mean score of the dimension		2.77	1.27	3.86	.787
2. performance centred	3. Holding high performance expectations	2.60	.969	3.97	.792
	4. Providing individualized support	2.60	.886	3.81	.762
	5. Providing intellectual stimulation	2.47	.868	4.04	.926
Mean score of the dimension		2.56	1.57	3.94	1.44
3. culture centred	6. Modelling organizational values	2.86	.919	3.98	.804
	7. Strengthening productive school culture	3.22	.789	3.86	.822
	8. Building collaborative cultures	2.94	.885	3.81	.778
	9. Creating structures that promote participation in school decisions	3.02	1.70	4.02	.785
Mean score of the dimension		3.02	1.70	3.94	1.56
Mean score of transformational leadership behaviours		2.78	1.51	3.91	1.05

The analysis of mission centred component of transformational leadership behaviours were carried out in comparison between the performance of principals of Group-1 and Group-2. As result of the analysis, the overall performance in terms of 'mission centred cluster' the achievement of Group-1 principals was average (M=2.77; SD=1.27) while the performance level of Group-2 principals was high (M=3.86, SD=.787). The obtained result ascertained effectiveness of Group-2 principals both in establishing an inspiring vision and making the stake holders to take the vision as dream for which they committed enthusiastically for its attainment. From the result of the analysis, it can be possible to infer, more committed staff are available in best achiever category of schools.

As a second cluster, performance focused dimension of transformational ingredient of the proposed integrative model, the descriptive analysis were presented here. With respect to principals effectiveness in performing functions that were described as 'holding high performance expectations', 'providing individualized support' and 'providing intellectual stimulation were analysed. The overall score in accomplishing 'performance centred cluster' rated low *(M=2.49, SD=1.57) for* Group-1's principals while the performance *(M=3.94, SD=1.44)* of Group-2 principals were identified high. This implies that principals

of Group-1 schools were ineffective in buying the commitment of stake holders by appealing on their sense of efficacy, eagerness to learn from others and ability of questioning the existing knowledge and thus they take it for granted.

Specifically, the result of item 3 of Table 5.7 revealed moderate performance (M=3.34, SD=.692) of Group-1 principals with respect to 'giving high performance expectations for teachers and students' while the mean score (M= 4.00; SD= .711) of Group-2 revealed high performance. This implies that principals of best achiever schools were successful in insisting the school community for best performance by establishing high expectation.

Regarding item 4 of Table 5.7, the performance of Group-1 were identified as moderate (M=3.14; SD=.644) while performance of Group-2's principals were rated high (M=3.85; SD=.670). We can infer that principals of Group-2 not only have better knowledge about member's strength and weakness but also better in supporting them to do at their best potential. Further, high performance of Group-2 (M=3.98, SD=.850) in intellectual stimulation implies that members were encouraged to scrutinize the existing assumptions, values, practices and strategies instead of pushed simply to accept everything as it is.

As seen above, with respect to culture centred cluster of transformational leadership pillar, the overall performance of Group-1 principals were average *(M=3.02; SD=1.57)* while performance of Group-2 principals were high *(M=3.94; SD=1.56)*. Performances of principals in Group-1 were perceived average level in all stated behaviours that could help to develop positive school culture. Comparatively, the performances of principals in Group -2 category were recognized high. This implies that principals of Group-2 were perceived as a role model who goes beyond their personal interest, build trust with in the school, share leadership and decision making authority and also communicate about important values and actions openly.

The result obtained from the analysis coincided with the finding of some recent studies. For instance, some researchers (Hammond et al., 2008; Bryk et al., 2010; Louis et al., 2010; Preston et al., 2012) stated that successful reform intended to improve student achievement often hinged upon principal's ability of creating shared vision and new structures which engage teachers in shared decision-making.

5.5.2.3 Analysis of an integrative leadership model (ILM) with inferential statistics
      and testing the related hypothesis

In this section, emphasis was given to the analysis of the integrative leadership model by using inferential statistics. First, analysis was carried out using the Pearson-product moment correlation with respect to principals' integrative leadership behaviours and students' academic achievement. Furthermore, related hypothesis were tested regression formula using SPSS. As stated by Cohen et al. (2007) a correlation enables a researcher to ascertain whether, and to what extent, there is a degree of association between two variables.

Accordingly, specific question number 1 was analysed by the Pearson-product moment correlation. Specific research question number 1 was: *Q1. What effect does an integrative leadership model (ILM) that combines instructional and transformational behaviour has on students' achievement in Gedeo Zone?* Furthermore, question 1 related Hypothesis **H1** was tested and described as: *H1. Principals who scored high in performing instructional and transformational components of an integrative leadership model are effective in improving of students' achievement.*

As mentioned earlier, the dependent variable is the percentage of 10th grade students who passed to preparatory school (it is first year education of a university) in the six sampled schools which were selected as best and least achiever of the Zone based on the achievement of each secondary school in the last three years. And the independent variables are performance score of principals in instructional and transformational behaviours as a component of integrative leadership model. Thus, to compute the correlation as well as the regression, the score of each sample school principal in performing the two leadership behaviours which was set as a component of integrated leadership model, and percentage of students joined to preparatory school were presented in Table 5.8 below.

Table 5.8: Analysing integrative leadership model using inferential statistics

N o	Components of ILM	Sco re	Analysing Integrative Leadership Model (ILM)							
			Group-1 score per school			Group 1 total score	Group 2 total score			Group 2 total score
			RLAS-23	RLAS-22	RLAS-21		RBAS-3	RLAS-2	RLAS-1	
1	Score in instructional behaviours	M	2.55	2.68	2.76	2.67	3.83	3.89	4.04	3.93
		SD	2.50	2.50	2.27	2.43	2.46	2.56	2.35	2.46
2	Score in transformational behaviours	M	2.64	2.75	2.89	2.78	3.76	3.91	4.02	3.90
		SD	2.28	2.32	2.27	2.65	2.62	2.36	2.30	2.43
3	overall score in integrative leadership	M	2.60	2.72	2.83	2.73	3.80	3.90	4.03	3.92
		SD	2.39	2.61	2.52	2.54	2.54	2.46	2.33	2.45
	% of students pass to preparatory in last 3 years		29.56	30.62	35.95	-	58.16	61.13	66.68	-
	Rank out of 23 secondary schools		23rd	22nd	21st	-	3rd	2nd	1st	-

As described earlier in section 5.4 of this chapter regarding components of integrative leadership model, instructional and transformational behaviours are two major pillars of the model. As a part of the construct, the instructional focused leadership behaviours of the principals geared towards influencing major stake holders in relation to performing the teaching-learning functions. On the other hand, by employing transformational type of leadership behaviours, principals have influence on the behaviours of teachers', students and parents so as they commit themselves to the achievement of school vision. Conceptually, the integrative leadership model is perceived effective as it helps principals to give emphasis on the core business of schools –that is the teaching and learning aspect, and help to stimulate and empower major stake holders for highest level of achievement. With this theoretical foundation, performance of each sample schools was assessed in terms of the two pillars of integrative leadership model.

The data shown in Table 5.8 above revealed that the performance of Group-1 schools which were named RLAS-23 (M=2.55, SD= 2.5), RLAS-22 (M=2.68, SD=2.5) and RLAS-21 (M=2.76, SD=2.27) were average. This implies participant of Group-1 were partly dissatisfied with the leadership influence of their school principals in terms of instructional leadership behaviours they exhibited in performing the core business of the school. While participants revealed performance of Group-2 schools of RBAS-3 (M=3.83, SD= 2.46), RBAS-2 (M=3.89, SD=2.56) and RBAS-1 (M=4.04, SD=2.35) were high. This result

implies that principals of Group-2 exhibited appropriate type of leadership behaviours and thus they satisfied major stakeholders and make them effective leaders to properly lead the teaching– learning process.

With respect to exhibiting of effective type of transformational leadership behaviours, the performances of Group -1 schools were rated as average. Namely, the performance of the school RLAS-23 (M=2.64, SD= 2.28), RLAS-22 (M=2.75, SD=2.32) and RLAS-21 (M=2.89, SD=2.27) were ascertained ineffectiveness in winning full dedication of members which in turn shown weak collaboration prevail in the school. In contrary of the above, the performances of Group-2 principals were found high regarding this behaviour. That can be ascertained from the score of the school RBAS-3 (M=3.76, SD= 2.26), RBAS-2 (M=3.91, SD=2.36) and RBAS-1 (M=4.02, SD=2.30).

As the result of the analysis regarding the integrative leadership model shown, school principals of Group-1 were ineffective as all the school RLAS-23 (M=2.64, SD= 2.28), RLAS-22 (M=2.75, SD=2.32) and RLAS-21 (M=2.89, SD=2.27) performed at bottom line of average score, whereas the performance of Group-2 which refers the school RBAS-3 (M=3.80, SD= 2.54), RBAS-2 (M=3.90, SD=2.46) and RBAS-1 (M=4.03, SD=2.45) were rated high. This implies that the stakeholders in Group 2 were satisfied with adequacy of the leadership provided through exhibiting proper type of instructional and transformational behaviours. Therefore, it is possible to infer that the highest level performance of Group-2 principals in the area of teaching–learning process and in empowering and in inspiring members to go beyond their personal interest made them to be selected as best achiever schools of the Zone.

In order to examine the relationship between instructional leadership and transformational leadership in the least achiever and best achiever schools of the Zone, scatterplot analysis was used. Regarding the importance of scatterplot, Cohen et al., (2007) stated that it helps to display the distribution of schools/points/scores in accordance with their comparative ranking on the two dimensional variables. In line with this understanding, by putting the instructional behaviours on the 'x' axis while putting the transformational

behaviours of principals in the 'y' axis, the relative position of each sample school's was identified. The relationship between the two component behaviours of the integrative leadership model examined visually by plotting the paired measurements on graph with each pair of score being represent performance of a sample school principal. In this way, one sample school was situated in relative position to the other study school as either low or high on both the instructional and transformational leadership or low on one dimension and high on the other. By having such frame work, the relative position of the six sample schools which were represented the best achiever and the least achiever schools presented in fig-1 below.
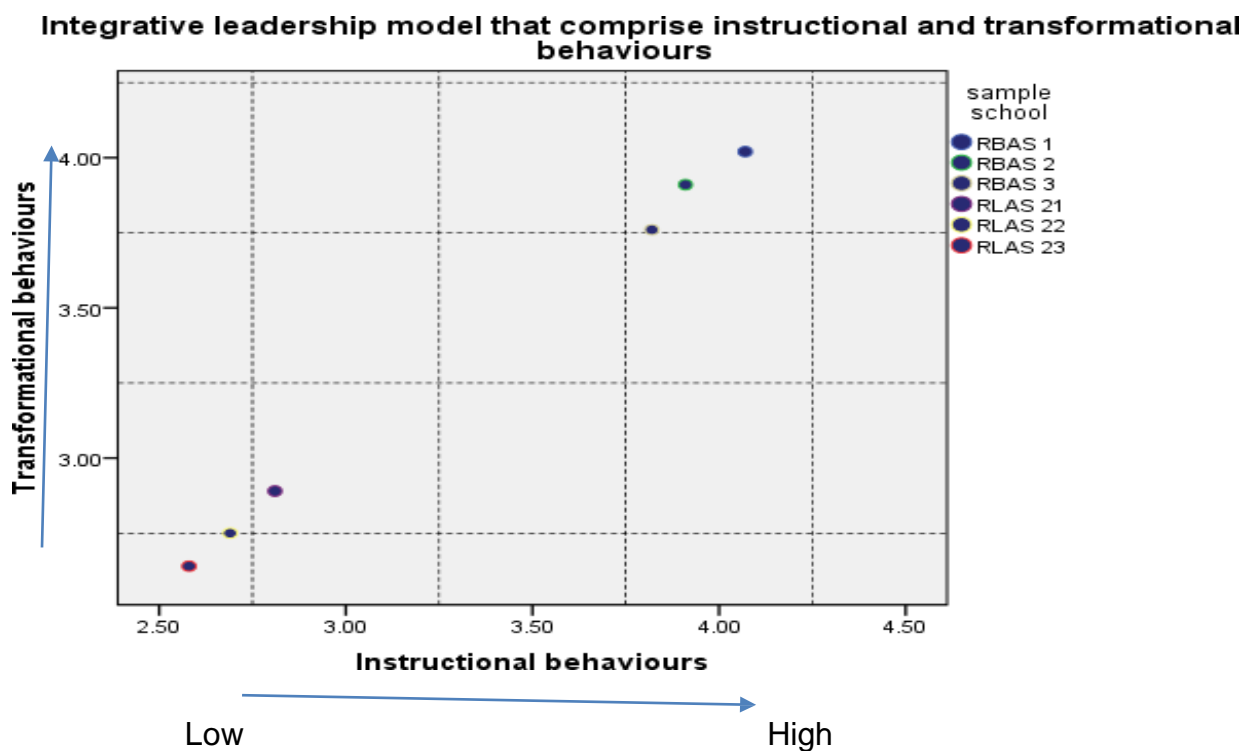
Figure 5.1: Performance of principals in exercising instructional and transformational component of the integrative leadership model

The above graph revealed that the position of the best achiever schools namely RBAS-3, RBAS-2 and RBAS-1 are at the right- top side of the graph. This means that it is situated at the 3rd quadrant position which implies those mentioned best achiever schools have high score in employing both the instructional leadership as well as the transformational

leadership behaviours at the same time. In similar analysis, the position of least achiever schools that were identified with code name of RLAS-23, RLAS-22 and RLAS-21 are situated in first quadrant of the graph which is at the left- bottom position. This implies least achiever schools have low performance in employing both the instructional and transformational leadership behaviours. The graph shown that all best achiever schools performed high in applying both the instructional and transformational leadership behaviours, On the other hand, it illustrated low performance in practicing integrated leadership in the least achiever schools. Thus, it is reasonable if someone correlate high performance in the two ingredient behaviours of integrative leadership with high students' achievement.

In addition to the above graph that illustrate the relation between the proposed leadership behaviours and students' achievement, computing correlation between dependent and independent variable and testing related hypothesis with appropriate inferential statistics help to make correct conclusion. With this understanding, first the correlation between the integrative leadership model and students' academic achievement was analysed by Pearson's product moment coefficient. In the analysis, percentage of students who were promoted to preparatory school from those who took 10th grade national exam is a dependent variable while performance score of principals in integrative leadership is taken as independent variable. Thus, a computed result of correlation in between the integrative leadership and students' achievement was presented in Table 5.9 below.

Table 5.9: Correlation between integrative leadership model and students achievement

Pearson Correlation	Integrative Leadership Model (ILM)	Student Achievement (SA)
Integrative Leadership Model (ILM)	1	0.9055682214142797**
Student Achievement (SA)	0.9055682214142797**	1

*Note: ** denotes the rejection of the null hypothesis at 5% significance level*

Table 5.9 shown about revealed the presence of statistically significant correlation between the integrative leadership model that incorporates instructional as well as transformational behaviours and students' academic achievement. As to the strength of

the correlation between the dependent variable and the independent variables is different, authors suggested different interpretations of the values of the correlation coefficients; however, the researcher used (Taylor, 1990, p. 37) roughly categorized r values as, r = ≤ 0.35 (or ≤ - 0.35) are generally represent low or weak correlation, r = 0.36 to r = 0.67 or r = - 0.36 to r = - 0.67 as moderate correlations, r = 0.68 to r = 0.89 or r = - 0.68 to r = - 0.89 as strong or high correlations, and as (Beaumont, 2012, p. 8 of 28) indicated that r values very close to 1 as high positive correlation.

The analysis using the Pearson-product moment correlation, a statistically significant correlation was identified between integrative leadership model and students' academic achievement (r = 0.90, p = 0.05). According to the categorization of the above authority, the computed correlation test result (r = 0.90, p = 0.05) indicated high correlation existed between the two variables. This implies that those school principals who exhibited a comprehensive leadership style that incorporate instructional and transformational behaviours may succeed in improving students' achievement while those being reluctant in practicing the two types of leadership behaviours were found less successful. In addition to the correlation test, the above alternative hypothesis was also tested with regression statistics by using SPSS version 25. The computed regression result is presented in Table 5.10 below.

Table 5.10: The computed regression result of integrative leadership model

Variable	Coefficient	Std. Error	t-Statistic	Prob.	R^2	Adjusted R^2
C	-0.219632	0.018584	-11.81843	0.0000	0.82	0.82
ILM_SUM	0.010915	0.000286	38.12810	0.0000**		

Note: ** *denotes the rejection of the null hypothesis at 5% significance level*
   Dependent Variable: Student Achievement   Independent Variable: integrative leadership
   Method: Least Squares Included observations: 321 *ILM refers Integrative Leadership Model*

As the Table 5.10 clearly shown, effective performance in applying of integrative leadership that comprise instructional and transformational behaviours effects on students' academic achievement. Precisely speaking, the coefficient 0.010915 shown, an increase in effective application of integrative leadership style by 1 percent yields almost 1 percent improvement in student's achievement. Further, the effect size as measured by r2 was large (r2 = .82) that is 82 % of the variance in student academic achievement was accounted for employing integrative leadership model by principals. The probability value (*p*=0.0000) of integrative leadership model confirms about the presence of strong statistical evidence regarding the significant effect it has on students' academic achievement. Hence, with these statistical evidences, it is possible to infer that integrative leadership model has strong positive effect on students' academic achievement.

5.5.3 Second sub-research question: Which type of principals' leadership behavioural orientations (PLBO) have positive effect on students' achievement?

In this section of the analysis, emphasis was given for verifying whether the leadership behavioural orientation exhibited by principals of best achiever schools have difference or not from principals of least achiever schools. Indeed, in line with the recent development in categorization of leadership orientations, it is broadly divided in to three meta-categories of leadership behaviours (Yukl, 2010). These are task oriented, relationship oriented and change oriented leadership behaviours. Thus, to examine leadership orientation of principals in the two groups (least and best achievers of the zone) of schools 12 items were presented for respondents. Indeed, these 12 items represent the three leadership style. One type of leadership orientation is represented by 4 selected items in the questionnaire. In the next sections, leadership orientations of sample school principals were analysed using descriptive and inferential statistics.

5.5.3.1 Descriptive analysis on principals' leadership behavioural orientation
To understand the leadership behavioural orientation of principals in the two groups of schools, participants were asked to rate about the extent to which their school principal exhibited/engaged in the specified leadership behaviour. Thus, the score obtained by each principal on each item used as indicators that shown the degree to which the school principals' valued to a particular behaviour in their day to day leadership practice. To this

effect, first task oriented leadership behaviours then followed with 'relationship behaviours' and finally the change oriented leadership behaviours of the two groups were analysed comparatively as seen below.

a) Analysis on the task oriented leadership behaviours of principals'

As described above, the descriptive analysis of task oriented leadership behaviours of principals was presented in way of comparison in between the two categories of sample schools to assess whether it has difference or not. To this effect, the score that sample school's principal obtained in the form of mean value and standard deviation was compared. As mentioned above, items 1, 4, 7 and 10 in the questionnaire represent the task oriented behaviours of school principals but it was presented in the table below in items number 1, 2, 3 and 4 respectively for making the analysis easy and understandable in Table 5.11 below.

Table 5.11: Task oriented leadership behaviours of principals

Leadership orientation	N0	LEADERSHIP BEHAVIOURAL ORIENTAION OF SCHOOL PRINCIPALS				
		Items	Group-1		Group 2	
			M	SD	M	SD
Task oriented leadership behaviours	1	Set standards of performance & follow up its accomplishment	2.46	1.14	3.67	1.01
	2	Define role & responsibilities of each member	2.56	.739	3.81	.936
	3	Provide plan that specify what task & how it to be done	2.40	1.11	3.79	.896
	4	Aware members about what is expected of them	2.51	.806	3.76	.918
Mean score task oriented behaviours			2.48	2.05	3.76	1.88

In item 1 of Table 5.11; respondents of both groups were asked to identify the extent to which principal of their school 'set standards of performance for members and monitors its accomplishment'. In their reply, respondents of Group-1 schools revealed as principals did it rarely (M=2.46; SD= 1.07) while respondents of Group-2 replied as they perform it usually (M=3.67; SD=1.01). From the analysis, it is possible to infer that principals of Group-2 schools gave high emphasis for the specified task may be emanated from the ambition to be successful and control the trends in their school. Some earlier research conducted in the area have stated that well organized monitoring practice have positive effect on enhancing managerial effectiveness (Kim & Yukl, 1995; Amabile et al., 2004)

Engagement of principals in the task of 'defining roles and responsibilities for each member and committee' were assessed in item 2 of Table 5.10. Respondents asserted that Group-1 principals have sometimes (M=2.54; SD=.973) engaged on it while respondents of Group-2 revealed as principals usually (M=3.76; SD=.916) performed the task. This implies that principals of Group-2 were found better in holding all members and committee on work and make them contribute at best of their potential by frequently communicating on their roles and responsibilities.

Concerning item 3 of Table 5.11, respondents of Group-1 replied as principals rarely (M=2.4; SD=1.07) provide work plan that have clear description of the tasks to be done with details and how it should be done. On the other hand, respondents of Group-2 revealed that principals of their school usually (M=3.79; SD=.896) exhibited the specific behaviour. In relation to this point, Yukl (2010) illustrated that even a subordinate who is highly competent and motivated may fail to achieve a high level of performance if he/she is confused about responsibilities and priorities. This implies that principals of Group-2 performed better in keeping stake holders on productive work by providing detail plan regularly.

As item 4 of Table 5.11 indicated, respondents replied as principals of Group-1 schools remind the school members about what is expected of them sometimes (M=2.58; SD= .977) while respondents of Group-2 ascertained as principals of their school exhibited the specified behaviour often (M=3.76; SD= .918). Regarding the importance of clarifying expectation for managerial effectiveness, varies earlier studies have found a positive relationship in between clarifying expectation and managerial effectiveness (Bauer & Green, 1998; Kim & Yukl, 1995). Depending on the result of the analysis, it can be possible to infer that principals of Group-2 were effective in making the school community contribute to their school as principals frequently remind them what is expected of them.

b) Analysis on the relationship oriented leadership behaviours of principals'

The relationship oriented leadership behaviours of school principals were analysed in the way of comparison to identify whether the two groups of school principals emphasized on the specified behaviours at similar or different rate. To this effect, the score given by

respondents to principals of sample schools were compared using mean score and standard deviation. Items 2, 5, 8 and 11 in the questionnaire represent the relationship oriented behaviours. But here its order was rearranged and numbered consecutively on item 5-8 for making the analysis convenient and the result was presented here under in Table 5.12.

Table 5.12: Analysis of relationship oriented leadership behaviours of principals

Leadership orientation	No	Leadership behavioural orientation of principals				
		Items	Group-1		Group 2	
			M	SD	M	SD
Relationship oriented leadership behaviours	5	Concern for the well-being of members	3.25	.705	3.32	1.08
	6	Communicate actively with members	2.76	1.09	3.36	.969
	7	Helps members to get along each other	3.13	.667	3.36	.951
	8	Respond happily to comments' of the stakeholders	3.13	.629	3.33	.951
Mean score on relationship oriented behaviours			3.07	1.76	3.34	1.98

As the result of the analysis shown that principals of all the sample schools who led both best and least achiever schools, exhibited relationship oriented behaviours sometimes (moderate emphasis given to relationship) in a similar way. This can be revealed from the overall mean score on relationship oriented behaviours of Group-1 (M=3.07; SD=1.76) and also that of Group-2 (M=3.34; SD=1.98). For instance, with respect to the emphasis given to the well-being of the school community (item 5), respondents of both groups replied as principals of their school gave emphasis for their need sometimes. This can be revealed from the mean score (M=3.25; SD=0.84) of Group-1 and that of Group-2 (M=3.32; SD=1.08) respectively. The result implies that both groups of respondents were partially satisfied with the emphasis given to their well-being.

Similarly, with respect to item 6, respondents of both Group-1 (M=2.76; SD=1.04) and Group-2 (M=3.36; SD=.969) revealed as principals communicate sometimes with the school community. Likewise, engagement of principals in helping school members to get along with each other (item 7) were rated 'sometimes' with mean score (M=3.13; SD=817) of Group-1 and (M=3.36; SD=.951) of Group-2 respectively. With respect to item 8, respondents of both groups verified as principals' 'sometimes' respond favourably to the

suggestions of school members with mean score of (M=3.13; SD=.793) of Group-1 and (M=3.33; SD=.951) of Group-2 respectively. In relation to the importance of exhibiting high relationship for increasing performance accompanied with inconsistent findings. As commented by Yukl (2010) there is no consistent finding as some researchers find out the positive relationship it has, whereas some others relate it only with creation of emotional integrity and some others have found out the negative relationship it has.

c) Analysis on change oriented leadership behaviours of principals'

As it has been done in the analysis of the above two leadership behaviours of principals in the two categories of schools, in the next Table 5.12, an assessment made on change oriented behaviours of school principals were compared to identify whether it differs or not in the two set of Groups. Based on the perception of the respondents, the score given to principals' of sample schools was compared in the form of mean value and standard deviation. Items 3, 6, 9 and 12 in the questionnaire represent the change oriented behaviours of school principals', here it was presented consecutively under number 9,10, 11 and 12 respectively for the sake making the analysis easy and understandable.

Table 5.13: Change oriented leadership behaviours of principals

Leadership orientation	N o	Leadership behavioural orientation of school principals				
		Items	Group-1		Group 2	
			M	SD	M	SD
Change oriented leadership behaviours	9	Envision exciting new possibilities for the school	2.72	.975	3.61	.935
	10	Encourage a staff to innovate a new work strategy	2.38	1.06	3.6	.929
	11	Interpret events to explain a need for urgent change	2.76	1.01	3.45	.979
	12	Encourage the staff to brought major change	2.78	1.04	3.54	1.02
Mean score of change oriented behaviours			2.66	2.02	3.55	1.93

As seen in item 9 of Table 5.13, respondents were asked to verify the extent to which the principals of their school envision exciting new possibilities for the school. In their response, respondents revealed that Group-1 principals have sometimes (M=2.72; DS=.987) exhibited the specified behaviour, whereas respondents of Group-2 replied as principals of their schools have frequently (M=3.61; DS=.935) engaged in it. The result implies that principals of best achiever schools were actively searching for new

possibilities and initiating the school community to use with the emerged opportunity so as to bring new change and to realize success of the school.

In response to item 10, respondents of Group-1 rated as principals of their schools rarely (M=2.38; SD=1.06) encouraged the school community to innovate a new work strategy while respondents of Group-2 ascertained that principals of their schools have frequently (M=3.60; DS=.929) engaged in the specified leadership behaviour. This implies that teachers and other members in Group-2 have freedom of proposing new way of thinking and exercising as principals of Group-2 were effective in motivating staff for innovation of new strategies. Regarding this point Leithwood, Harris and Hopkins (2008) stated that principals to be effective need to serve as a catalyst for unleashing potential capacities which already exist in the hand of the staff and other members.

With respect to item 11, respondents replied that principals of both Group-1 and Group-2 were sometimes interpret new events to explain a need to urgent change with mean scoreof (M=2.76; DS=1.01) and (M=3.45; DS=.979) respectively. This result implies that the emphasis given to the specific behaviour by both groups of principals had no difference. In relation to item 12, respondents replied that principals of Group-1 were sometimes (M=2.78; DS=1.04) encouraged the staff to brought major change, whereas respondents asserted that as principals of Group-2 schools frequently (M=3.54; DS=1.02) engaged inthe specified leadership behaviours. This implies that teachers of Group-2 schools may be encouraged for employing innovative idea than teachers in Group -1 schools.

5.5.3.2 Analysis of principals' leadership behavioural orientation (PLBO) with inferential statistics and testing a related hypothesis

In this section, analysis of principals' leadership orientation has been treated by associating each style with effect it has in improving students' academic achievement. Here the analysis was basically carried out with the help of inferential statistics. First, a brief summary was given regarding leadership orientation by principals of the least and best achiever schools. This means that the trends of the 3 leadership style have been treated in connection to the percentage of students who pass to preparatory schools. Second by using the same data the association between the dependent and independent variables were examined with the help of multiple line graph.

Finally, the related specific research question number 2 that is stated as: Q2- *'What type of principals' leadership orientations have positive effect on students' achievement in secondary schools of Gedeo Zone, Ethiopia?* And the related hypothesis **H2** that is stated as: **H2-** *'All types of principals' leadership orientation (task, relationship or change) yield a statistically significant achievement of students in secondary schools of Gedeo zone'*, have been treated using inferential statistics.

Accordingly, the next Table 5.14 illustrated the extent to which principal of each sample school engage in task, relationship and change oriented behaviours in comparison with percentage of students who pass to preparatory schools in last 3 years.

Table 5.14: Summary of leadership behavioural orientation of school principals

N o	Leadership orientation	sco re	Summary of leadership behavioural orientation of school principals							
			Group-1 score per school			Group -1 total score	Group-2 score per school			Group -2 total score
			RLAS-23	RLAS-22	RLAS-21		RBAS-3	RLAS-2	RLAS-1	
1	**Ta**sk orien**ted**	**M**	2.44	2.48	2.53	2.48	3.67	3.76	3.84	3.76
	behaviours	**SD**	2.1	1.94	2.1	2.05	1.94	1.91	1.78	1.88
2	**Relationship** orien**ted**	**M**	3.05	3.03	3.11	3.07	3.27	3.32	3.47	3.34
	behaviours	**SD**	1.81	1.79	1.71	1.76	1.9	2.07	1.91	1.98
3	**Change** orien**ted**	**M**	2.64	2.57	2.74	2.66	3.43	3.53	3.73	3.55
	behaviours	**SD**	2.14	1.74	2.11	2.02	1.86	1.04	1.85	1.93
% of students' pass to preparatory			29.56	30.62	35.95	-	58.16	61.13	66.68	-
Rank out of 23 secondary School			23rd	22nd	21st	-	3rd	2nd	1st	-

In item 1 above, the engagement of principals in task oriented behaviours in the two categories of schools were assessed. The data revealed unequal level of emphasis given to the task oriented leadership behaviours by principals of the least and best achiever schools. The engagement of the first two schools of Group -1 was rare and 3rd school of the group were rated for sometimes. However, respondents rated for frequent engagement of principals of Group -2 schools in task oriented behaviours. This can be ascertained from mean score (M= 2.48, SD=2.05) of Group-1 and mean score (M=3.76, SD=1.8) of Group-2 respectively. This result indicated that more emphasis was given to

task oriented role by principals of Group -2 schools where better students' achievement realized. This may implies emphasizing on task oriented leadership behaviours relate with improvement of students' achievement.

The summarized data regarding the engagement of principals in the two categories of schools in terms of relationship oriented behaviours, the above score of all schools revealed almost a similar type of behavioural orientation shown by principals' in both categories. This can be identified from mean (M=3.07, SD=1.76) of Group-1 and mean (M=3.34, SD=1.98) of Group-2 scores ascertained sometimes engagement in relationship oriented behaviours by all sample school principals. This implies that it is difficult to infer whether frequent engagement relationship behaviours result in better students' achievement.

As seen above, item 3 has illustrated the summarized result regarding the change focused behaviours of principals in the two categories of schools. The engagement of all principals of Group-1 in change oriented behaviours rated for 'sometimes', whereas the rating score of 2 principals out of the three revealed as 'frequent' engagement of best achievers category. As the result of this, the mean score of principals with respect to change oriented behaviours revealed occasional engagement (M= 2.66, SD=2.2) of Group-1, whereas the score (M=3.55, SD=1.93) of Group-2 principals revealed frequent involvement of leaders in change oriented activities. From this result, it is possible to assume a positive relationship between increasing of a change oriented behaviours of school principals and an improvement in students' achievement.

In order to examine the relationship between principals' leadership behavioural orientation and students' achievement in the least and best achiever schools of the zone, first analysis was carried out using 3 separate line graphs that represent task, relationship and change oriented behaviours. As stated by Cohen et al. (2007, p. 507) multiple line graphs are useful for showing trends in continuous data on several variables in the same graph. With this understanding, trends in terms the 3 Meta categories of behavioural orientation of principals were analysed graphically by representing the 3 types of leadership orientation with 3 different lines in the same

graph. To sketch the graph, name

of sample schools are indicated in 'x' axis while the value given to each behavioural orientation by participants are indicated in the 'y' axis. The trends of the 3 behavioural orientations of principals in the least and best achiever schools were analysed using line graph as presented below. Thus, the trends of behavioural orientation in the six sample schools which represent the best and least achiever are presented in the next fig-2 as seen below.
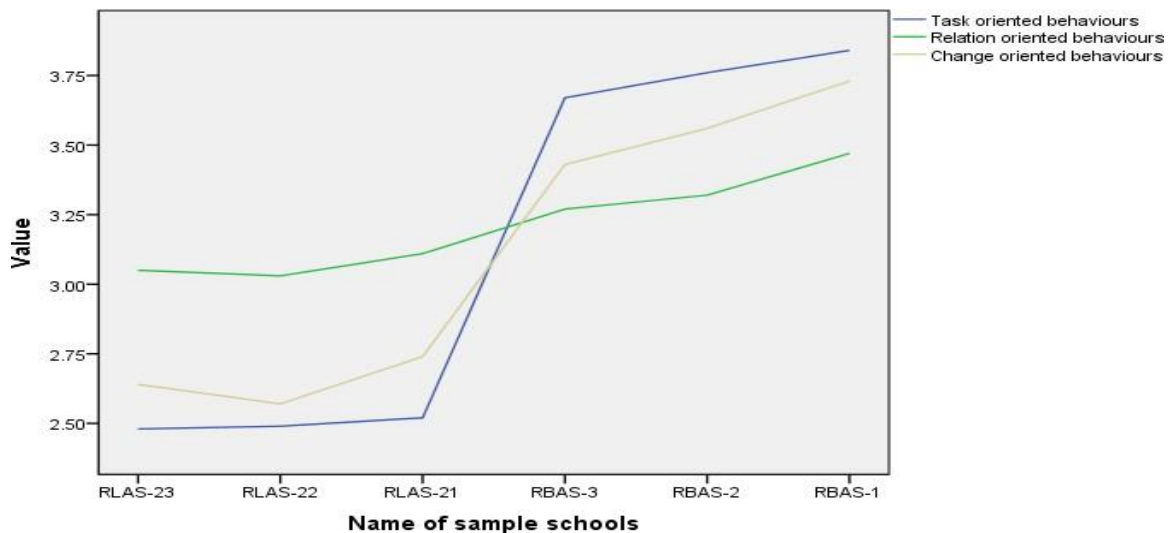
Figure 5.2: Line graph shown behavioural orientation of principals' of the sample schools

The above line graph shows the trends of the 3 types of leadership orientation in the least achiever schools of RLAS-23, RLAS-22 and RLAS-21 and in that of Group -2 schools that were named as RBAS-3, RBAS-2 and RBAS-1. The overall involvement in exhibiting leadership influence using all the 3 Mega categories of leadership behaviours (task, relationship and change) best achiever schools exceeded the least achievers of the Zone. This means that principals of the best achiever schools' were active in exerting influence on followers.

When the behavioural orientation in the two groups of schools principals' behaviours were examined specifically in terms of each type of leadership style, the following features are drawn as a summarized point from the above line graph. In the least achiever schools,

principals were given the highest emphasis for relationship behaviours, whereas in the best achiever category, this type of leadership behaviour got the lowest emphases.

Generally, the line graph that represents relationship oriented behaviours nearly seems horizontal and this implies that the degree of emphasis given to the specified behaviours is similarly very limited in both groups of schools. On the other hand, in terms of task oriented leadership behaviours, in least achiever category of schools, principals engaged minimally, whereas principals in the best achiever category exhibited the task oriented behaviours at highest level. With respect to change oriented leadership behaviours in both groups of schools, it appears in between task and relationship behaviours. However, in the group of least achiever schools it shows a declining or slowly increasing trend but in the case of best achiever category it shows fast increment.

It is possible to set the following general concept from the trend shown by the line graph. Giving higher emphasis for task and change related behaviours by principals help to realize better academic achievement. The graph indicated that principals of best achiever schools are more influential than principals of least achiever schools in all types of leadership orientations. This implies that principals of Group-2 are decisive than principals of Group-1 who exhibited passiveness in their action. Thus, it is being reasonable if someone correlate active engagement of principals' in all school affairs could result in better student achievement.

In addition to the above line graph, computing the correlation between dependent and independent variable and testing a related hypothesis with appropriate inferential statistics could enable the researcher to make correct conclusion. With this understanding, next a regression result has been presented in Table 5.15 below.

Table 5.15: Regression Result on Leadership Behavioural Orientation

*Note: ** denotes the rejection of the null hypothesis at 5% significance level*

Orientation	Coefficient	Std. Error	t-Statistic	Prob.	R^2	Adjusted R^2
C	-0.201640	0.017235	-11.69958	0.0000	0.86	0.85
Relationship	-0.003043	0.002506	-1.214153	0.2256		
Task	0.015571	0.002169	7.178986	0.0000**		
Change	0.007654	0.000710	10.77711	0.0000**		

Independent variable: Principals' leadership behavioural orientation
Dependent variable: student achievement;   Method: Least squares; Included Observation: 321

As the above Table 5.15 clearly shows that more engagement in relationship behaviour negatively affecting students' academic achievement by nearly 0.3 percent provided that other factors being equal. However, the probability value (p=0.2256) indicates, there is no statistical evidence whether the effect of such behaviour is significant. In conclusion, relationship oriented leadership behaviour has a negative relationship with students' academic achievement although the effect is insignificant.

On the other hand, task and change oriented leadership behaviours are more likely to affect students' academic achievement. More specifically to the task oriented leadership behaviour, the coefficient 0.015571 shows, an increase in task leadership behaviour by 1 percent yields 1.5 percent in student's achievement. Similarly, change oriented leadership behaviour affects students' achievement by 0.7 percent. The probability values (p=0.0000) for both orientation confirm, that there exist strong statistical evidence whether the effect of task and change oriented leadership behaviours are significant on students' academic achievement. Therefore, **H2** hypothesis stated as: '*all type of leadership orientation of principals (task, relationship and change) yield a statistically significant achievement of students in secondary schools of Gedeo Zone'* has been confirmed for task and change oriented behaviours. This can be inferred from coefficient 0.015571 and 0.007654 of the task and change behaviours respectively and this imply an increment in these two types of leadership could yield statistically significant improvement in students' achievement.

Hence, with these statistical evidences, it is possible to infer that task and change oriented leadership behaviours have positive effect on students' achievement, but no evidence was found whether relationship behaviour of leadership affects students' achievement.

5.5.4 Third sub-research question: To what extent do preserving of positive school climate correlate with academic achievement of students?

In this section of the analysis, 16 items were presented to Group-1 and Group-2 respondents so as to assess the context of sample schools in relation to the leadership role played by the school principal in preserving positive school culture and climate. Indeed, the performance of the two groups of schools were compared with respect to the four pillars of school culture and climate; that are the physical, social, affective and academic environment**.** These pillars are used as indicators to determine the performance of school principals per school and per group regarding preserving positive school culture and climate. The analysis was carried out both by descriptive and inferential statistics.

5.5.4.1 Descriptive analysis on preserving positive school culture and climate
In this section of the analysis principals preserving of positive school culture and climate was carried out descriptively. It was carried out to verify whether a difference observed or not between the two groups of sample schools in preserving positive school culture and climate. The achievement level of sample school as well as each group is recognized from mean score obtained per item that extend from 1.0 to 5.0. For interpreting results of the analysis, the cut point proposed by Zaidaton and Bagheri (2009) has been used in this study. By applying the above authors description, the researcher has interpreted the mean score ranging from 1.0 to 1.49 as 'Strongly disagreed' which is an indicator of "very low achievement"; mean score 1.5 to 2.49 as Disagreed' (low achievement) ; mean score 2.5 to 3.49 as 'Somewhat agreed' (average achievement) ; 3.5 to 4.49 mean score as 'Agreed' (high achievement) and further 4.5 to 5.0 mean score as 'Strongly agreed (extremely high achievement) with respect to the item under consideration. With this understanding, the four pillars of school climate were analysed.

a) Analysing pillar of physical environment of the school climate
To analyse the physical environment which is the first pillar of school climate, data were presented in the Table 5.16 below. Four selected items that help to evaluate the status of

physical environment of the school was analysed per the perception of sample teachers and students of Group-1 and Group-2 schools.

Table 5.16: Domain of physical environment as component of school climate

No	Items	Group-1		Group 2	
		M	SD	M	SD
1	Provide convenient class room that is well equipped	3.75	.742	3.83	.809
2	Furnish offices, ICT, laboratory & library with modern instr. Materials	3.12	.636	3.79	.763
3	Create school environment that is free of frustration and insecurity	3.46	.626	3.85	.721
4	Offer basic instructional materials on time and amount it required	3.24	.86	3.89	.848
	Mean score of physical environment	3.39	.722	3.84	.787

Analysis on pillar of physical environment of the school climate in the two groups — *Respondent*

Regarding item 1 of Table 5.16, respondents of the two groups were asked to rate on the achievement of their school principal in terms of 'providing convenient classrooms that are ventilated and equipped with basic furniture'. In their response, both Group-1 and Group-2 respondents replied 'agreed' with mean score (M=3.75; SD=.742) of Group-1 and mean score (M=3.83, SD= .809) of Group-2. This implies that principals in both category of schools (least and best achiever) satisfy clients by providing relatively suitable classroom which at least has sufficient light, fresh air and basic furniture like dusk, blackboard and chairs. The researcher assumes the similarity of class room status in both group of schools may due to the construction and provision of furniture of the secondary schools have owned by regional education bureau.

As depicted in item 2 of Table 5.16, respondents in the two groups of sample schools were asked to show their level of agreement regarding their school principals' accomplishment with respect to furnishing offices, library, ICT centre and laboratory with modern instructional materials. In their response, respondents of Group-1 replied as 'somewhat agreed' (M=3.12, SD=.636), whereas respondents of Group-2 'agreed' (M=3.79, SD=.763). The result implies that principals of Group-2 have high performance in furnishing important learning and working room with modern infrastructure and thus it facilitates for the provision of quality education in suitable environment.

In item 3 of Table 5.16 that referred about 'creating a school environment which is freed from frustration and feeling of insecurity', respondents of Group-1 replied 'somewhat agreed' that imply an average performance (M=3.46, SD=.626) of principals while respondents of Group-2 replied 'agreed' with mean score of (M=3.85, SD=.721). This implies that principals of Group-2 perform better in making students feel secured and focused only on their education.

Regarding item 4 which refers about 'offering basic instructional materials on time and the required amount', respondents replied 'somewhat agreed' (M = 3.24; SD= .860) for Group-1, whereas they replied 'agreed' (M = 3.89; SD=.848) regarding Group-2. The result implies that principals of Group-2 performed well in offering adequate materials on time and thus the teaching-learning process in Group-2 schools was carried out smoothly.

b) Analysing pillar of social environment of the school climate

The social environment which is the second domain of school culture and climate was analysed here under by presenting the collected data in Table 15 of below. To examine the status of each sample schools as well as the trends in the two groups, four selected items were presented to respondents. Therefore, in the Table 5.17 below the leadership behaviours of principals of the sample schools were assessed in terms of their contribution in preserving positive social environment.

Table 5.17: Domain of social environment as component of school climate

No	Items	Respondents			
		Group-1		Group 2	
		M	SD	M	SD
5	Insist teachers and students to communicate openly	3.82	.783	4.07	.754
6	Encourage parents, teachers & students to interact regularly	3.41	.721	3.96	.76
7	Make decisions always by involving the school community	3.40	.731	4.12	.779
8	Convince teachers & parents to interact about students' progress Regularly	3.71	.889	3.87	.938
	Mean score of social environment	3.59	.784	4.01	.811

Analysis on pillar of social environment of the school climate in the two groups

With respect to item 5 of Table 5.17, respondents were asked to show their level of agreement regarding the behaviour of their school principal in terms of 'insisting teachers and students to communicate openly on aspects of teaching-learning'. In their response,

both Group-1 (M=3.82; SD=.783) and Group-2 (M=4.07, SD=.754) respondents 'agreed'. The result of the analysis implies that principals of both groups had no difference in performance in encouraging students to ask their teachers any academic question openly while they insist teachers to manage any problems or concerns that coincide with students learning.

As depicted in item 6 of Table 5.17 respondents of the two groups were asked to show their level of agreement with respect to the behaviours exhibited by principals of their school with respect to 'encouraging parents, teachers and students to interact regularly on aspect of education'. In their response, respondents of Group-1 replied 'somewhat agreed' (M=3.41, SD=.721), whereas respondents of Group-2 'agreed' (M=3.96, SD=.76). This implies that respondent of Group-1 perceived their principals' accomplishment at average level. The result of the analysis implies that principals of Group-2 were better in actualizing regular interaction among stake holders and consequently more opportunity of cooperation may be produced in those schools.

In item 7 of Table 5.17 above, respondents were required to show their agreement regarding their school principals' behaviours in terms of 'making decisions on different aspect of the school always by involving the school community'. In their response, respondents' of Group-1 replied 'somewhat agreed' (M=3.40, SD=.731) which implies partial success of principals in the item under consideration, whereas respondent of Group-2 replied 'agreed' with mean score of (M=4.12, SD=.779). This implies that principals of Group -2 performed well in involving the school community in decision making process which in turn ascertain the collaboration of many actors in its implementation.

 In relation to item 8 of Table 5.17, the mean score (M = 3.71; SD= .889) of Group-1 and the mean score (M = 3.87; SD=.938) of Group-2 'agreed' with respect to ''convincing both teachers' and parents' to interact regularly on the progress of students''. This result indicated that the performance of both groups of principals perceived as high by participants in spite of real difference observed in students' academic achievement.

c) Analysing pillar of affective environment of the school

The affective environment of sampled schools as the third domain of school culture and climate were analysed in Table 5.18 per the perception of respondents. To this purpose, four selected items that help to evaluate the status of affective environment in the sampled schools were analysed here under.

Table 5.18: Domain of affective environment as component of school climate

N o	Items	Respondents			
		Group-1		Group 2	
		M	**SD**	**M**	**SD**
9	Develop spirit of supportiveness & caring among the school community	3.35	.800	4.04	.657
10	Encourage members to respect one other and valued one's contribution	3.33	.634	3.96	.666
11	Promote a sense of community among major stake holders	3.35	.801	4.23	.695
12	Make parents to view the school as their asset and perceive it as inviting, warm and helpful	3.03	.811	4.00	.848
	Mean score of affective environment	3.27	.765	4.06	.721

Analysis on pillar of affective environment of the school climate in the two groups

As shown in item 9 of Table 5.18, respondents of the two groups were asked to rate for agreed or disagreed option by examining the extent to which the principal of their school has developed sprit of supportiveness and caring among teachers, students and parents. In their response, respondents of Group-1 rated for 'somewhat agreed' option with a mean score of (M=3.35; SD=.800.), whereas respondents of Group-2 rated 'agreed' option with a mean score of (M=4.04, SD= .657). The result of the analysis implies that principals of Group -2 were able to create sprit of supportiveness and caring among the school community and this could make members to feel comfortable to work together.

In the above item 10 of Table 5.18, respondents were asked to show their extent of agreement with respect to 'encouraging different groups to respect each other and valued one an others' contribution'. In their response, respondents of Group-1 revealed the performance of their school principal's as 'somewhat agreed' (M=3.33, SD=.634) while respondents of Group-2 responded 'agreed' (M=3.78, SD=.983). This implies that principals' achievement with respect to creating a culture of respect and appreciation were at average level and thus members gave less value for hard work and reluctant to appreciate one another's achievement, whereas principals of Group-2 were successful in creating a culture of respect and appreciation of one another's achievement. In the school where high value was given for hard work and appreciation for good

performance, collaboration is intensified and members build one an others competence. Consequently, such type of conducive school environment offer generous opportunity for the school principal to easily harness members' effort to realize better students' achievement.

Concerning item 11 of the above Table 5.18, respondents were asked to show their agreement regarding leadership behaviours exhibited by principal of their school with respect to ' promoting a sense of community among major stake holders of the school'. In their response, respondents of Group-1 replied 'somewhat agreed' (M=3.35, SD=.811), whereas respondents of Group-2 replied 'agreed' (M=4.23, SD=.693). This implies that principals of Group-2 were successful in developing a sense of community in their respective school and thus members have worked synergistically and have been striving for improving students' performance regularly. This mean that the more a principal able to create a sense of community among major stake holders, the more they commit and collaborate for realizing better student's achievement.

With respect to 'making parents to view the school as their asset and perceive it as inviting, warm and helpful campuses', respondents of Group-1 replied 'somewhat agreed' (M = 3.03; SD= .811), whereas respondents of Group-2 replied 'agreed' (M=4.00, SD= .848). This result implies that principals of Group-2 succeeded in developing a sense of ownership in the minds' of parents and making them free to visit the school with the sense of belongingness. So, before striving to elicit support (academic, materials or financial) from parents, principals have to realize that they perceived the school as their own assets and shown concern for its success. When a feeling of ownership has developed among parents, they provide all rounded assistance to the school and thus that support enhances better students' achievement.

d) Analysing pillar of academic environment of the school climate

To analyse the academic environment which is the first domain of school culture and climate, Table 14 is used as seen below. To this purpose, four selected items that may help to evaluate the status of the physical environment of the school which may have effect on students' achievement was treated below.

Table 5.19: Domain of academic environment as component of school climate

N o	Items	Respondents			
		M		SD	
		M	SD	M	SD
13	Make teachers to have collective sense of efficacy with respect to students success	2.9	.72	4.11	.699
14	Set high expectation and assist with trust on their success	3.23	.849	3.98	.815
15	Reward and praise consistently successful teachers and students	3.07	.804	4.01	.72
16	Regularly monitor academic progress of students' and used the data to effect improvement	3.12	.882	4.04	.807
	Mean score of academic environment	3.08	.816	4.04	1.52

In item 13 of Table 5.19, respondents were asked to show their level of agreement regarding the performance of their school's principal with respect to enhancing teachers to have collective sense of efficacy about the successfulness of students'. With respect to this item respondents of Group-1 replied 'somewhat agreed' with average mean score (M = 2.90; SD=.720) while respondents of Group-2 replied 'agreed' with average mean score of (M=4.11; SD=.699). This result implies that principals of Group -2 were successful in developing a sense of 'we can' among the staff which in turn motivate members to exert more effort to achieve the best result. With respect to this point Hoy and Miskel (2008) explain that collective culture of efficacy lead members exert effort to realize better students' achievement and thus they accept challenging goals, add more effort and work persistently to achieve the highest result.

Concerning item 14 of Table 5.19, respondents of Group-1 replied 'somewhat agreed' (M= 3.23, SD= .849) which is an indicator of moderate performance with respect to 'giving high expectations for teachers and students then assist them with trust as they could succeed'. Regarding the same item respondents of Group-2 replied 'agreed' (M=3.98; SD= .815) which means principals of the best achiever schools performed at higher level. This result implies that principals of Group-2 successfully improve students result by expecting high result from each member per his/her potential and by providing supportto make the individual capable than principals of goup-1.

As the result of item 15 of Table 5.19 shown, the performance of the school principals with respect to the leadership function of 'consistently rewarding and praising effective teachers' and students', respondents of Group-1 replied 'somewhat agreed' (M= 3.07 ;

SD= .804) which is an indicator of moderate performance. On the other hand, respondents of Group-2 replied 'agreed' (M=4.01; SD=.720) which revealed high level performance. This result implies that principals of Group-1 indirectly forced best performer teachers and students to slow down their effort.by being reluctant in rewarding them. The meaning derived from this finding is that denying acknowledging high effort and best performance means rewarding indifferences which in turn deterring students' achievement.

As shown in item 16 of Table 5.19, respondents were asked to show their level of agreement regarding the performance of their school's principal with respect to 'regularly monitoring students' academic progress and uses with the obtained data to improve learners' result'. In responding to this item, respondents of Group-1 replied 'somewhat agreed' (M =3.12; SD=.882) while respondents of Group-2 replied 'agreed' (M=4.04; SD=.807). This implies that principals of Group-2 monitored students' progress well and also took appropriate measure to improve learners result.

5.5.4.2 Inferential analysis on preserving positive school culture and climate and testing a related hypothesis

In this section of the analysis, the relationship between maintaining of positive school culture and climate with students' academic achievement were examined by inferential statistics. First, it was analysed using Pearson-product moment correlation in between preserving of positive school climate and students' academic achievement. In addition to this, a related hypothesis is tested by regression formula with the help of SPSS.

Accordingly, basic research question number 3 has been analysed by Pearson-product moment correlation and regression. The basic research question Q3 is described as: *Q3: To what extent do preserving of positive school climate correlate with academic achievement of students in secondary schools of Gedeo zone, Ethiopia?* And furthermore, the related hypothesis **H3** is tested and reported under this section. Hypothesis (**H3)** has been described as: *H3: Preserving conducive school climate has positive correlation with academic achievement of students in secondary schools of Gedeo Zone.*

Here the dependent variable is the percentage of 10th grade students who joined preparatory school in average in the last 3 years and the independent variable is a cumulative score achieved by principals of the six sample schools in terms of performing

the 4 pillars of school culture and climate. To this effect, first achievement of each sample school's principal was examined in summarized way respecting the 4 pillars of school culture and climate in comparison between least and best achiever schools. And then, the correlation and the regression analysis were computed based on the score obtained by each principal of sample school in performing the 4 components of school culture and climate and percentage of students who joined preparatory school. Accordingly, in the next Table 5.20, the overall performance of each sample school and the two groups were analysed in creating suitable physical, social, affective and academic environment.

Table 5.20: Overall performance on the 4 pillars of school culture and climate

No	Pillars of school climate	score	Performance of principals in preserving positive school climate							
			Group-1 score per school			Group -1 score	Group-2 score per school			Group -2 score
			RLAS-23	RLAS-22	RLAS-21		RBAS-3	RLAS-2	RLAS-1	
1	Physical domain	M	3.29	3.41	3.45	3.39	3.76	3.86	3.9	3.84
		SD	.755	.715	.702	.722	.793	.781	.799	.787
2	Social domain	M	3.58	3.56	3.61	3.59	3.84	4.03	4.14	4.01
		SD	.794	.812	.801	.784	.833	.809	.768	.811
3	Affective domain	M	3.23	3.20	3.32	3.27	3.89	4.10	4.17	4.06
		SD	.799	.774	.741	.765	.788	.687	.693	.721
4	Academic domain	M	2.89	2.97	3.28	3.08	3.89	4.06	4.15	4.04
		SD	.772	.797	.816	.816	.801	.742	.740	1.52
Overall score in preserving PPSC		M	3.25	3.28	3.41	3.33	3.84	4.01	4.09	3.98
		SD	.780	.775	.767	.772	.804	.756	.751	.771
% of students pass to Prepar.S			29.56	30.62	35.95	-	58.16	61.13	66.68	-
Rank out of 23 secondary sch.			23rd	22nd	21st	-	3rd	2nd	1st	-

In item 1 of Table 5.20 above, respondents of both groups were requested to determine the extent to which their school principal was able to create physically conducive learning environment. In their response, participants of Group-1 revealed the achievement of principals of their school as average with mean score of (M=3.39, SD=.722), whereas performance of Group -2 schools as high with mean score of (M=3.84, SD= .787). From the response given by respondents, it is possible to infer that the physical environment of the school RBAS-3, RBAS-2 and RBAS-1 had better facilities and conducive for conducting teaching-learning process which could help for better students' achievement than schools in Group-1

As it can be seen in item 2 of the above Table 5.20 , respondents were asked to determine

the degree to which their school principal exhibit effective leadership behaviours with respect to creating free and supportive social environment. Respondents of both groups replied as conducive social environment appears in all schools with mean score (M=3.59, SD= .784) of Group-1 and (M=4.01, SD= .768) of Group 2 in a similar way. Although, both groups of respondents asserted high achievement of their principals in creating socially supportive environment, the two groups were sorted as least and best achiever of the Zone in terms of realizing better students' achievement. Therefore, the contribution of improving social environment for realizing better students' achievement could not be clear as both the least and the best achievers' category of schools gave equal high level of emphasis for social environment.

In item 3 of the above Table 5.20, regarding the interrelationship between improving of affective environment and enhancement in students' achievement, respondents in the two groups clearly shown the observed difference. In their response, respondents of Group-1 shown the limited satisfaction they had on the performance their school principals in in terms of preserving progressive affective environment (M=3.27, SD=.765) while respondents of Group-2 were highly satisfied (M=4.06, SD=.721). This implies that achievement of Group -2 principals were better with respect to preserving positive attitude and thus it may enabled them to achieve better result in improving students' performance.

in item 4 of Table 5.20, respondents were required to show their level of agreement regarding the performance of their school's principal with respect to 'creating conducive academic environment that enhance students' learning. In responding to this pillar, respondents of Group-1 shown average performance (M =3.08; SD=.816) of their school principals' while respondents of Group-2 asserted higher achievement (M =4.04, SD=1.52) of principals in creating conducive academic environment. This implies that principals of Group-2 succeeded in creating conducive academic environment and thus it helped them to get better result in students' achievement.

In addition to the above analysis, the association between preserving of positive school climate and students' academic achievement were assessed using three different statistical tools. These statistical tools are multiple line graph, Pearson correlation and regression. The multiple line graphs could help to investigate if any pattern of relation existed in between preserving of positive school climate and students' achievement.

Performance trends with respect to preserving positive school culture and climate were shown by four lines that represent physical, social, affective and academic environment. To sketch the graph, name of sample schools was represented in 'x' axis while the score gained by school principals in preserving positive school culture and climate were represented in 'y' axis. Therefore, achievement trend regarding preserving of positive school culture and climate in the least and best achiever schools was presented in Fig-3.

Trends of school climate in terms of the 4 pillars in the least and best achiever categories of secondary schools of the zone
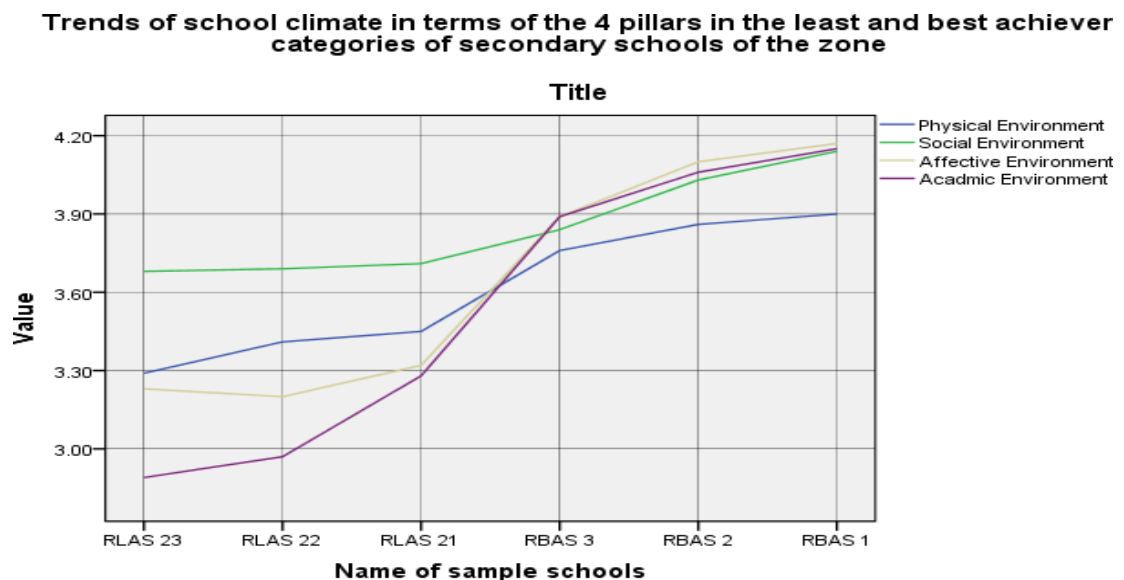
Figure 5.3: Line graph shown performance trend in the 4 pillars of school culture and climate

The above observed 4 lines represented the trends in performing the 4 pillars environmental features that are important for preserving positive school culture and climate in the least achiever schools' of RLAS-23, RLAS-22 and RLAS-21 as well as in that of Group-2 schools that were identified with the name of RBAS-3, RBAS-2 and RBAS-1. Concerning providing conducive learning environment for the students, principals of Group -2 schools have better performance in all 4 pillars (physical, social, affective and academic environment) of the school culture and climate. This may imply that those students who learn in Group-2 schools had better opportunity for success as principals in best achievers category provided more conducive environment of learning. The meaning driven from this finding is that when principals create conducive physical, social, affective and academic environment the interaction among teachers, the curriculum and students become productive and thus actualizing better students'

achievement could be available with higher possibility.

When the performance of principals in the two groups of schools was assessed in terms of the four building components of school culture and climate, the following general points were found as descriptive facts. The above line graph indicated that school principals in the least achiever category exhibited better performance in creating conducive social and physical environment in relative to the other pillars but they have the lowest performance level in creating conducive affective and academic environment.

On the other hand, when the achievement of Group -2 schools (best achiever category) was observed from the graph, we found the opposite of the Group-1's result. That means principals of Group-2 schools exhibited the highest result in creating conducive affective and academic environment when it was compared with the other pillars. The highest difference between principals of the least and the best achiever schools of the Zone was seen in affective and academic environment of school culture and climate. On the other hand, the lowest difference was observed in terms of creating conducive social environment. What can be deduced from the observed performance trends is that pillars of affective and academic environment may have strong effect in determining the degree to which students' academic achievement is realized. This implies that the more the school principal makes affective and academic school climate conducive, the more the possibility of improving academic achievement of students.

In addition to this, computing the correlation between the dependent (percentage of students who joined preparatory school) and the independent variable (score achieved by principals' of sample schools' in terms of preserving positive school climate) and testing a related hypothesis using appropriate inferential statistics enables to arrive at reasonable conclusion. Accordingly, first a correlation test between variable of school climate and variable of students' achievement was computed and followed by a regression test. The correlation as well as the regression test result was presented in Table 5.20 and 5.21 consecutively below.

Table 5.21: Correlation between school culture and students achievement

Correlation	School Culture & Climate(SCC)	Student Achievement (SA)
School Culture & Climate (SCC)	1	0.7173453832689337**
Student Achievement (SA)	0.7173453832689337**	1

*Note: ** denotes the rejection of the null hypothesis at 5% significance level*

As the result of the analysis carried out using the Pearson-product moment correlation shown , a statistically significant correlation was found between school culture and climate (SCC) and students' academic achievement (SA) (r = 0.72 , p = 0.05). Accordingly, the computed correlation test result (r = 0.72, p = 0.05) shown a presence of positive and strong association between pillars of school climate and students' achievement. This mean that those school principals who preserved a constructive school climate succeeded in improving students' academic achievement and those principals who were reluctant in preserving constructive school climate were found weak in realizing better academic achievement of students. Since the correlation (r = 0.72, p = 0.05) between students' academic achievement (dependent variable) and preserving of constructive school climate (independent variable) are positive and strong.

Furthermore, in addition to the above computed correlation test, the related alternative hypothesis (**H3**) was also tested with regression statistics by using SPSS version 25. The computed regression result is presented in Table 5.22 below.

Table 5.22: Regression of school culture and students' achievement

Variable	Coefficient	Std. Error	t-Statistic	Prob.	R^2	Adjusted R^2
C	-0.226037	0.049767	-4.541888	0.0000	0.59	0.59
SUM_ACADEMIC	0.028385	0.002977	9.534425	0.0000 **		
SUM_AFFECTIVE	0.017059	0.003427	4.978385	0.0000 **		
SUM_PHYSICAL	0.009357	0.003044	3.073909	0.0023 **		
SUM_SOCIAL	-0.005803	0.003097	-1.873870	0.0619		

*Note: ** denotes the rejection of the null hypothesis at 5% significance level*
Independent variable: Maintaining positive school culture and climate

Dependent variable: Student achievement;   Method: Least squares; Included Observation: 321

As seen in the above Table 5.22, promoting the academic, affective and physical environment pillars of a school climate by school principals are more likely to affect students' academic achievement. Specifically, to the academic environment pillar, the coefficient 0.028385 shown, an increase in behaviour that promote academic environment by 1 percent yields 2.8 percent in student's achievement. Similarly, with respect to the affective environment, the coefficient 0.017059 shows, an increase in the specified leadership behaviour by 1 percent yields 1.7 percent in student's achievement. Further, as the coefficient 0.009357 shows, an increase in leadership behaviour that promote pillar of physical environment by 1 percent yields 0.9 percent in student's achievement. The probability values (p=0.0000), (p=0.0000) and (p=0.0023) for academic, affective and physical environment respectively confirm, there exist strong statistical evidence whether the effect of pillars of a school climate are significant on students' academic achievement. Further, the effect size as measured by r2 was moderate (r2 =.59) that 59 % of the variance in student academic achievement was accounted for preserving of positive school culture and climate by the school principals.

However, the above table clearly shown that an achievement by school principals in promoting social environment pillar of a school climate is more negatively affecting students' academic achievement by nearly 0.5 percent provided that other factors being equal. However, the probability value (p=0.0619) indicates, there is no statistical evidence whether the effect of such leadership behaviour of school principals' is significant. In conclusion, promoting social environment pillar of a school climate has a negative relationship with students' academic achievement although the effect is insignificant.

Therefore, **H3** hypothesis stated as: '*Preserving a conducive school climate has positive correlation with academic achievement of students in secondary schools of Gedeo Zone*' was confirmed for academic, affective and physical environment pillars of preserving positive school culture and climate. This can be inferred from coefficient 0.028385, 0.0170590 and 009357 of the academic, affective and physical environment respectively and this implies an increment in these three pillars of school culture and climate related to principals' leadership behaviours could yield statistically significant improvement in students' achievement. However, no evidence was found whether the pillar of a social

environment affects students' achievement.

5.5.5 Fourth sub-research question: In what path way do the behaviours' of school principals' influence on students' achievement?

In this section of the analysis emphasis was given for assessing the directness or indirectness of the effect of principals' leadership influence on students' academic achievement based on the perception of respondents. To this effect, 12 items that represent principals' leadership behaviours were presented to teacher and student respondents to identify whether the effect of leadership of the principals' direct or indirect. Out of the 12 items, the first 6 items represent instructional leadership behaviours while the other 6 items represent transformational leadership behaviours. Accordingly, respondents were asked to identify principal influence on students' academic achievement either as direct or indirect in relation to the specified instructional and transformational leadership behaviours. To make the analysis, the researcher counts the number of respondents (teachers or students) who replied as direct as well as indirect influence and then translate the count into percentage to make the comparison easy. Further, Chi- square (X2) test at significant level of (α= 0.05) was calculated using SPSS statistical package to verify whether or not significant difference was observed between teachers and students' response. Having such understanding, the results of the analysis are presented in Table 5.23 as seen below.

Table 5.23: Analysis about pathways of principal leadership effect

No	Behavioural item	Res.	Direct N	Direct %	Indirect N	Indirect %	Total N	Total %	X²
			Pathways of principal leadership effect N=321						
			Direct		**Indirect**		**Total**		**X²**
			N	**%**	**N**	**%**	**N**	**%**	
	A Instructional leadership behaviours								
1	Organize classrooms for instruction in the way it ensure efficiency	T	78	55.3	63	44.7	141	100	1.545
		S	87	48.3	93	51.7	180	100	
		Sum	165	51.4	156	48.6	321	100	
2	Allocating necessary resources to realize a provision of quality instruction	T	64	45.4	77	54.6	141	100	1.374
		S	70	38.9	110	61.1	180	100	
		Sum	134	41.7	187	58.3	321	100	
3	Supervising teachers' classroom and gives contractive comments	T	45	31.9	96	68	141	100	5.065
		S	81	45.1	99	55	180	100	
		Sum	126	39.3	195	60.7	321	100	
4	Monitor students' academic progress	T	62	44	79	56	141	100	0.099
		S	76	42.2	104	57.8	180	100	
		Sum	138	43	183	57	321	100	
5	Encourage teachers to use different instructional strategies and skills	T	59	41.8	82	58.2	141	100	0.017
		S	74	41.1	106	58.9	180	100	
		Sum	134	41.7	187	58.3	321	100	
6	Saving instructional time by protecting it from any source of distracter	T	82	58.2	59	41.8	141	100	1.096
		S	114	63.3	66	36.7	180	100	
		Sum	196	61.1	125	38.9	321	100	
	B Transformational leadership behaviours								
7	Share leadership role to teachers, students, parents and the community	T	44	31.2	97	68.8	141	100	5.220
		S	80	44.4	100	55.6	180	100	
		Sum	124	38.6	197	61.4	321	100	
8	Enforce systemic accountability of teachers for students' learning	T	47	33.3	94	66.7	141	100	0.098
		S	63	35	117	65	180	100	
		Sum	109	34	212	66	321	100	
9	Empowers teachers, students, parents and others to do what is best for the school	T	61	43.3	80	56.7	141	100	1.214
		S	89	49.4	91	50.6	180	100	
		Sum	150	46.7	171	53.3	321	100	
10	Creating consensus with the stakeholders about school's goals	T	40	28.4	101	71.6	141	100	0.664
		S	60	33.3	120	66.7	180	100	
		Sum	100	31.2	221	68.8	321	100	
11	Maintain positive culture and productive relations with the school Community	T	62	44	79	56	141	100	0.513
		S	72	40	108	60	180	100	
		Sum	134	41.7	187	58.3	321	100	
12	Initiate the school community for best achievement by expecting high from them	T	64	45.4	77	54.6	141	100	0.755
		S	73	40.6	107	59.4	180	100	
		Sum	137	42.7	184	57.3	321	100	

The significance level is 0.05, degree of freedom is 1 and a Table value is 3.841, T= teachers; S= students

As seen above in item 1 of Table 5.23, the majority 78 (55.3 %) of teachers' and substantial number 87 (48.3 %) of students responded that accounts for 165 (51.4 %) of the total respondents replied as principals directly affect student achievement in 'organizing classrooms for instruction in efficient way'. While the majority 87 (55.3 %) of students as well as a significant number 63 (44.7 %) of teachers that accounts for 156 (48.6%) of the total respondents replied as indirect by involving mediators. The computed chi-square value which equal ($\chi2$ =1.545, df=1, ρ =0.05) is less than the Table value of (3.841) and this revealed that there is no statistically significant difference between the response of teachers and students. Although the percentage of respondents viewed the pathways of principals effect on students' achievement perceived it as direct was slightly above 50 %, those claimed the pathways of the influence was also nearest to 50 %. This implies that the indirect influence of principals in organizing classes for instruction can not be undermined although principals are the initiators who strive strongly to offer a comfortable classroom to the learners.

In the item 2 of the above Table 5.23, respondents were requested to identify whether principals' effect on students' achievement directly or indirectly through their leadership role of 'allocating a necessary resources to realize a provision of quality instruction. In their response, the majority 77 (54.6 %) of teachers as well as the majority 110 (61.1%) of students replied as principals affect indirectly by using mediator variables (teachers, parent, policy document). The computed chi-square value which is equal ($\chi2$ =1.374, df=1, ρ =0.05) is less than the table value of (3.841) and this revealed that there is no statistically significant difference between the response of teachers and students. This implies that both groups of respondents agreed regarding indirect pass ways of principals' leadership influence on students' achievement through using others as mediators when they 'allocate resources to instructional process. This means that the allocation of necessary resources cannot realize the provision of quality instruction by itself unless otherwise the principal indirectly initiate teachers and other members to utilize effectively with it so that its effect yied positive result on students' learning.

In item 3 of Table 5.23 respondents were asked to specify whether principals affect student achievement directly or indirectly when they supervise teachers' classroom instruction and provide contractive comment. In their response, the majority 96 (68 %) of

teachers and the majority 99 (55 %) of students that account for 195 (60.7 %) of the total respondents replied as principals affect students' achievement indirectly through mediators. In contrary of the above, 45 (31.9 %) of teachers and 81 (45 %) of students which account for 126 (39.3 %) of the total respondents assert as principals affect students' achievement by having a direct face to face discussion with the learner. The computed chi-square value which is equal to ($\chi 2 = 5.065$, df =1, ρ =0.05) is greater than the Table value of (3.841) that indicated the presence of a statistically significant difference between the response of teachers and students. As the data shown, many respondents from both groups replied the pathways of principals' influence as 'indirect', however, the proportion teachers replied as direct were smaller than the students do. It was shown that more proportions of students replied as direct pathway as the instructional supervision which carried out in classroom probably made them to perceive it as direct. Even though no agreement was made on directness or indirectness of the pathways of principals' influence through classroom supervision, students perceived it as direct support given to them and thus it may increases their commitment and achievements as well.

As seen in item 4 of Table 5.23, the majority 79 (56 %) of teachers and also the majority 104 (57.8 %) of students that account for 183 (57 %) of the total respondents replied for indirect effect of principals' leadership influence on students' achievement in performing the task of 'monitoring students' academic progress. Contrarily, the percentage of both teachers and students respondent that account for 138 (43 %) replied as a direct through face to face interaction with the students. The computed chi-square value which equals (0.099) is less than the table value of (3.841) at significant level of 0.05 with one degree of freedom implies that there is no statistically significant difference between the response of teachers and students. The result implies that respondents basically agreed as principals' influence on students' academic achievement indirectly through use of mediators in performing a leadership role of 'monitoring students' academic progresses. This means that principals could not monitor academic progress of all students directly by him/her unless otherwise he/she do it indirectly through teachers and parents who have continuous interaction with them. Thus, the daily roles have direct achievement ………

Regarding item 5 of Table 5.23, the majority 82 (58.2 %) of teachers and the majority 106 (58.9 %) of students which accounts for 187 (58.3 %) of the total respondents were replied as principals' indirectly affect students' achievement through involving others as mediator in carrying out their leadership role of 'encouraging teachers to use different instructional strategies and skills'. However, the total respondents who responded as principals affect learners' achievement directly by having a face to face interaction with the student were account for 134 (41.7 %). The computed chi-square value which equals ($\chi2$ =0.099, df=1, ρ =0.05) is less than the table value of (3.841) indicated that there is no statistically significant difference between the response of teachers and students. This implies that both groups agreed as principals use mediators in influencing students' achievement by initiating teachers to use various teaching strategies and skills. This means that when principals encourage and monitors teachers to teach through employing various teaching strategies and skills, it would increases students' achievement through exerting influence on indirect route.

In item 6 of Table 5.23, respondents were asked to identify whether principals' affect students' achievement directly or indirectly with respect to the leadership role of 'saving instructional time by protecting it from any source of distracter. In their response, the majority 82 (58.2 %) of teachers and the majority 114 (63.3%) of students replied as principals affect directly the process by interacting with the learners. In contrary to the above, some 59 (41.8 %) of teachers and 66 (36.7%) of students that account for 125 (38.9 %) of the total respondents perceived as principals affect students' achievement indirectly by involving others as mediator. The computed chi-square value which equals to ($\chi2$ =1.096, df=1, ρ =0.05) is less than the table value of (3.841) revealed that there is no statistically significant difference in between the response of teachers and students. This implies that both groups of respondents agreed as principals' protect instructional time from any form of destructors by having direct interaction with the learners or by establishing system through which they control wastage of instructional time.

With respect to item 7 of Table 5.23, respondents were asked to identify whether principals affect students' achievement directly or indirectly with respect to the leadership behaviour of 'sharing leadership role to the school community so as to involve them in the management of the school. In their response, the majority 97 (68.8 %) of teachers and the majority 100 (55.6 %) of students that account for 197 (61.4 %) of the total

respondents replied as principals affect students' achievement indirectly through involving others as mediator. In contrary to the above perception, some 124 (38.6 %) of the total respondents viewed that principals affect students' achievement directly without involving mediators. The computed chi-square value which equals to ($\chi2 = 5.22$, df =1, ρ =0.05) is greater than the table value of (3.841) revealed that there is a statistically significant difference between the response of teachers and students. Although above 50% of both teachers and students replied the effect as indirect, the result shown that there is a big difference in the proportion of participants who asserted about the involvement of mediators between the two categories. Probably such gap may be observed due to unequal value given to the specified leadership role by the two groups of respondents.

As summarized in item 8 of Table 5.23, respondents were asked to identify whether principals' influence on the students' achievement pass directly or indirectly when they 'enforce systemic accountability of teachers for students' learning'. In response to this point, the majority, 94 (66.7 %) of teachers and the majority 117 (65 %) of students that account for 212 (66 %) of the total respondents replied as principals' influence indirectly through mediators to effect on students' achievement. On the other hand, only 109 (34 %) of the total respondents replied as principals' effect is direct through face to face interaction. The computed chi-square value which equals to (0.098) is less than the Table value of (3.841) at significant level of 0.05 with one degree of freedom implies that there is no statistically significant difference between the response of teachers and students. We can infer from that the two groups of respondents agreed as principals involve mediators in accomplishing the task of enforcing accountability to students learning. This finding implies that when principal makes teachers responsible for students learning, it indirectly enforce them to work authentically to realize better achievement of learners.

In connection to item 9 of Table 5.23, respondents were asked to identify whether principals' effect on students' performance directly or indirectly by 'empowering the school community to do what is best for the school'. In their response, the majority 80 (56.7 %) of teachers as well as the majority 91 (50.6 %) of students that comprise 171 (53.3 %) of the total respondents replied as principals' affect students' achievement indirectly through involving many actors in the process. By having different perception, 150 (46.7 %) of the

total respondents perceived pathways of principals effect as direct. The computed chi-square value which equals to ($\chi2$ =1.214, df =1, ρ =0.05) is less than the table value of (3.841) which implies that there is no statistically significant difference between the response of teachers and students. The result shown that the higher proportion of both groups of respondents agreed with the indirectness of principals' influence pathways in relation to performing the function of 'empowering others to perform well in the school'.

As seen above in item 10 of Table 5.23, the majority 101 (71.6 %) of teachers and the majority 120 (66.7%) of students that account for 221 (68.8 %) of the total respondents replied as principals indirectly affect student achievement in relation to the leadership role of 'creating consensus with the stakeholders about school's goals'. On the other hand, 40 (28.4 %) of teachers as well as 60 (33.3 %) of students that account for 100 (31.2 %) of the total respondents replied as principals' effect is direct through making direct interaction with students. The computed chi-square value which equals to (0.664) is less than the table value of (3.841) at significant level of 0.05 with one degree of freedom implies that there is no statistically significant difference between the response of teachers and students. This implies that both groups agreed as pass ways of principals' leadership effect on students' achievement is indirect through involving others as mediators.

In connection to item 11 of Table 5.23, respondents were asked to identify whether principals' affect students' achievement directly or indirectly in carrying-out their leadership role of 'maintaining positive school culture and productive relations with the school community. In their response, the majority 79 (56 %) of teachers as well as the majority 108 (60 %) of students that account for 187 (58.3 %) replied as principals affect indirectly on students' achievement through mediators. However, 134 (41.7 %) of the total respondents perceived that principals affect students' achievement directly by interacting with learners without involving mediators. The computed chi-square value which equals to ($\chi2$ =0.513, df=1, ρ =0.05) is less than the table value of (3.841) which implies that there is no statistically significant difference in between the response of teachers and students. This implies that both groups agreed as the pass ways of principals' leadership effect on students' achievement is indirect by involving others as mediators.

As seen above in item 12 of Table 5.23, the majority 77 (54.6 %) of teachers and the

majority 107 (59.4 %) of students that account for 184 (57.3 %) of the total respondents replied as principals indirectly affect student achievement in relation to performing the leadership role of 'initiating the school community for best achievement by expecting high from them'. While 64 (45.4 %) of teachers as well as 73 (40.6 %) of students that account for 137 (42.7 %) of the total respondents replied as principals' affect students achievement directly by having interaction with learners. The computed chi-square value (χ2 =0.755, df=1, ρ =0.05) which is less than the table value of (3.841) implies that there is no statistically significant difference between the response of teachers and students. This implies that both groups of respondents agreed on the indirect pathway of principals' leadership influence on students' achievement through using others as mediators when they 'promote higher student achievement through expecting high from each member. This result indicates that principals could attain high student achievement in their respective school indirectly by elevating each member's sense of efficacy (I can do it) and pushing them persistently tried to realized their promises.

In way of summary out the six items that represented the instructional leadership behaviours only in two of them (item number 1 and 6) where participants claimed principals' leadership influence paths through direct route without involving mediators. With respect to the leadership behaviours that represent transformational style respondents revealed as the pathways of principals leadership influence on students' is identified as it uses others like teachers, students, parents and the community as mediator (indirect effect) variables. Furthermore, the alternative hypothesis forwarded earlier that is related with this specific research question is presented below.

As the result of the analysis that was carried out based on the data observed in Table 5.22 above shown, out of the six items that represented the instructional leadership style, respondents posited the path way of principals' leadership influences on students' achievement as indirect effect on four of them. Likewise, out of the six items that represented the transformational leadership style respondents posit the path way of principals' leadership influences on students' achievement as indirect effect for all of the items. This revealed 66.67 % of items representing instructional behaviour, 100 % of items stand for transformational behaviour which resulted in 83.33 % of all items that construct an integrative model evidenced indirect effect of principals' leadership influence through the involvement of mediators.

In addition to the above analysis that was carried out by requesting respondents to identify whether principals' leadership effect on students' achievement direct or indirect for each item, chi-square test was also calculated to check if statically significant difference exists between the response of teachers and students. As the computed result shown, except for item number 3 and 7, in all the 10 other items the computed value of the chi-square ($χ2$) appears less than the table value of (3.841) at significant level of 0.05 with one degree of freedom, there is no statistically significant difference found between the response of teachers and students.

From the above specified result, we can infer that principals' leadership effect on students' achievement follow indirect path ways which uses teachers, PSTA members, parents and the community as mediating variables. Furthermore, we can easily recognize the agreement between teachers and students' respondent regarding indirectness of principals' leadership effect. Therefore, the finding of the study support the proposed hypothesis that is specified as: *'the effect of principals' leadership behaviours on academic achievement of students is indirect through mediation of teachers, PTSA and parents than direct'.*

Generally, it is reasonable if someone assumes that principals cannot lead alone because of complexity and the array of leadership skills necessary to perform the numerous tasks of the school system. The finding of this study support the result obtained by many previously carried out studies. For instance, researchers such as Leithwood, et al. (2004); Louis, et al. (2010); Murphy, et al. (2006) and Robinson, et al. (2008) stated that the impact of principals leadership behaviours on students' achievement is basically indirect; as the principals' leadership influence path through mediators like teachers, PTSA and parents as well as factors such as student learning experiences or classroom conditions which, in turn, influences student success. On their parts Chrispeels, Burke, Johnson, and Daly (2008) have concluded that principals have a difficult time with leading alone and thus their positive effect on student achievement appealed indirectly on student achievement by involving teachers, PTSA and/or parents as mediators.

5.5.6 Fifth sub-research question: What specific principals' leadership behaviours are perceived as important to enhance students' achievement?

In this section of the study, the researcher intended to identify important principals'

leadership behaviours/roles that help to enhance academic achievement of students. This can be sorted in accordance with the perception of teachers and students' participant. Accordingly, teacher and student' respondents were required to rate against each item by considering the extent to which the specified leadership behaviour being important for the school principals. This means the rating depends on the extent to which the behaviour help the school principals to exert positive influence on the school community and consequently make them committed for realizing better students' academic achievement.

Even though, emphasis was given to the assessment of some components of instructional and transformational leadership behaviours, some behaviour that represent other leadership styles were also included to assess about its importance per respondents' perception. In the questionnaire, leadership behaviours were selected from seven different models. The seven different models are instructional (represented by item 1-4), transformational (represented by item 5-8), transactional (represented by item 9), shared (represented by item 10-13), organic (represented by item 14 & 15), autocratic (represented by item 16 & 17) and liassez-faire leadership style (represented by item 18). In the table below, the component of each listed style was represented by those items given in the bracket. To carry out the analysis, both descriptive and inferential statistics were used. The statistical tools that were used in the analysis of this section were mean score, standard deviation, independent t-test (2-tailed test) and p-value.

Respondents were asked to determine the degree to which the specified leadership behaviour perceived as important for school principals so that they exert positive influence on the school community to get their collaboration in realizing better students' achievement. They were required to differentiate the importance of specific leadership behaviour by rating on one of the option among the five point Likart scale. Indeed, the rating scale represents five level of importance that includes: 1= 'not at all important', 2=not too important, 3=somewhat important, 4=very important and 5=extremely important options. Accordingly, to interpret the quantitative result the mean score ranging from 1.0–5.0 were used.

Table 5.24: Specific leadership behaviours that promote academic achievement as perceived by respondents

No	Specific leadership behaviours	Teachers		Students		t-test	
		M	SD	M	SD	t-value	P 2(tailed)
1	Making student learning and progress a priority of the school	4.30	.665	4.34	.475	-.533	.594
2	Acquiring adequate resources and allocate it by giving priority for instructional purpose	4.38	.724	4.60	.491	-3.193	.002
3	Strengthen school supervision to provide continuous support for instructional process	3.98	.681	4.21	.569	-3.329	.001
4	Use students' learning outcomes as a basis for program evaluation.	4.11	.763	4.24	.729	-1.650	.100
5	Offering individualized support in accordance with their strength, weakness and ability	4.23	.771	4.56	.498	-4.598	.000
6	Symbolizing professional practices, values; and vision	4.18	.605	4.29	.536	-1.725	.085
7	Establish high performance expectations for teachers and students	4.11	.820	4.14	.813	-.337	.736
8	Developing structures that foster a shared decision-making	4.07	.640	4.02	.501	.852	.395
9	Motivate teachers through principle of exchange: *'I will give you this, if you do that'*	2.13	.909	2.56	1.41	-3.175	.002
10	Lead instruction and curriculum in collaboration with teachers, students and parents	4.13	.709	4.28	.677	-1.839	.067
11	Empower students by organizing them under many small self-supporting units	3.03	.971	3.25	.962	-2.040	.042
12	Create structure through which teachers can lead their respective subject	4.39	.607	4.38	.601	.099	.921
13	Schedule for teacher-student academic performance review	3.82	.749	3.83	.731	-.061	.951
14	Employ organic management that promote staff cooperation and teacher control	2.39	.744	3.01	1.02	-6.076	.000
15	Avoid hierarchical structure and let teachers make decision, coordinate & promote collegiality	2.40	.764	2.62	1.03	-2.175	.030
16	Telling to each teacher what and how he/she should does and control its accomplishment	2.66	.917	2.91	.955	-2.330	.020
17	Employ conventional, hierarchical patterns of bureaucratic control	3.01	.845	3.30	.825	-3.048	.002
18	Let teachers work on their own without interference of principal/supervisors	2.17	.878	2.62	1.22	-3.664	.000

As seen above in item 1 of Table 24, the mean score of teachers (M=4.30; SD= .665) and mean score of students (M=4.34; SD=.475) indicated that respondents perceive the instructional behaviour described in a variable 'making student learning and academic progress as a priority of the school'. The t-test result (t-value = -.533, df =319, two-tailed

p= 0.594) revealed that there was no statistically significant difference between teachers and students response regarding importance of the specified behaviour. This result indicated that respondents claimed very important leadership function and thus principals need to consider students' learning in all their decision and practices.

Regarding item 2 of Table 5.24 above, respondents were asked to identify the importance of principals' engagement in 'acquiring adequate resource and allocating the resource by giving priority for instructional purpose'. The mean score (M=4.38; SD= .724) of teachers and the mean score (M=4.60; SD= .491) of students ascertained that respondents perceived the specified behaviour as 'very important'. The independent sample t-test result (t-value = -3.193, df =319, two-tailed p= 0.002) showed that there was no statistically significant difference between teachers and students response regarding the extent to which the specified behaviour is important to enhance learners' achievement. This implies that fulfilling the necessary resources as well as allocating them for instructional purpose could enable principals to achieve their goal.

With respect to the leadership behaviour of 'strengthening school supervision' both teachers and students replied as 'very important'. This can be revealed from teachers mean score (M = 3.98; SD=.681) and students mean score (M = 4.21; SD=.569). The t-test result (t-value = -3.329, df =319, two-tailed p= 0.001) revealed that there was no statistically significant difference between teachers and students response regarding the importance of strengthening instructional supervision. This result implies that principals are required to strengthen school supervision as it provides opportunity to offer continuous assistance to improve instructional process.

With reference to item 4 of Table 5.24, the perception of respondents on the value of 'utilizing students' learning outcomes as a basis for program evaluation' were rated 'very important' with the mean score (M=4.11 ; SD= .763) of teachers and mean score (M=4.24 ; SD=.729) of students. The t-test result (t-value = -1.650, df= 319, two-tailed p= 0.100) revealed that there was no statistically significant difference between teachers and students response regarding the importance of the specified behaviour. This result implies that principals are required to use with students' achievement data as it enables

them to identify the strength and the weakness of the school and thereby to take appropriate measure.

On the subject of item 5 of Table 5.24, the mean score (M= 4.23; SD= .771) of teachers and the mean score (M=4.56; SD= .498) of students' respondent revealed that a behaviour which referred as 'offering individualized support' was perceived as 'very important'. The t-test result (t-value = -4.598, df=319, two-tailed p= 0.000) revealed that there was no statistically significant difference between teachers and school leaders in terms of their level of agreement. The result implies that principals may benefit from supporting members in line with their strength, weakness and ability as this enables them to utilize their potential.

With reference to item 6 of Table 5.24, respondents were asked to identify the extent to which the behaviour that was expressed in terms of 'symbolizing professional practice, value; and vision' perceived important. In their response, teachers replied with mean score (M= 4.18; SD=.605) and students replied with mean score (M= 4.29; SD= .536) and thus they claimed it as very important. The t-test result (t-value = -1.725, df= 319, two-tailed p= 0.085) revealed that there was no statistically significant difference between teachers and students response. This result revealed that symbolizing professional practice, value; and vision by principals could help to increase commitment of the school community. This implies that principals are required not only to acquient themselves with professional practice, value; and vision but also to exercise them in their leadership endeavours so that teachers are committed for improving student's achievement as professional.

As shown in item 7 of Table 5.24 above, both groups of respondents perceived the behaviour of 'establishing high performance expectations for teachers and students' as 'very important' with mean score (M=4.11; SD=.820) of teachers and mean score (M= 4.14; SD= .813) of students. The independent sample t-test result (t-value = -.337, df=319, two-tailed p= 0.736) revealed that there was no statistically significant difference between teachers and students response. The above result implies that principals required setting high expectation for students and teachers as this uplift their work moral. This finding revealed that expecting high from teachers and students inspire as well as increases their efficacy to achieve higher result instead of letting things for chance. With

respect to this point, Hopkins (2003) has stated that effective leadership could set high expectations for students, emphasis on student acquisition of basic skills, frequent monitoring of their progress and creating a climate conducive to learning.

As summarised in item 8 of Table 5.24 , the mean score (M=4.07 ; SD=.640) of teachers and mean score (M=4.02; SD= .501) of students with respect to importance of a leadership behaviours of 'developing structures that foster a shared decision-making' were perceived as 'very important' function of school principals. The t-test result (t-value = -.852 ; df=319, two-tailed p= 0.395) revealed that there was no statistically significant difference between teachers and students in determining the importance of developing structures that foster shared decision-making to school principals. This result implies that principals have to involve the school community by developing inclusive structure as this helps to share burden to more people and multiply their effort. Thus, it is advisable to create a structure that involves more parents in school affairs as such endavours develop a feeling of ownership and make them concerned for the achievement of the learners.

In item 9 of Table 5.24, respondents determined the importance of transactional leadership behaviours that was described as 'motivating teachers through the principle of exchange: 'I will give you this, if you do that' as 'not too important' behaviour. This can be revealed from the mean score (M=2.13, SD=.909) of teachers and mean score (M=2.56, SD= 1.407) of students. The t-test result (t-value = -3.175, df=319, two-tailed p= 0.002) revealed that there was no statistically significant difference between teachers and students response. It can be inferred that the reason for which respondents perceived the importance of transactional behaviour as ineffective was probably due to the insignificant reward power available in the hands of school principals.

As depicts in item 10 of Table 5.24, respondents were asked to identify the extent to which the behaviour: 'leading instruction and curriculum program in collaboration with teachers, students and parents'. In their response, they ascertained the importance of the behaviour of leading in collaboration as 'very important' with mean score (M=4.13; SD= 0.709) of teachers and mean score (M=4.28; SD=.677) of students. The t-test result (t-value=-1.839, df =319, two-tailed p= 0.067) showed that there was no statistically significant difference between the two groups of respondents. We can infer from the respondents

answer that sharing leadership role with school community was found very important because a school principal cannot be able to reach every corner of the school due to complexity and vastness of the school work.

In item 11 of Table 5.24, respondents were asked to show their perception about the importance of exhibiting a leadership behaviour that identified as 'empowering students by organizing them under many self-supporting small units. Regarding the importance of this behaviour respondents claimed 'somewhat important' with the mean score (M=3.03; SD=.971) of teachers and mean score (M=3.25; SD= .962) of students. The t-test result (t-value = -2.040, df =319, two-tailed p= 0.042) revealed that there was no statistically significant difference between teachers and students' response. This result implies that principals may succeed partly to improve students' academic achievement by employing this leadership behaviour.

In item 12 of Table 5.24, both groups of respondents were asked to show their perception about the value of creating a structure through which teachers lead their respective subject' in relation to its effect on enhancing students' achievement. Respondents claimed the behaviour as 'very important' with the mean score (M=4.39; SD=.607) of teachers and mean score (M=4.38; SD= .601) of students. The t-test result (t-value =.099; df=319, two-tailed p= 0.921) revealed that there was no statistically significant difference between teachers and students response. This result implies that principals sharing leadership responsibility and authority to the teacher could help them to improve students' achievement as teachers know well about their subject and have more contact with students.

Concerning the importance of principals' leadership behaviour of 'facilitating for teacher-student academic performance review respondent claimed 'somewhat important' function with mean score (M=3.23; SD=.897) of teachers and mean score (M=3.45; SD=.679) of students. The t-test result (t-value = -.061; df=319, two-tailed p= 0.951) indicated there was no statistically significant difference between teachers and students response with respect to the importance of conducting academic performance review in face to face interaction of teachers and students. From the analysis of the data it can be inferred that principals could benefit only to some extent by engaging in teachers-students' performance review in improving students' achievement as the power difference is seen between the two groups appears as constraint.

As seen in item 14 of Table 5.24 above, respondents were asked for their opinion with respect to the importance of a leadership behaviour that expressed as 'employing organic management that promote staff cooperation and teacher control'. In their response, they replied 'somewhat important' 'leadership behaviour with mean value (M= 2.39; SD=.744) of teachers and with mean score (M= 3.01; SD= 1.02) of students. The t-test result (t-value = -6.076, df=319, two-tailed p= 0.000) revealed that there was no statistically significant difference between teachers and students response. This result implies that principals could succeed to some extent by employing the specified leadership behaviours.

Concerning the importance of the leadership behaviour 'avoid hierarchical structure and let teachers make decision, coordinate and promote collegiality' respondents claimed 'somewhat important'. This was revealed from mean score (M= 2.40; SD=.764) of teachers and the mean value (M=2.62; SD= 1.03) of students. The t-test result (t-value = -2.175, df =319, two-tailed p= 0.030) revealed that there was no statistically significant difference between teachers and students' response. The result implies that principals could benefit to only some extent by allowing full freedom teachers. Thus, avoiding hierarchy in school management could not yeild better student achievement because it is dubious to assume all teachers have equal capability to employ effective self government behaviors.

Regarding item 16 that refers about the leadership behaviour of 'telling to each teacher what and how he/she does and follow his/her performance' respondents replied as 'somewhat important'. This was revealed from the mean score (M= 2.66; SD= .917) of teachers and the mean value (M=2.91; SD=.955) of students. The t-test result (t-value = -2.330, df=319, two-tailed p= 0.020) revealed that there was no statistically significant difference between teachers and students response. The result implies that principals could succeed only to some extent by employing telling and controlling autocratic types of leadership behaviours.

With reference to item 17 of Table 5.24, respondents were asked to identify the extent to which they perceive the behaviour 'employing conventional, hierarchical patterns of bureaucratic control' important. In their reply, respondents claimed as 'somewhat important' with mean score (M=3.01; SD=.845) of teachers and with mean score (M=

3.30; SD= .825) of students. The t-test result (t-value = -3.048; df=319, two-tailed p= 0.002) revealed that there was no statistically significant difference between teachers and students response. This result revealed that principals could achieve only to some extent by employing strict bureaucratic leadership behaviour.

As seen in item 18 of Table 5.24 above, respondents were asked for their opinion with respect to the importance of a leadership behaviour that expressed as 'let teachers work on their own without interference of principal/supervisors'. In their response, they replied 'not too important 'leadership behaviour with mean value (M= 2.17; D=.878) of teachers and with mean score (M= 2.62; SD= 1.22) of students. The t-test result (t-value = -3.664, df=319, two-tailed p= 0.000) revealed that there was no statistically significant difference between teachers and students response. This result revealed that principals could not get any meaningful benefit by exhibiting such type of Laissez-faire leadership behaviour.

5.5.7 Summary of the quantitative phase of data analysis

In line with the notion of an explanatory sequential mixed method design, in the first phase of the inquiry the quantitative data which entails greater weight were collected and analysed. Due to the greater weight given to the quantitative data, the general picture regarding effective leadership behaviours that enhance academic achievement of students were mainly identified in this phase of the study. The five specific research questions and the four related hypothesis were treated using the quantitative data collected through questionnaires and computed with the help of descriptive and inferential statistics. To address the five specific research questions and the four hypotheses that were described in section 5.1 above, certain topics and sub-topics were chosen and used as heading to report the findings obtained from the quantitative data analysis.

Academic achievement of students of the sample schools were analysed as the percentage of grade 10 students that pass in national exam were taken as independent variable in computing the correlation between principals leadership behaviours and students' achievement. Integrative leadership behaviours of principals were examined to sort out the effect it has on students' academic achievement. Similarly, leadership orientations were assessed to verify whether the behavioural orientations of principals in the least and the best achiever schools differ or not. Further, leadership behaviours exhibited by principals of the least and best achiever schools in terms of preserving

positive school culture and its correlation to students' achievement were assessed as well. The path ways of principals' leadership effect were examined to identify whether principals influence follow a direct or indirect route. Lastly, specific leadership behaviours of principals were assessed to identify the most important behaviours that enhance students' achievement per the perception of participants.

5.6 DATA OBTAINED FROM THE QUALITATIVE PHASE

5.6.1 Introduction

This section deals with the result and interpretation of qualitative data that were gathered from principals, district supervisors, chairman of PTSA, and Zone education experts. In this phase of the study, data were mainly collected thorough interview from a total of 18 informants. As explained in chapter four under section 4.2, this study followed a QUAN-qual method where the quantitative data analysis appears dominant and the qualitative data being supplementary to the quantitative phase. Accordingly, some supplementary qualitative data were collected and analysed with the aim of counter checking whether the result obtained from the qualitative approach match with the quantitative findings of the study, clarifying and giving complete picture to the quantitative results. In addition to this, some important data obtained from document analysis were entertained whenever it was found useful to clarify the issue under consideration.

Thus, the qualitative data collected through interview as well as some facts collected from documents were analysed to determine whether or not participants' opinion, belief and perception supplement the result obtained in the quantitative phase of data analysis of the study. In line with this arrangement in the second phase of the study, small qualitative data were analysed to supplement the quantitative result that were obtained in the first phase. To realize this purpose, six categories were identified in which the first category used to countercheck whether "student achievement" that was taken as independent variable in examining principals' effectiveness being supported by participants or not and the rest five categories were entertained to address the five research questions raised earlier using qualitative data. Therefore, the six categories that were chosen to address the specific research questions were set as heading in the qualitative data analysis. The six identified categories were:

1. Indicators help to assess success of a school principal's in their leadership practice

2. Principal leadership model that enhance students' achievement

3. Leadership behavioural orientation of principal: Task, Relationship and /or Change

4. The effect of positive school culture and climate on students' achievement

5. Path ways of principals' leadership effect: Direct effect or Indirect effect

6. Specific leadership behaviours that help principals to exert positive influence

In the following sections, the result obtained from the qualitative data analysis in terms of the six categories specified above are presented below one after the other.

5.6.2 Category 1: Indicators help to assess success of a school principal's in their leadership practice

In order to identify acceptable and feasible indicators that help to assess the successfulness of secondary school principals, the interview questions were raised for each participant. Indeed, the interview questions raised here have linkage with a specific research questions number 1, 2 and 3. The result obtained from the analysis of this category helps to verify whether the assumption about the dependent variable (percentage of students passes grade 10 EGSELE national exam) in computing correlation between leadership behaviours and students' achievement are supported or not by participants.

The interview question raised for interviewees was:

Q1: In your opinion, what could be helpful indicators to assess successfulness of secondary school principals' in their leadership practice?

When participants answer to this interview question, all interviewees (100 %) mentioned that 'realizing better academic achievement of students as core indicator that ascertain about the presence of effective leadership in the school. Even though, this indicator had been perceived as critical by all participants as core index, additionally some important leadership behaviours which emphasized on leadership process and focused on the provision of inputs were identified as supportive indicators.

For instance, indicators which may be used to identify effective principals from ineffective one, Sup-4 suggested that:

A core indicator that may be used to assess about principal's effectiveness is that the extent to which students' score has improved as the result of principal's leadership influence. Furthermore, competency in properly leading the instructional process, realizing teachers' commitment, involving parents and sharing leadership role may serve as supplementary index to sort effective principals from ineffective one.

Another sample response that was given by interviewee presented here was provided by P-4. In the suggestions he made regarding useful criteria used to sort effective principals from ineffective P4 stated that:

Primarily, effective principals can be sorted with the result of their students'. Additional indicators can be teachers' satisfaction with the assistance and guidance given to them; sharing leadership roles to others; support given to the teaching-learning process, setting vision and goals to the school as well as maintaining positive culture and discipline in the school.

When the responses that were given by all participants were taken in to consideration, the indicator suggested as core by all interviewees (100 %) was "principals' capability of realizing better students' academic achievement". Besides this, some index that were proposed directly or indirectly as useful criteria at least by 6 (33.3%) participants were also chosen as additional indicators that help to sort effective principals from ineffective one. Accordingly, the behaviours proposed by significant number of participants such as: 'principals' capability in making teachers' work with commitment', 'realizing participation of various stakeholders', 'satisfying personal and professional needs of the staff', 'maintaining positive school culture' and 'endorsing instructional program that enhance students' learning' were also found as supplementary criteria.

On the other hand, large number of leadership behaviours that were claimed as useful indicators were rejected because the number of interviewee who mentioned them as important were few (less than 1/3 participants). Thus, among many leadership behaviours

claimed as useful indicators for assessing principals' effectiveness per the response of participants, only those mentioned as core and supplementary indicators were supported.

5.6.3 Category 2: Principal leadership style that enhance better students' academic achievement

In order to get reasonable answer regarding an effective type of principal leadership style that enhances students' academic achievement, the next interview question was raised for each interviewee. Indeed, the interview question, **Q 2** below has a direct linkage with the specific research question No-1 of this study. In the specific research question number 1, the researcher intended to investigate the effect of an integrative leadership model (ILM) on students' achievement. Likewise, the question raised in the interview was also intended to sort out an effective type of leadership model that enable principals' to realize better students' achievement. Actually, the essence of the specific research question No-1 and the interview question **Q 2** are linked since in both cases the intention was to identify an effective type of leadership style.

The interview question raised for participants was:

Q 2- *In your opinion, what types of leadership styles enable secondary school principals' to realize better academic achievement of students?*

In order to identify effective type of leadership behaviours/styles as it was perceived by participants, the researcher first listed down specific leadership behaviour that was described as useful by the interviewees. Then, each particular type of leadership function was placed under the leadership model it qualifies. In line with this procedure, four types of leadership styles were identified as effective with different magnitude of strength. The four supported models were instructional leadership, transformational leadership, distributive leadership and integrative leadership (combine components of both instructional and transformational model).

Most participants (3/6 P, 3/4 Sup, 2/2 Exp, 2/6 PTSA chairman) recommend an integrative leadership that comprises components of both instructional and transformational

leadership behaviours was found as effective model. For instance, when the researcher asked participants to give their opinion about effective type of leadership behaviour/style that enhance better students' academic achievement, Exp-2 described that:

> In my opinion, principals to be effective, they have to realize the provision of quality instruction through well planned, organized and implemented teaching-learning program. And concomitantly, they required to exhibit leadership behaviours that inspire, motivate and empower members so that they strive for achieving higher result and promote positive school culture that help to sustain improvement.

Among many other participants who acknowledged integrative leadership as effective model in enhancing better students' achievement, P-5 is one of them. As the second typical example that reflects the point of argument raised by proponents' of integrative leadership model, the answer that was given by P-5 was presented here. Regarding this point P-5 stated, *"Comprehensive leadership model may enable principals to succeed in two major areas: in provision of effective teaching-learning process and in securing collaboration and commitment of members in realizing school goals".*

From the above two typical responses provided by Exp-2 and P-5 and 8 other respondents, it is not difficult to infer that integrative leadership model was perceived well as effective by participants. Advocators of this view have recommend instructionally oriented behaviours as instrument through which the teaching-learning process can be accomplished properly and accompanied with transformational oriented behaviours that can be used as an instrument through which principals inspire, motivate and empower the school community so that they work willingly to achieve higher level result.

Differently, some participants proposed leadership style like instructional leadership, transformational leadership and distributive leadership as independent model which could serve as effective construct by itself instead of employing a combined model. In line with this choice, the second largest proportions, (22.22%) of participants advocated instructional leadership as effective style. Proponents of this model argued that as long as a school is established to educate and train students, it is obvious that instructional leadership which tended to realize proper teaching-learning process could appear as

effective model. Sup-2 provided a typical answer that represents those participants who proposed instructional leadership as effective model. Sup-2 stated that:

> *Effective school principals are those who give the highest priority for enhancing productive interaction among teachers, students and the curriculum in classroom. Furthermore, those who supervise and monitor instruction thoroughly, provide resources, save instructional time, and give incentive in regular manner for teachers and students could be successful in improving students' achievement.*

In similar way, some small proportions (11.11 %) of participants argued about effectiveness of transformational leadership model. P-2 provided a typical answer that supports the effectiveness of transformational leadership model. In his response, P-2 stated, "*Effective principals exhibit change oriented behaviours, develop aspiring vision, being role model by living up to the vision, holding high performance expectations and strengthen collaborative culture*".

Some small proportions (11.11%) of participants advocated distributive leadership model as effective. One of a typical answer that gives witness on the effectiveness of distributive leadership was provided by PSTA-4. In his answer PSTA-4 stated, "*Effective principals involve teachers, students, parents and other community members in school leadership by sharing work, authority and objective they need to achieve*".

In general, from the response of the participants it is possible to infer that they recommend an integrative leadership model that comprises at least instructional and transformational oriented leadership behaviours as effective. In their argument, they stated that it is difficult to be an effective leader by exhibiting a particular type of leadership behaviours which may be convenient only to accomplish certain aspect of a school when tasks are needed to be performed in the school system which are numerous and complex that require the involvement of many actors with diverse interest and ability.

5.6.4 Category 3: Principals behavioural orientation: Task, Relationship and /or Change

In order to identify acceptable and justifiable type of principals' leadership behavioural orientation that help to enhance better students' achievement, the next interview question

was raised to interviewees. The response of respondent to the interview question help to refine the result obtained earlier from the analysis of quantitative data that were collected using specific research question No-2 raised in this study. Both of these questions have strong linkage as they intended to identify a category of leadership orientation that helps principals to realize better students' achievement. Therefore, the issue raised in category 3 using an instigative interview question **Q 3** was linked with what has been studied in relation to the specific research question No-2 of this study.

The interview question that was presented to interviewees was:

Q 3: In your opinion, which meta- category of leadership behaviours do school principals need to enhance better academic achievement of students? Why?

In addressing the above interview question **Q 3**, participants replied differently. The response which was given by participant regarding the category of leadership orientation that principals need to emphasize on (exhibit frequently) indicated about the existence of different views. Depending on participants' response, it could be possible to organize their answer under 3 set of views. The three set of answers provided by participants were presented below.

The largest proportion, (55.56 %) of participants gave high emphasis for task, above average emphasis for relationship and average emphasis to change oriented behaviours. It implies that the emphasis given to the three meta-categories of behaviours when it was arranged in descending order from high emphasis to low emphasis, the order was task oriented, relationship oriented and change oriented behaviours. According to them, school principal has to give the first priority for task, the second to relationship and the third to change so as to actualize better students' achievement.

For instance, the response which was given by P-6 was presented here as it could represent the views of those participants who argued for the importance of exhibiting frequently a task oriented behaviours. P-6 stated, "To be effective, p*rincipals should spend more time on task oriented behaviours like setting plan, organize work and people,*

direct people and control the teaching-learning process". Proponent of this view argues that when the principals exhibit frequently task oriented behaviours, the school community becomes alert regarding what is expected of them in improving students' academic achievement. To easily grasp their opinions using countable indicator, the researcher asked each interviewee to express what he thinks as appropriate regarding the weight given for each of the three meta- categories of behaviours in percent. Then, by adding and dividing the weight given to each sub category, the researcher found out average weight of 40 % for the task, 34 % for relationship and 26 % for change oriented behaviours.

From their answers, the researcher identified the following major concepts that show their points of argument. Accordingly, their opinions were summarized as follow:

- Principals have to give the first priority (emphasis) to the accomplishment of teaching-learning task as it is the major objective for which the school is established.
- As long as the major actors who are actively involved in the school system are teachers and students, principals do not only work in cooperation with them but also satisfy their needs without compromising on the work to be done.
- Principals have to strive to bring change in all aspects of the school life, but it shouldn't be done merely for the sake of bringing change, it should be applied whenever it is necessary. Thus, when there is clear purpose and adequate reasons, principals could give high emphasis for change behaviours.
- The task first, the relationship second and change third view could not work   as rigid rule but it can be reversed in accordance with the emerged need.

Furthermore, the document review of the sample schools indicated that principals of the Group 2 (best achiever schools) exhibit more task oriented leadership behaviours than principals in Group 1. It was revealed from the school documents of sample schools that principals of Group 2 established different work committee, provide written guide lines that specify their duties and responsibilities, offer training to empower them and control

their accomplishment by seeking performance report from them in uninterrupted manner (all these are found in file).

The second group that comprises moderate proportion (33.33%) of participants differently perceived regarding the extent to which emphasis was given for task, relationship and change behaviours. This group of participants advised secondary school principals to give high emphasis for relationship than task behaviours or change behaviours. Participants in this group proposed for high relationship, average change and average task oriented behaviours with the assumption that a satisfied staff would show high commitment for realizing better achievement of students. In the view of this group, they proposed 40 % weight for relationship, 30 % weight for change and 30 % for work behaviours that could help principals to actualized better academic achievement of students.

Generally, when views of the above group are summarized, the following general idea could appear as useful result. These are:

- Effective principals are those who strive to satisfy the need of the school community by exhibiting high emphasis for relationship behaviours as they believe a satisfied followers work with high morale.
- High task oriented leadership behaviours could be less effective because teachers of high schools are educated and mature enough to employ self-guidance.
- When principals minimally provide a list of tasks teachers should do or change, they may feel respected and this in turn make them to take more responsibility for students learning.

Generally, proponents of the above view advised principals to exhibit high relationship behaviours and small but balanced emphasis for task and change oriented leadership behaviours with the assumption of employing people-oriented leadership behaviours could motivate the staff to work hard as their need being satisfied very well in such kind of leadership orientation.

The third group of participants who comprise small proportion (11.11 %) of participants argued for equality of emphasis. They believe that principals exhibit all the three meta-

categories of behaviours in equal magnitude in their daily work. They advised principals to give equal emphasis for all the three meta-categories of leadership behaviours in all contexts.

5.6.5 Category 4: Effects of positive school culture and climate on students' achievement

In the same manner as it was done in relation to the above mentioned categories, the researcher raised the next interview question **Q 4** for the purpose of examining the effect of school culture and climate on students' achievement. Similarly, as it was done in relation to the above three categories, the finding obtained from the analysis of the qualitative data collected using an interview question **Q 4** was used to refine the result obtained from the analysis of quantitative data that was collected to address the specific research question No-3 raised in this study. The interview question **Q 4** and a specific research question raised in No-3 of this study were strongly linked as both questions intended to examine the effect of school culture and climate on students' achievement. Accordingly, the major issue considered under category 4 that was instigated with the help of interview question **Q** 4 below was linked with what was studied earlier in the quantitative phase with help of specific research question No-3 of this study.

In order to examine the effect of school culture and climate on students' achievement using qualitative method of data analysis, the interview question raised for participants was:

Q 4. In your opinion, does preserving and developing of positive school culture and climate help for improving students' academic achievement?
If you say no, why not? If you say yes? How and what specific leadership behaviour of school principal helps to maintain positive school culture and climate in the school?

In the response given to this question, all (100 %) participants ascertained that preserving and developing positive school culture and climate could offer conducive environment for improving students' academic achievement. There were differences among participants regarding the meaning they gave for the concept of school culture and climate. Some participants emphasised basically on tangible components of school culture and climate. Thus, this group of respondents assessed the status of their school conduciveness in

terms of physical environment. But most of the participants perceived the concept of school culture and climate in terms of intangible components that include social, attitudinal and educational aspect of the school.

Some small proportion, 5 (27.78 %) of participants perceived school culture and climate in terms of physical set up and thus they assessed it in terms of the attractiveness and conveniences of school compound and classroom for carrying out the teaching-learning program. For instance, P-1 stated that the school principal has to play significant role in making the school compound attractive by planting some trees and flowering plants because such type of environmental context make students to like their school and their learning as well. Similarly, by perceiving school culture and climate in terms of fulfilling physically observed components, Sup-3 stated that:

> *I recognized that in those schools where there are educative pictures, impressive statement mounted on the whale, separate latrine for boys and girls, sufficient sport field, and secured fences are available, students give emphasis for their learning. Similarly, when educational materials like student text, reference books, library, laboratory and conducive classrooms are available, students strive for better result.*

Different from the above group's perception, the majority, 13 (72.22 %) of the interviewees perceived the concept of school culture and climate in terms of intangible component which was represented by the context existed in the social, attitudinal and educational environment of the school. Out of this group, 5 (27.78 %) of the participants shown the determinateness of human interaction in the promotion of positive school culture. For instance, P-6 elaborated that when the interaction between principal-teachers; teachers-students; principal-students is open and trustful, a spirit of collaboration expands. By adding more, they illustrated that when principals involve teachers and parents in decision making process, collaborative sprits could be installed in the school. In support of this, the document available in sample schools in terms of teachers' conference (observed from the number of *minutes* taken during the *staff meeting* & the *agenda under consideration*) shown that more c*ollective decision-making process available in* the Group 2 schools (best *achiever category*). In spite of this fact, some principals were

not keen to involve

teachers and parents in decision making because they perceived them as destructors who oppose unreasonably what the school planned to implement (Exp-2). Such untrusting environment destroys sprits of collaboration and it may intensify a distractive school culture.

As the second sub-group of participants among those who perceived school culture and climate as intangible aspect of the school, larger proportion, 8 (44.44 %) of the interviewees understood the concept in terms of affective and academic environmental texture of the school. They emphasized on importance of learning focused culture and climate so as to realize continuous success of students.

For instance, in support of the above idea, Sup-4 stated that:

> *From the experience I have, when principals promote a collective sense of efficiency among teachers and students and further insist for higher level result by expecting high score from each member of the school, members commitment would increase by being eager to realize the result expected of them.*

Furthermore, P-6 also strengthened the above idea when he stated that effective principals always talked optimistically about the future of the school in general and about the students' success in particular. Generally, proponents of this view acknowledge the importance of academic positivism as such type of perception that enable the school community to accept challenges and always make them to have courage even when they fail to succeed. In line with this understanding, they advised principals to strive for inculcating and maintaining a culture of academic optimism in their school so as students' achievement could persist continuously.

5.6.6 Category 5: Pathways of principals' leadership effect: Direct vs Indirect

To sort out whether the pathways of principals' leadership effect perceived as direct or indirect by participant, each interviewee was asked to identify the path through which leadership effect of principals' passes to the learners. To achieve this purpose, the next interview question **Q 5** was raised to each interviewee in order to refine the result obtained in the first phase of the quantitative data analysis that were collected using a related

specific research question No-4 raised earlier in this study. Therefore, a specific research question No-4 that was entertained in the first quantitative phase of the study and the interview question **Q 5** analysed qualitatively here have linkage as both questions intended to identify the pathways of principals' leadership influence passes to effect on learners result.

The interview question presented to interviewees was:

Q 5. *From your personal observation, what is the path through which the leadership effects of principals' passes to the learners and consequently enable them succeed?*
- Is it directly by having face to face interaction or indirectly with the use of mediators (teachers, parents, policies etc)? Please justify your argument

To get the perception of participants regarding the pathways of principals' leadership effect, which has impact on students' performances; the above described question was presented to each interviewee. Their responses were coded and then categorized in to themes that help to assign their answers either in the category of direct effect or indirect effect. Accordingly, based on the essence entertained in the participants' response, two set of answers were identified in general.

The vast majority 12 (66.67 %) of participants claimed principals' leadership effect is indirect. They argued that the possibility of having direct interaction between the students and the principal is very minimal, if not none. For instance, by supporting indirectness of the path ways through which principals' leadership effect passes, P5 stated:

> *In my opinion, the school system by its nature provides a vast opportunity for frequent and wider teacher-student as well as parent-student interaction than it offers for principal-students. I mean that the more opportunity for interaction, the more possibility of exerting influence. Since principals have minimum interaction with students than they do with teachers and parents, the leadership effect of principals pass to the learners indirectly by using mediator variables in between.*

Generally, most of the interviewees ascertained that principals can have daily interaction with teachers and parents (at least with PTSA committee) than they do with students. As

the result of this, they recommended to principals to make interaction with students by using teachers and parents as mediator variables instead of doing by themselves since it is difficult from the nature of work they need to do and large number of student. Thus, communicating indirectly with students could help to multiply the chance of exerting positive influence on learners' behaviours by principals.

Some small proportion, 6 (33.33 %) of participants perceived slightly in different ways about the pathways of principals' leadership effect from the views of the above group who totally asserted as it followed indirect route. Participants who were under this group, argued for the possibility of direct path ways of leadership effect in some limited area of instructional management. For instance, PTSA 3 stated that:

> *I think, principals can exert a direct influence on students' achievement using their leadership practice by getting all students on occasion like the time where flag is hoisting and lowering, by walking around the corridor, preparing meeting forum, collecting comments from monitors and plan a tutorial program with students and the like.*

Despite they acknowledge for the possibility of direct effect using those limited occasion and in such small areas of leadership, supporters of this view has also basically perceive principals' leadership effect as indirect.

5.6.7 Category 6: Principals' leadership behaviours that enhance students' achievement

As done in relation to other categories, here also the researcher raised the interview question **Q 6** observed below for the purpose of sorting out specific type of principals' leadership behaviours that were perceived important in enhancing better students' achievement. The interview question **Q 6** below was raised to interviewees as the result gained from their response help to refine the findings obtained in the quantitative data analysis phase one which was collected using specific research question No-5 which was presented earlier in this study. Both of these questions have strong linkage as they intended to identify list of specific leadership behaviours that were perceived as useful.

The interview question presented to interviewees was:

Q 6. *In your opinion, what specific leadership behaviours do you recommend to be employed by school principals so that they enhance better students' achievement? -Please select five specific leadership behaviours that you perceived as best in enhancing student achievement!*

In order to collect limited but selected response from participants' each interviewee was allowed to suggest only five best leadership behaviours /roles that help to exert positive influence on the school community so that they work with high commitment for improving students' academic achievement. To find out some selected leadership behaviours per the recommendation of participants, first the researcher asked each participant to suggest five important behaviours perceived as useful in eliciting better students' achievement. Then, the researcher jotted down every unique response. Next from those list of specific leadership behaviours that were proposed at least by four participants were taken as plausible behaviours that help to shape the practice and thought of the school community. Finally, in line with the thought of the existing literatures, each leadership behaviour proposed was set as a component under the leadership style/model it may qualifies.

The perception participants have regarding important leadership behaviours that enable school principals to make positive influence on students' achievement seems similar in as they propose some well-known behaviour in common but they had big differences in adding some other behaviour. To understand this fact, some sample responses were presented directly as it is to exhibit the similarity and differences that exist in proposing useful leadership behaviours by participants. For instance, Sup 2 stated that:

> *In my opinion, the five important leadership roles/functions I propose as crucial are setting inspiring vision and goals, properly lead the teaching-learning process, motivating and empowering teachers, making decision by involving stakeholders, or supporting collaborative culture that promote collective efficacy.*

Similarly, the idea given by P-3 is presented here as the second sample response. When he responded for the same questions raised to him, P-3 recommend that:

In my view, the five best leadership behaviours I recommend to be used by principals include providing basic instructional materials, supporting teaching-learning process, involving parents in school administration, initiating teachers by providing rewards and distributing leadership role and responsibility to others.

As described above, based on the strength and the number of respondents who proposed particular leadership behaviour as important, a list of plausible leadership behaviours that were supported with adequate number of participants (at least by four interviewees) jotted down exhaustively. After the list of supported leadership behaviours has been prepared, the researcher assess the content of the selected behaviours, coded them and then assemble the list by putting them together to test whether the identified result being convenient for developing themes or not.

Since the coded list of specific leadership behaviours that were chosen by participants as useful for principals appears as a component of four leadership models, themes were identified from the result obtained by analysing the major issue entertained under category 6. Accordingly, four themes emerged from the response given by interviewees which comprise a list of specific leadership behaviour that can be set as building block underfour types of leadership models. These include theme of instructional leadership, theme of transformational leadership, theme of promoting positive school climate and theme of shared leadership. The content of the four themes emerged from the response of interviewees which were illustrated about useful leadership behaviours that enable principals' to realize better students' achievement present below.

5.6.7.1 Theme of instructional leadership behaviours

The first theme identified from the specific leadership functions proposed as important by interviewees (at least by four respondents or by 22.2 % of participants) was instructional leadership model. The specific leadership function that was sorted as 'supervising and monitoring instruction and curriculum' was among the behaviour selected as useful at least by four participants. This leadership behaviour may have a strong bearing on students' success as it determines the extent to which teachers could receive a professional support from the principal and also has effect on their commitment level. Similarly, a considerable number of participants identified the behaviour 'acquiring and

allocating basic resources that are important for students learning' as useful instructionally oriented leadership behaviour of principals. Participants here gave the necessary emphasis on the importance of offering core inputs like qualified teachers, text books, reference materials, laboratory chemicals, ICT and the like for the provision of quality instruction.

The other leadership behaviour proposed as useful by a considerable number of interviewees was 'monitoring student progress and taking measure to improve the situation'. This behaviour may be preferred by participants probably as students' learning outcome is a real indicator that helps to ascertain whether the school is performing well or not. Therefore, the obtained data was used as basis for taking appropriate remedial measures that help to meet students learning need through enacting improvement on the existing instructional process.

Another component behaviour of instructional oriented leadership that was suggested by considerable number of participants is 'rewarding best achiever teachers and students in continuous manner'. Participants selected this behaviour as useful behaviour possibly because when committed and successful members are acknowledged of course, rewarded it serves as a motivator that initiate others for higher level performance.

5.6.7.2 Theme of transformational leadership behaviours

The second theme identified from the response of participants was transformational leadership behaviour. By employing this style, principals are intended to change the attitude and the behaviours of the school community so as they are committed for realizing better academic achievements of students by transcending their self- interest in favour of common goals. One component of the transformational leadership model that was identified as important behaviour by a considerable number of interviewees was 'being a role model by working hard for the good of the school'. This behaviour may be preferred by participants probably with the assumption that when principals shown commitment, the school community have also influenced by taking the leader as a role model.

As the second element of transformational leadership in which a significant number of participants preferred as important was 'identifying, prioritizing and developing

professional needs of the staff'. Another ingredient behaviour of transformational leadership that was proposed as important by a considerable number of participants was 'supporting and coaching each school member as an individual for higher level achievement'. This behaviour may be perceived as important because each staff has a need for achievement and growth which implies when individual member gets support to maximize once potential each staff can achieve the best result per his/her ability.

The component behaviour that can be set under the transformational leadership, which was identified by significant number of interviewee, was 'thought optimistically about the future'. In relation to this point, participants may be convinced from what they practically observed regarding the group spirit which inspirational principals have created through emotional appeals, vivid and persuasive images and examples. As done above for other specific components of transformational leadership the behaviour 'stimulating the staff to examine the existing assumptions and value system' was sorted as important by adequate number of participants. Selecting this behaviour as important by participants may be emanated from having positive common understanding regarding the necessity of encouraging innovativeness and creativity through questioning of assumptions, reframing of problems and new approaches for better achievement.

5.6.7.3 Theme of promoting positive school culture and climate
The third theme emerged from the list provided by participants was a positive school culture and climate model. It is imperative to give the necessary attention to school culture and climate as it affects learning and the overall performance of the school as well. One specific leadership function that was identified as useful behaviour by participants was 'creating a safe and effective learning environment'. This behaviour is mainly concerned about the presence of high quality physical, psychosocial and service environments as it facilitates for the provision of quality instruction. A welcoming and non-discriminatory climate is critical to create a quality learning environment. Thus, creating an environment, which is free of frustration and insecurity, helps students to emphasis on their learning.

Another leadership behaviour that was identified by participants as important was 'insisting members to respect each other and appreciate one anthers' success'. Participants may find this behaviour as important probably by assuming that when the

staff trust and confidence on one another, they work with close relationship and also appreciates each other's effort and thus it in turn leads to success. Further, when the principals strengthen such culture in the school, supportiveness and sprit of caring among the school community could increase well.

The other important leadership role proposed as useful by significant number of interviewees was 'persuading teachers to have collective sense of efficacy on students' success'. Possibly this behaviour was preferred as useful with the assumption that when teachers have collective sense of efficacy, they work collaboratively by trusting on cooperativeness of stake holders in which the created synergy leads easily towards success. Another important leadership behaviour in which significant number of participants agreed up on as useful was 'setting high expectation for teachers and students by trusting them as they can achieve'. Probably those participants claimed this behaviour as important may assume that when principals expect high result from each staff by giving recognition as he/she can and provide the necessary support, everyone could strive strongly to achieve what is expected of them.

5.6.7.4 Theme of distributive leadership behaviours

The fourth emerged theme by compelling the list provided by interviewees as important leadership function was distributive leadership. Indeed, the existing literatures support the involvement of more actors in the leadership of the school due to a complexity and existence of numerous tasks which appear difficult to manage effectively by the principal unless such roles are distributed to other members.

By understanding how principals exert influence on the school community so as they work strongly for improving students' achievement, participants proposed some specific behaviours as useful that could be set as a component of distributive leadership model. One of those specific leadership functions was 'involving parents in school leadership and academic issues'. When they comment on the value of involving parents, their justification emanate from the assumption that parents can support the school in many different ways such as in the management of the school, crafting the school vision, raising funds, contributing labour and help their child learning in home.

The other component behaviour of the distributive leadership model that was suggested by considerable number of participants was 'empowering teachers and students to play leadership role'. Participants considered this behaviour as important probably by assuming that when the principal delegate authority and provide a training which empowers them, they could share burden of the leader and thus it extends his/her leadership role. The other leadership behaviour proposed as useful by a significant number of interviewees was 'persuading the school community to accept about the importance of having a collective sense of mission'. Similarly, participants identified this behaviour as important by assuming that when the school mission and vision have shared among members, its implementation could be easy as the whole is greater than the sum of its part.

5.6.8 Summary of the qualitative phase of data analysis

As the notion of an explanatory sequential mixed method design prescribes, small qualitative data were collected and analysed in the second phase and the findings were used to give clarification and complete picture to the quantitative results. Indeed, the reason for which the qualitative data were collected and analysed were to address the five specific research questions that were raised at the beginning of this study. In order to address those research questions, six categories were identified that were used as heading under which the interviewees' responses were reported orderly. To illustrate various views reflected within the same category, sample response that represented each type of perspective were quoted directly.

In category 1, it was intended to identify important indicators that were used to sort out successful principals from unsuccessful one and, therefore, the findings help to have clear pictures about effective leadership practice. In category 2, participants were asked to share their view about the type of leadership styles they perceived as effective in enhancing better students' achievement with the intention of refining the result obtained regarding the usefulness of ILM in enhancing better students' achievement that identified in the quantitative phase. In category 3, participants were asked to share their view regarding effective type of leadership orientation so as to have better idea about the leadership behavioural category in which principals need to emphasize on for

betterment of students' achievement. In category 4, the effect of school culture and climate on students' achievement were analysed to determine the degree to which principals need to make conducive so as academic achievement of students' maintained sustainably. In category 5, interviewees were required to verify whether the pathways of principals' leadership effect follow direct or indirect route in order to have clear understanding about persistently used pathways. In category 6, interviewees were asked to share their opinion about useful leadership behaviours that help to exert positive influence on students' achievement as the clear concepts that were found from the analysis help principals to support learners' properly.

5.7 TRAINGULATION OF DATA

In quantitative phase of data analysis, a general picture of effective type of leadership behaviours that enable secondary school principals to exert positive influence in realizing better students' achievement were identified. To compute the quantitative data, a descriptive statistics such as mean score, standard deviation, and t-test were used. By the help of those mentioned statistical tools the collected data were analysed and interpreted regarding: effect of integrative leadership model, effective type of leadership orientation, effect of preserving positive school climate, path ways of principals leadership effect and a specific type of leadership behaviours that was perceived as important.

Furthermore, with the help of inferential statistic such as Pearson correlation, regression and line graphs, the above major issues and related hypothesis were tested using SPSS software version 25. The result of the analysis with those specified inferential statistics shown that students' academic achievements were correlated with integrative leadership model, principals' leadership orientation and preserving of school climate at different magnitude of strength.

Specifically, the result of regression analysis shown that statistically significant effect of integrative leadership model on students' achievement. Similarly, the regression analysis on principals' leadership orientation shown that task and change oriented leadership behaviours had positive effect on students' academic achievement, but no evidence was found with respect to relationship oriented behaviours. And the regression result on

component of school climate revealed that the pillars of academic, affective and physical environment had moderate level of effect on students' achievement but no evidence was found whether the pillar of social environment affects students' achievement. With respect to specific types of leadership behaviours that were perceived as important, most participants sorted out list of behaviours that were set as a component of instructional, transformational, shared and cultural leadership model.

In the second phase of the analysis, supplementary qualitative data were analysed and interpreted. To supplement the result obtained in the first phase of the study, five thematic areas were chosen. The five chosen thematic areas were: indicators of success, leadership model that enhance better students' achievement, effect of principals' leadership orientation, effect of school climate on students' achievement and a specific leadership behaviour that was perceived as important. By using the result obtained from the qualitative phase of the study, some findings that were achieved in the quantitative phase of the study were refined, clarified and explained in detail. However, when the results obtained from the analysis of quantitative and qualitative data were triangulated, incongruences of findings were observed in the two phase of study.

5.8 SUMMARY

In this chapter, different set of data were analysed and interpreted with the purpose of identifying effective type leadership behaviours that enhance better academic achievements of students. To this effect, the five research sub-questions and the four hypothesis forwarded earlier were analysed quantitatively and qualitatively in two phases and then interpreted by combining the result of the two stages. To analyse the quantitative data collected through questionnaires, statistical software (SPSS) was employed. In the first quantitative phase of the study, analyses were carried out both with the help of descriptive and inferential statistics. The qualitative data gathered through interviews and by means of document analysis were transcribed and analysed with description. It was used to refine the quantitative data that has major weight in line with the notion of explanatory sequential mixed method design. Generally, the result obtained in the two stages of the analysis were combined and interpreted in line with the research questions of the study.

In chapter 6, discussions on the summary of major findings based on the data analysis and interpretation were given. Moreover, conclusions were drawn from the literature reviewed and the major findings and finally, the researcher's recommendations including future changes and suggestions for further research were presented.

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS FROM THE STUDY

6.1 INTRODUCTION

This chapter provides an account of how the insights and information obtained from the data analysis of chapter five of this study help to enhance better academic achievement of students through improving leadership practice of secondary school principals. As accountability in educational leadership increases, there is high interest in identifying effective types of principals' leadership behaviours that enhance better academic achievement of students. A promising foundation in studying about the effect of principals' leadership behaviours is that the agreement of scholars on the determinant role played by school principals in ensuring academic success of students (cf. Liethwood et al., 2004; Hammond et.al., 2007; Bush, 2008; Brady, 2012) while consensus have not reached yet regarding the best type of leadership behaviours.

With the ambiguous context and diversified findings in terms of effective type of leadership behaviours, the researcher has been initiated to conduct the study that is entitled with: "Principals' leadership behaviours and students' academic achievement in secondary schools of Gedeo Zone, Ethiopia". In line with this title, the purpose of the study was to examine the effect of principals' leadership behaviours on academic achievement of students and thereby to identify effective type of leadership behaviours that enhance learners' success. Accordingly, it is intended to contribute some by adding certain useful insight, knowledge and practical experiences which may help to resolve existing controversies regarding effective type of principals' leadership behaviours that enhance better student's academic achievement.

To achieve the above specified general objective, the main research question addressed in this study was 'What is the effect of principals' leadership behaviours on academic achievement of students' in secondary schools of Gedeo Zone, Ethiopia'? Five specific research sub-questions were driven and four corresponding hypothesis forwarded in relation to the above major research question (cf. par. 1.4 & 1.5). In relation to the five

research sub-questions, the specific objectives were mainly intended to: assess the effect of integrative leadership model on students' achievement, identify a principal's leadership orientation with higher positive effect on students' achievement, examine the correlation between school climate and students' achievement, determine directness or indirectness of pathways of principals' leadership effect and to identify specific leadership behaviour that perceived important by participants (cf. par. 1.6).

In this final chapter of the study, first a brief summary of the research processes is provided and followed by major findings and the discussion made to elaborate its essence in line with the concepts taken from the related literatures and the result obtained from the empirical data analysis of chapter five. Furthermore, recommendations are forwarded with the intention of improving leadership practice of secondary school principals in the way it enhances better academic achievement of students. Lastly, the contributions of this study, future research areas that are recommended for further investigation, limitations of the study and conclusive remarks are presented as well.

6.2 SUMMARY OF THE RESEARCH PROCESS

Under this section, the research process undertaken in the study is presented. In order to give the general picture of the research process adhered from the beginning of chapter one and proceeded through chapter two, three, four, five and the last chapter six of this study is presented in summarized way. In chapter one, introduction and orientation on the major concern of study were highlighted. The orientation is primarily informed by the research title that sought to investigate the effect of principals' leadership behaviours on students' achievement in secondary schools of Gedeo Zone. The chapter gave an overview on the background context with respect to the existing interrelationship in between principals' leadership and students' achievement as well as the motivating factors that initiate the researcher to undertake this study (cf. par. 1.1 & 1.2). Furthermore, the research problem, the aims and objectives, the significance, the research paradigm and approach and the proposed methodology were specified in broader sense. By adding more, the chapter presented the population, the sample and sampling techniques, instrumentation and data collection procedures An explanation on the validity and reliability of the research as well as on the ethical considerations has been

given (cf. par. 1.9 &1.10). Lastly, key terms were defined operationally and an outline of the proceeding chapters has been given.

Chapter two of this study is the first of the two chapters that was devoted to review of literatures. Currently, due to the prevalence of swift changes in the educational landscape and complexity of activities, schools need effective principals who realize success of all students. However, there is lack of consensus and clear understanding regarding effective type of leadership behaviours that enhance students' achievement. In line with this reality, the intention behind the reviewing of related literatures was to have better insight about the relation between leadership behaviour and students' achievement. In the first section of the literature review concepts related with 'principals' leadership behaviours' were reviewed (cf. par 2.2). Furthermore, by sub dividing it under specific topics such as nature and concept of leadership, importance of leadership, the role of principals in school leadership; concept of leadership behaviour and leadership behaviours that support learning culture and climate were reviewed. Moreover, in its second section, 'academic achievement of students at the school level' was reviewed. Similarly, this major theme was treated in terms of the concept of academic achievement; academic achievement in schools; the role of the principal in achieving academic standards and principals' leadership behaviours that promote academic achievement (cf. par. 2.3).

Chapter three is the second chapter devoted to the review of literatures' in this study. In this chapter a considerable emphasis was given for assessing and elaborating the two chosen theoretical framework that identified as 'Behavioural leadership theory (cf. par. 3.2.1) and 'Learning centred leadership model' (cf. par.3.2.2). Furthermore, the 'Integrative leadership model that comprises instructional and transformational leadership behaviour' which the researcher proposed as useful conceptual framework of this study was presented and discussed. In line with the purpose of this study, both the behavioural leadership theory and the learning centred leadership guided the researcher to address issues that are related with the effect of secondary school principals' leadership behaviours on students' academic achievement. The behavioural theory which mainly

focuses on what and how leader's do and the learning cantered leadership that amalgamate core components of instructional and transformational behaviours guided the researcher to aware areas of emphasis in examining the relationship between principals' leadership behaviours and students' achievement.

In addition to these models, the effect of instructional, transformational and shared leadership behaviours were focused in review as various scholars posit these styles as useful in enhancing better students' achievement. More importantly, the appropriateness of comprehensive leadership model getting wider support from contemporary researchers and thus an inclusive type of leadership model has been focused on (cf. par. 3.4). Besides this, the pathways of school principals' influence (direct or indirect) was another important point reviewed in chapter three (cf. par. 3.5). Finally, depending on the understanding gained from the analysis of the chosen theoretical framework and the review of related literatures, a conceptual frame work that assumed help to guide this study were illustrated (cf. par. 3.6).

In Chapter four, the selected research design and methodology employed in the course of this study were illustrated. A positivist research paradigm that was chosen for this study has been clarified (cf. par. 4.4). Following this, an explanatory sequential mixed methods approach that was chosen to this study introduced and justified (cf. par. 4.3). In line with the notion of an explanatory sequential mixed method design, the analyses were carried out in two separate phases and the final result was triangulated to verify whether the finding of the two phases agreed or not. In relation to this, six (6) participant schools were selected purposively by employing maximal variation technique (cf. par. 4.5). Six schools at the two extremes as least and best achiever schools of the Zone were chosen as a sample. The chapter also focused on the topics that are vital to the mixed research approach in terms of the population, the sample and the sampling techniques, instrumentation and data collection procedures, method of data analysis, aspect of reliability, validity and trustworthiness of the instrument and ethical consideration (cf. par. 4.9 & 4.10).

In chapter five, different set of data were analysed and interpreted with the purpose of identifying an effective type leadership behaviours that enhance better students' achievement. To this effect, the analysis of quantitative data was carried out both through descriptive and inferential statistics. The descriptive analyses were carried out by using frequency count, percentage, mean value and standard deviation that computed per school and per group in performing the specified task or engaging in by principals. Inferential statistics such as t-test, chi-square, Pearson correlation, regression analysis and adjusted R^2 were utilized. Furthermore, trends of relationship between the leadership behaviours that exhibited by principals of the sample schools and students' achievement were also assessed through scatterplot and line graphs analysis. The result obtained from the quantitative data analysis which has major weight was substantiated with the findings of the qualitative data analysis that carried out in the second phase of the study (cf. par. 5.7). Generally, the results obtained in the two phases were combined and interpreted per research sub-questions (cf. par. 5.5.2 - 5.5.6).

In Chapter 6 of this study, first a brief introduction was given and followed by the summary of the research process. Then the findings of the study and the corresponding discussion were presented. Depending on the major findings and the conclusion that were drawn, recommendations were given per the research questions. In the last part, limitation of the study, avenues for future study and conclusive remark were given.

6.3 FINDINGS OF THE STUDY

In this section of chapter six, major findings that were obtained from the quantitative and qualitative data analysis and from the related literatures reviewed in chapter two and three of this study were presented. The findings and its corresponding discussion were presented per the five research sub-questions. Though these findings may not provide all the answers, it is hoped that they will add to the existing body of knowledge regarding the effect of principals' leadership behaviours on students' achievement. Accordingly, the findings with respect to: the effect of ILM on students' achievement, the effect of principals' leadership orientation on students' achievement, the correlation between school climate and students' achievement, the pathways of principals' leadership effect and the specific leadership behaviours that were perceived as useful by participants were

presented. The findings were discussed according to the five research sub-questions phrased earlier in the study.

6.3.1 Findings with regard to sub-question 1: What effect does the integrative leadership model (ILM) that comprises instructional and transformational behaviour have on students' achievement in secondary schools of Gedeo Zone?

In this sub-section, the findings regarding the effect of employing integrative leadership model (ILM) that comprises instructional and transformational behaviour on students' achievement was presented. In support of this, results and findings that led towards the specified inference are discussed as evidence. Indeed, the findings are based on the results obtained from empirical data analysis of chapter five (cf. par 5.5.2) and the related literatures reviewed in chapter two and three of this study.

- Employing ILM that comprised instructional and transformational behaviour enabled school principals to realize better academic achievement of students (cf. par 5.5.2). Properly practicing ingredient behaviours of instructional leadership behaviour enable principals to lead effectively the teaching-learning process (cf. par 5.5.2.1). At the same time, effectiveness in practicing component behaviours of transformational leadership enables the principal to inspire, motivate and empower the school community which in turn initiate them for attaining higher level result (cf. par 5.5.2.2).

- The correlation between effectively practicing ILM and students' achievement is positive and strong (see Table 5.9). Therefore, school principals who effectively practiced ILM that incorporate instructional and transformational behaviour could improve students' academic achievement significantly. Evidently, the result obtained from the computed Pearson moment correlation ($r = 0.90$, $p = 0.05$) revealed the presence of statistically significant correlation between ILM and students' achievement (cf. par. 5.5.2.3). Besides, the findings identified from the qualitative data analysis also strengthened the result obtained from the quantitative data. The vast majority of participants suggested about the appropriateness of integrative model as they believed that principals who exhibit instructional behaviour can exert positive influence on the

accomplishment of the teaching-learning process and simultaneously inspire, motivate and empower members through exhibiting transformational behaviour and consequently it initiated them for achieving higher level result (cf. par. 5.6.3). This means school principals who properly exhibit ILM inspire and empower members so that followers (the school community) work with commitment to accomplish the teaching learning process and thus better academic achievement of students' could be realized subsequently.

- The hypothesis H1 that is stated as: *"Principals' who score high in performing instructional and transformational components' of an integrative leadership model are effective in improving students'* is confirmed. This was revealed by the result of regression coefficient (r= 0.010915, *p*=0.0000) that was obtained from the hypothesis test implies that an increases in practicing of ILM by one percent may yield almost one percent improvement in student's achievement. Furthermore, the result obtained in terms of effect size as measured by r2 was large (r2 = .82) that indicated almost 82 % of the variance in student academic achievement was accounted to practicing of ILM (cf. par. 5.5.2.3). Hence, the statistical evidences indicated that properly exhibiting ILM enables to realize significant improvement on students' achievement.

In the analysis of the research sub-question, the relationship between the two constituent behaviours of the ILM was examined visually by plotting the paired measurements on graph. Each pair of score represents the performance of the six sample school principals in the two ingredient leadership behaviours (see the detail in section 5.8). The graphic result was shown that the relative position of the six sample schools of the best achiever' and the least achievers' school category. In Figure 5.1 under section 5.5.2.3 of Chapter 5, major findings with respect to the interaction between effectively performing components of ILM and students achievement presented in summarized way (see Figure 5.1 once again). The graph illustrated that better academic achievement of students' in the school RBAS-3, RBAS-2 and RBAS-1 were possibly an attribution of principals' effectiveness in practicing both instructional and transformational leadership behaviour which is a building block of ILM. Thus, high performance in both instructional and transformational leadership behaviour has direct association with higher students' achievement. Conclusively, high performance by principals of best achiever schools both in aspects of teaching-learning

process (instructional behaviour) and also in influencing members to go beyond their personal interest (transformational behaviour) enable them to succeed in realizing better students' achievement.

- o High performance in both designing and communicating of the school mission enabled Group-2 principals to secure the collaboration of stakeholders in accomplishing goals. Specifically, high performance score of Group-2 school principals' in practicing the function 'framing school goals' and 'communicating the school goals' (dimension of defining school mission) shown their effectiveness both in setting clear, aspiring and feasible goals and in communicating the established goals (cf. par. 5.5.2.1).

- o Effectiveness in practicing the core dimension of 'managing instructional program' which incorporate three functions such as 'supervising and evaluating instruction', 'coordinating the curriculum' and 'monitoring student progress' determines the degree to which effective type of teaching-learning process has to be carried out. Evidently, the significant difference observed between the performance of principals of Goup1 and Group-2 schools in practicing the above three functions may determine the quality of instruction which has direct impact on students' achievement. Effectiveness in practicing instructional leadership behaviours limit the degree to which students' success is realized. In consistent with the result obtained in this study, the findings obtained from literatures revealed that principals who effectively supervise and evaluate instruction, provide professional support to teachers and monitor instruction through classroom visit can align classroom practice with the ultimate goal of the school, that is students' achievement (cf. Alig-mielCarek, 2003; Leithwood and Louis, 2012).

- o High performance in the dimension of 'promoting positive school learning climate' by principals of Group-2 schools enabled them to maintain their successfulness in those three consecutive years where students' achievement data were taken into consideration. Perhaps the most significant difference observed in the performance of the two groups is identified in 'promoting professional development of teachers' from those five leadership functions set under third dimension. The study found that principals of Group-1 promoted professional development of teachers ineffectively (at low level) while principals of Group-2

accomplished it effectively (at higher level). The result obtained from the analysis shown that in 'maintaining visibility' Group-2 principals scored high, whereas principals of Group-1 were average. Maintaining high visibility by Group-2 principals helped them not only to recognize the actual condition in the school but also it offered an opportunity to motivate teachers. This result is in congruence with the finding of Kwinda 2002 who stated that visible principal has motivate teachers, monitor instruction, provide support and has knowledge of what actually going on in the school. Regarding functions of 'providing incentive for teachers' and 'providing incentive for learning' the result of the analysis shown an effectiveness of Group-2 principals. This implies that principals of Group-2 were better in motivating both teachers and students by providing incentive for their commitment and best achievement. Thus, by doing so, these principals strengthen desirable behaviour and consequently increased the commitment of the school community through providing incentives. Thus, persistently rewarding best performers in their accomplishment means activating all members to work at the best of their ability in future and in promoting culture of hard work and thus the conducive climate created through time help principals to harness the staff easily to wards actualizing of better students' achievement.

- Due to high performance in practicing the transformational behaviour by principals, members in Group 2 schools were inspired, motivated and empowered. Accordingly, Group-2 school principals influenced members to commit for achieving higher level result. This result is consistent with the findings of Norris et al. (2002), Nguni et.al. (2006) and Ross and Gray (2006) who privilege the importance of transformational behaviour for improving students' achievement as it has stronger effect on teachers' commitment, teachers' empowerment, multi stakeholder participation in decision and in promoting self-initiated change.

- High performance in the vision cluster by principals of Group-2 schools enabled to get allies who perceive the school vision as their own and thus committed enthusiastically to its realization. Evidently, the descriptive analysis result of this study indicated that Group-2 principals preformed effectively both the function of 'developing shared vision as well as in building consensus on the vision and priorities' (cf. par. 5.5.2.2).

  - Group-2 schools had committed members who strived for achieving best result due to their school principals influence on their sense of efficacy, eagerness to

learn from others and ability to examine valuableness of the existing knowledge, assumptions and strategies (cf. par. 5.5.2.2). Regarding practicing the three functions of 'performance cluster' Group-1 principals accomplished moderately while Group-2 principals performed at higher level. Specifically, exerting effective influence through expecting high performance by principals of Group-2 helped members for the achievement of best result. Similarly, high performance in 'providing individualized assistance' by principals of Group 2 schools enabled them not only to recognize member's strength and weakness but also to provide appropriate individualized support. The significant difference was seen in providing intellectual stimulation benefited Group-2 principals by actualizing constant improvement through encouraging members to examine the existed assumptions, values, practices and strategies for its appropriateness.

- Principals of best achiever schools strengthen positive school culture by being role models that go beyond personal interest, build trust with in the school, share leadership and make decisions. The performance of Group-1 principals was identified as moderate in all four behaviours set under culture cantered cluster which help to develop positive work culture in the school while the performance of Group-2 principalswas found high (cf. par. 5.5.2.2).

- Effective school principals are those who secure success in three major aspects of school leadership that are related with providing effective leadership in leading the teaching-learning program, transforming the school community so that they commit themselves for realizing school success and preserving of positive school culture and climate (cf. par. 5.5.2.3). This can be inferred from the three dimensions of instructional leadership model of Hallinger's (2003), the three clusters of transformational behaviour developed by Leithwood and Jantzi (2006) and the response of a considerable number of interviewees regarding effective principals' leadership behaviours. Specifically, the three core dimensions of Hallingar's instructional leadership are 'defining school mission', 'managing instructional program' and 'promoting positive learning climate', whereas the three clusters in Leithwood and Jantzi (2006) model include 'mission cantered', 'performance cantered' and 'culture cantered'. Even though, these two models differ in their aspect of emphasis, the ways they are structured have similarity. For instance, the third constituent in both case intended to secure productive

culture and school climate which is determinant factor for ensuring of sustainability of students'achievement. This implies that preserving positive school culture and climate is usefulleadership behaviour that helps to realize students' development constantly. This idea is supported by a considerable number of participants and they proposed 'nurturing positive school culture and climate' as important ingredient behaviour of effective principals' (cf. par. 5.6.3). Regarding this point, Hoy and Miskel (2008) stated that when academic optimism maintained in school, a culture of collective beliefs and norms which view teachers as capable, students as willing, parents as supportive, and academic success as achievable is created.   Furthermore, they underlined that when strong school culture of efficacy maintained in the school, high student achievement could be realized because such culture may lead to acceptance of challenging goals, strong organizational effort and persistence that channel to better performance. Thus, sustainable student achievement would be realized when principals are able to secure conducive school culture and climate particularly if they preserve constructive affective and academic environment in the school. This implies that even a good student score which is achieved fortunately due to the occurance of certain contributing factors may not be sustained as it lacks strong attitudinal and academic emphasis which serves as a foundation to preserve continuity of the result gained.

Therefore, principals to be effective in realizing better students' achievement, they required to lead effectively ; the instructional program which is a foundation of students learning, exhibit appropriate type of transformational leadership behaviours that govern the commitment level of the school community and preserving positive school culture which has direct effect in maintaining continuity of success.

6.3.2 Findings with regard to sub-question 2: Which type of principals' leadership behavioural orientation has positive effect on students' achievement in secondary schools of Gedeo Zone, Ethiopia?

In this sub-section, conclusions were drawn based on the result obtained from the analysis and literatures regarding the effect of principals' leadership orientation (task, relationship and change behaviours) on students' achievement are presented. In line with the essence

of research Sub-question, Q-2, the effects of the three meta-category of principals' leadership orientation (task, relationship and change) on students' achievement were examined and conclusions were drawn based on the result obtained from empirical data analysis and literatures reviewed in chapter two and three.

The research Sub- question, Q-2 is: *Which types of principals' leadership behavioural orientation have positive effect on students' achievement in secondary schools of Gedeo zone, Ethiopia?*

- Principals who give high emphasis for task behaviours more likely exert positive effect on the behaviours, thought and actions of the school community which in turn contribute for realizing better students' academic achievement (cf. par. 5.5.3.1). High emphasis was given for task behaviours by principals of Group-2 schools enabled them to achieve better result in students' learning as focusing on such role help to retain stake holders in doing productive work by providing detail plan and specific goals to be achieved. Such task oriented behaviours of Group-2 principals may be emanated from their strong sprit of successfulness and the ambition they have to control the trends in their school. Evidently, the findings obtained from both quantitative and qualitative data analysis revealed the presence of strong positive association between exhibiting of task oriented behaviours and improvement of students' achievement. The regression result of (r=0.015571, p=0.0000) obtained from quantitative data analysis shown that increasing task oriented behaviours by school principals with one percent could yield 1.5 percent improvement in student's achievement (cf. par. 5.5.3.2).

- In the same way, the finding obtained from qualitative data analysis also indicated that exhibiting task oriented behaviours help to exert positive influence on the behaviours and actions of the school community so that they work for enhancing better students' achievement. For instance, P-6 stated, "To be effective, principals *should spend more time on task oriented behaviours like setting plan, organize work and people, direct people and control the teaching-learning process*". Alike P-6 most interviewees argued that when the principal exhibits frequently a task oriented behaviours, the school community becomes alert regarding what is expected of them and thus by doing as expected of them, they contribute for the improvement of students' academic achievement (cf. par.

5.6.4).

- Further, by supplementing the result mentioned above, the findings obtained from document review of the sample schools indicated that principals of the Group 2 (best achiever) schools exhibited more task-oriented leadership behaviour than principals of Group 1 schools. For instance, the school minutes reviewed in Group-2 schools shown lists of different committee with specific duties and responsibilities, evidence on provision of in-school training, check list employed to control accomplishment and discussion made on performance report of many sections revealed that principals in best achiever category exhibited task oriented behaviours (cf. par. 5.6.4).

- The result obtained from descriptive analysis indicated that task oriented behaviours exhibited by Group-1 and Group-2 principals were entirely different. The result generally shown low engagement of Group-1 principals on task behaviours while Group-2 schools principals engaged at higher level. Specifically, in terms of 'providing plan that specify what task and how it is done', 'define role and responsibilities of each member', and 'setting standards of performance and monitors members accomplishment' roles Group-2 principals exhibited high task behaviours. High emphasis on task behaviours offer opportunity to initiate work, direct members towards the designed goals and to monitor members' performance which in turn enhance better students' achievement (cf. par. 5.5.3.1).

- The relationship oriented behaviour has negative effect on students' academic achievement although the effect is insignificant. High emphasis given for relationship behaviours could not result in improvement of students' academic achievement. In this study, the result obtained from the computed regression coefficient (r=-0.0030043, p=0.2256) revealed that an increased engagement in relationship behaviour by one percent, negatively affected students' academic achievement by nearly 0.3 percent. Further, the probability value (p=0.2256) indicated that there was no statistical evidence whether the effect of such behaviour is significant (cf. par. 5.5.3.2).

- Exhibiting relationship oriented behaviours may not have direct effect on students' achievement. Slightly different findings were found from the qualitative data analysis regarding relationship oriented behaviours. The majority of interviewees

argued that next to task behaviours, principals were required to give the second highest emphasis to relationship behaviours to be effective, although the result obtained from the quantitative data analysis revealed principals' high or low engagement in relationship behaviours did not bring difference on students' achievement. Evidently, the emphasis on the relationship behaviours by both Group-1 and Group-2 school principals were moderate, however by nullifying the influence of relationship behaviours, the students' achievement scores were significantly different in the two groups of schools. Thus, the incompatibility of the findings obtained from the two types of data analyses made us to be cautious about the importance of keeping the relationship behaviours only at reasonable level of emphasis. Regarding the correlation between high relationship behaviours and performance enhancement, Yukl (2010) commented that no consistent findings are obtained from literatures as some researchers claimed as it correlates positively while some others relate it only with creation of emotional integrity and even someinvestigators asserted as it is inversely related.

- An increased engagement in change behaviour could result in an increased student achievement. The result obtained from the computed regression coefficient of (r=0.007654, *p*=0.0000) indicated that when a change-oriented leadership behaviour increases by 1 percent, students' achievement also increases by 0.7 percent (cf. par. 5.5.3.2). Plainly, the result of the analysis shown that change focused behaviours of Group-1 principals rated as 'moderate while that of Group-2 principals rated high. This indicates that there is a direct relation between change oriented behaviours of principals and students' achievement. The result summarized from the qualitative data analysis indicated that principals have to strive to bring change in all aspects of the school life, but it shouldn't be done merely for the sake of bringing change, it should be applied whenever it is necessary. Thus, when there is clear purpose and adequate reasons, principals could give high emphasis for change behaviours (cf. par. 5.6.4). Specifically, regarding 'envision exciting new possibilities for the school', Group-1 principals exhibited average emphasis while Group-2 principals' determined as high. The result implies that principals Group-2 schools were actively searching new possibilities and initiating members to use with the emerged opportunity. In term of 'encouraging members to innovate new strategies' the emphasis given by

Group-1 principals was low while Group-2 principals engagement rated high. This implies that members in best achiever schools are encouraged to think out of box and to exercise innovated strategies.

To learn about the type of relationship observed between principals' leadership orientation and students' achievement in the least and best achiever categories, trends in emphasizing on the three meta-category of leadership were also examined with the help of three separate line graphs that illustrated in Figure 5.2 in chapter 5.

The line graph presented in Figure 5.2 shows the extent to which the three types of leadership orientation emphasized on by principals of Group-1 and Group-2 schools (See Figure 5.2 presented under section 5.5.3.2). From the result visualized with three lines the following conclusions can be drawn.

- Principals of Group-2 schools' exceeded principal of Group-1's schools' engagement in all the three types of leadership categories, although the difference observed in terms of relationship behaviour appears insignificant. The line graphs indicated that principals of Group-2 schools were more active than principals of Group-1 schools. This implies that principals of best achiever schools are more influential than principals of the least achiever schools (cf. par. 5.5.3.2). Therefore , principals are effective in realizing better students' achievement exhibit above average engagement in all task , change and relationship behaviours, particularly, they give high emphasis for the accomplishment of tasks and for the endorsement of change than the ineffective one.

- The graph also illustrated that the emphasis given by principals of Group-2 for task and change behaviours were high. Thus, it implies that high emphasis for task and change behaviours may help to realize better academic achievement.

- The line graph that represented relationship behaviours ascertained moderate level of engagement of both groups. This indicated that there is no direct relation between relationship behaviours and students' achievement as the same degree of emphasis resulted into different level of students' achievement.

- From the findings, it is logical to assume, Group-1 principals preferred to be passive so as to minimize challenges that encounter them if they exhibited high task and high change behaviours in carrying out their leadership role. Thus, it is

reasonable if someone correlates active engagement of principals in all school affairs could result in better student achievement.

The hypothesis **H2** that is stated as: '*all type of leadership orientation of principals (task, relationship and change) yield a statistically significant achievement of students in secondary schools of Gedeo Zone'* was tested using regression coefficient.

- The result obtained from the hypothesis testing confirmed positive relationship between leadership orientation and students' achievement only for task and change oriented behaviours. This can be inferred from coefficient 0.015571 and 0.007654 of the task and change behaviours respectively. An implication of this result is that enhancement in these two types of leadership style yield statistically significant improvement in students' achievement (cf. par. 5.5.3.2, see Table 5.15).

- However, relationship oriented behaviour has a negative relation with students' academic achievement as test result (r= -0.003043, *p*=0.2256) revealed the inverse relationships in between the two variables although the effect is insignificant.

6.3.3 Recommendations with regard to sub-question 3: To what extent do preserving of positive school climate correlate with academic achievement of students in secondary schools of Gedeo Zone?

In this sub section, conclusion and discussion are made based on the result obtained from both quantitative and qualitative data analysis with respect to the relation between preserving of positive school climate and students' achievement is presented. Specifically, based on the results obtained from the analysis regarding the association between preserving of the physical, social, affective and academic environment and students' achievement conclusions were drawn. In support of the conclusions drawn, discussion are made based on the result obtained from multiple line graph, Pearson correlation and regression and also by supplementing with the finding obtained from qualitative data analysis. The related research sub-question was: *To what extent do preserving of positive school climate correlates with academic achievement of students in secondary schools of Gedeo Zone?*

Accordingly, the following conclusions are drawn depending on the result obtained from

the quantitative and qualitative data analysis.

- Better students' achievement in Group-2 schools was attributed from high performance of principals in providing physically conducive and attractive environment while Group-1 schools was moderate in this respect (cf. par. 5.5.4.1). The result of the analysis indicated that Group-2 schools had better facilities and conducive environment for conducting teaching-learning process which facilitated for better students' achievement. For instance, in terms of 'furnishing offices, library, ICT centre and laboratory with modern instructional materials' the study found out moderate performance of Group-1 principals while principals of Group -2 performed it at higher level. This implies that Group-2 schools furnished learning and offices with modern infrastructure that facilitate for provision of quality education. Further, in terms of 'creating an environment which is free of frustration and feeling of insecurity', the study found moderate performance of Group-1 schools while performance of Group-2 schools rated as high. An implication of this result is that students in Group-2 schools felt secured and thus it gave ample opportunity to fully emphasis on their education. Similarly, the analysis about 'providing of basic instructional materials on time and required amount', the result shown high achievement of Group-2 schools while the success level of Group-1 schools was moderate. It implies that principals of Group-2 offered basic instructional materials that enabled to run the teaching-learning process smoothly.

- Making social environment conducive did not have any clear implication in terms of improving students' achievement (cf. par. 5.5.4.1). Certainly, the performance of both groups of schools ascertained high, although this did not yield equally better students' achievement in the two categories of schools in similar way. The implication of this result is that improving social environment may not yield better students' achievement in the same manner. Specifically, both groups of schools were equally successful in realizing open communication between teachers and students on academic matter and also succeeded in convincing teachers to manage any problems that were related with students learning. Differently, the result obtained in terms of realizing regular interaction among parents, teachers and students on aspect of education' and in involving the school community in decision making process being different where the performance of Group -2

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schools higher than Group -1 schools. Despite some differences in performing certain leadership functions that were intended to make the social environment conducive for learning, generally the performance of the two categories were similar regarding this pillar (see Table 5.17).

- Better students' achievement in Group-2 schools was ascription of high performance in maintaining attitudinally supportive and encouraging environment that boost learning (cf. par. 5.5.4.1). The result obtained from the analysis revealed that Group-1 principals satisfied the school community in preserving productive affective environment at moderate level while principals of Group-2 schools fulfilled it at higher level (see Table 5.18). This result implies that achievement of Group -2 principals were better in promoting positive attitude which provide a fertile ground for improving students' performance. Specifically, high performance of Group-2 schools in terms of 'developing sprit of supportiveness and caring among members' implies that members feel easy and comfortable to work together. Further, the high performance of Group-2 principals in 'encouraging the school community to respect each other and valued one another's indicated that a culture of respect and appreciation of one another's achievement cherished in best achiever category of schools which consequently strengthen hard work and successfulness (see Table 5.18). Likewise, performance of Group-2 schools in terms of 'promoting a sense of community among major stake holders of the school' rated high and this means that principals of best achiever schools succeeded in synergizing members effort that contribute for realizing better students' achievement. With respect to 'influencing parents to view the school as their asset and thus they perceived it as inviting, warm and helpful campuses' the study found performance of Group-1 as moderate while the performance of Group-2 schools credited high. This implies that principals of Group-2 succeeded in developing sense of ownership in parents and making them free to visit the school.

- High performance of Group-2 schools principals in preserving academically motivating and aspiring environment for students result in better students' academic achievement (cf. par. 5.5.4.1, see Table 5.19). The performance of Group-1 principals was found moderate regarding 'creating conducive academic environment, whereas the performance of Group-2 principals was identified as

high. An implication of this result is that principals of Group-2 schools were successful in creating conducive academic environment which facilitated better students' achievement. Specifically, high performance of Group-2 schools principals in terms of convincing teachers to have collective sense of efficacy about students' successfulness' implies that members working enthusiastically with a sense of '**we can'** that in turn initiated them to exert more effort to achieve the best results. With respect to this point, Hoy and Miskel (2008) stated that collective culture of efficacy lead members exert effort to realize better students' achievement and thus they accept challenging goals, add more effort and work persistently to achieve the best result (cf. par. 2.2.6). Further, high performance of Group-2 schools with respect to 'giving high expectations for teachers and students then trust them as they could succeed' indicated that principals of the best achiever schools successfully improved students' achievement by expecting high from each member per his/her potential and actualize the presumed result through assistance. Similarly, in performing function of 'consistently rewarding and praising effective teachers and students' the accomplishment of Group-2 were high while that of Group-1 principals was found moderate. This result implies that principals of Group-1 indirectly enforced best performers to slow down their effort by denying rewards/incentives. Therefore, giving rewards for those performed high is a means of motivaing all the school community work with commitment and use their potential for achieving the best result. Regularly monitoring students' progress and utilize the data to improve learners result' functions were performed by principals of Group-2 at higher level and this in turn helped to improve learners result. Continually, checking the progress made by students in their academic effort and using the data for improving learners' performance is a feasible leadership tool that has to be employed by effective school principals.

Generally, from the result of descriptive data analysis, it is possible to conclude that high performance of Group-2 principals in preserving positive school climate by effectively practicing the leadership roles entailed in pillars of physical, affective and academic environment led to better students' achievement (cf. par. 5.5.4.1).

In addition to the above analysis, the association between preserving of positive school

climate and students' academic achievement were examined with three different statistical tools. These tools are Pearson correlation, regression coefficient and multiple line graph. Thus, based on results obtained from the analysis, the following findings are identified.

- The correlation ($r = 0.72$, $p = 0.05$) between preserving of positive school climate and students' academic achievement is positive and strong (cf. par. 5.5.4.2; see Table 5.21). The correlation test result ($r = 0.72$, $p = 0.05$) that was computed with Pearson-product moment in between preserving of school culture and climate (SCC) and students' achievement (SA) revealed the presence of statistically significant correlation. This result implies that those school principals who preserved positive school climate succeeded in improving students' achievement, whereas those who were reluctant to preserve constructive school climate appeared less effective in realizing better students' achievement.

Furthermore, in this study, the related alternative hypothesis (**H3**) was stated as: '*Preserving a conducive school climate has positive correlation with academic achievement of students in secondary schools of Gedeo Zone*' was tested with regression statistics either to confirm or reject the proposed hypothesis.

- Promoting an academic, affective and physical environment pillars of school climate by principals affect students' academic achievement positively (see Table 5.20). The regression test results indicated that promoting an academic, affective and physical environment of the school climate by school principals are more likely to affect students' achievement ((cf. par. 5.5.4.2; see Table 5.22). Specifically, the regression test result in relation to the pillar of academic environment, the coefficient 0.028385 shown that an increase in the conduciveness of academic environment by 1 percent yielded 2.8 percent increase in student's achievement. Similarly, with respect to the affective environment, the regression coefficient 0.017059 shown that an increase in conduciveness of affective environment by 1 percent yielded 1.7 percent improvement in students' success. Further, the coefficient 0.009357 shown that increase in promoting pillar of physical environment by 1 percent yielded 0.9 percent improvement in student's achievement.

- The probability values (p=0.0000), (p=0.0000) and (p=0.0023) for academic, affective and physical environment respectively confirmed the existence of strong statistical evidence that affect significantly on students' academic achievement. Furthermore, the effect size as measured by r2 (r2 =.59) indicated that 59 % of the variance in student academic achievement accounted for preserving of positive school culture and climate (see Table 5.22). Therefore, **H3** hypothesis stated above only confirmed for academic, affective and physical environment pillars of preserving positive school culture and climate. The implication of this result is that an increment in these three pillars of school culture and climate yielded statistically significant improvement in students' achievement.

- In this study, a bit striking result emerged from the analysis of the quantitative data which revealed the presence of negative correlation between promoting social environment and students' achievement, whereas somewhat different findings were obtained from the qualitative data that indicated some positive effect of social environment on students' achievement (cf. par. 5.5.4.2 & 5.6.5). The regression coefficient result of -0.005803 indicated that promoting of the social environment pillar of the school climate is negatively affecting students' achievement by nearly 0.5 percent provided that other factors are equal. Furthermore, the probability value (p=0.0619) indicated that there is no statistical evidence whether the effect of such leadership behaviour of school principals' is significant. In summary, promoting social environment pillar of a school climate has a negative relationship with students' academic achievement although the effect is insignificant.

Another statistical tool employed to assess the relationship between preserving of positive school climate and students' achievement was multiple line graphs. The multiple line graphs helped to investigate if any pattern of relation existed in between preserving of positive school climate and students' achievement. Performance trends with respect to the four pillars of preserving positive school culture and climate are shown by four lines that represented physical, social, affective and academic environment. Therefore, the conclusion drawn from graphic result (visual finding) regarding the type and trend of relation found between preserving of positive school climate and students' achievement in Group-1 and Group-2 schools is presented in Fig-3 (see Figure 5.3 and the related discussion presented in section 5.5.4.2 once again). The conclusions drawn based on

the result obtained from graphic analysis are:

- Principals of Group -2 schools were better in providing conducive learning environment for students through improving the physical, social, affective and academic environment of the school climate (cf. par. 5.5.4.1; see Table 5.20). This result indicated that those students who learn in Group-2 schools had better opportunity for success as principals of their school provides more conducive environment of learning.

- Principals in Group-1 category offered more emphasis for making the social and physical environment in relation to the other pillars while their performances were lowest in creating conducive affective and academic environment. On the other hand, the achievement of principals of Group-2 schools was different from Group1's best performance pillars, the highest result was obtained in creating conducive environment in terms of affective and academic pillars (see Fig-3).

- Affective and academic environment have strong effect in determining the degree to which students' achievement is realized. This was inferred from the highest differences observed between principals of the least and the best achiever schools of the Zone. On the other hand, the lowest difference was observed in terms of creating conducive social environment cf. par. 5.5.4.2, see Fig-3). The implication of this result is that affective and academic environment have strong effect in determining the degree to which students' achievement is realized.

6.3.4 Findings with regard to sub-question 4: In what path way(s) do the behaviours' of school principals' influence on students' achievement in secondary schools of Gedeo zone, Ethiopia?

In this section of chapter six, the conclusion drawn based on results obtained from the quantitative and qualitative analysis regarding the directness or indirectness of the path ways of principals' leadership effect is presented and discussed. A total of 12 leadership functions were assessed to identify the directness or indirectness of the principals' leadership effect on students' achievement. Six of the leadership functions represent instructional behaviour while the other six are representing the transformational behaviour in which cumulatively build an integrative leadership model ((cf. par. 5.5.5; see Table 5.23). The analysis intended to sort out whether the pathways of principals' leadership effect through direct face to face interaction of the directors and the students or indirect

through which the thought, actions and aspiration of the director could influence on students learning using mediator ariables like teachers, parents, PTSA members and policy document that exist between the director and the learners. Therefore, based on the

result obtained from the analysis the following conclusions are drawn and supported with illuminative discussion.

- Dominantly, the pathway of leadership effect which exerted by the school principal that arisen in the process of practicing instructional leadership role moved to the learners indirectly through mediators especially by the involvement of teachers as intermediating variable. The result of the analysis shown that out of the six items which represent instructional leadership, respondents determines the pathways of principals' leadership effect as direct only in relation to two functions (see Table 5.23). Except in relation to the two instructional functions that are described as 'organizing classrooms for instruction' and 'saving instructional time by protecting it from distracter' (see item No. 1 and 6) for the other functions that specified in item No.2,3, 4 and 5 the pathways of principals' leadership effect is determined as indirect (see Table 5.24). Conclusively, principals' leadership influences that arise in the process of providing instructional leadership moved to the learners basically through indirect route which involve mediator variables.

- The pathways of leadership effect that were created in process of practicing transformational leadership behaviours influence learners through indirectly through intermediary variables. The result obtained about the pathways of principals' leadership effect in all the six functions represent transformational behaviours indicated that it moved to the learners through indirect route (cf. par. 5.5.5; see Table 5.23).

- Principals' leadership effect that emanated in process of practicing integrative leadership influence learners through indirect route by involving mediator variables. The result of the analysis shown that 66.67 % of items representing instructional behaviour, 100 % of items stand for transformational behaviour and the sum total result of 83.33 % of all items that construct an integrative model evidenced indirect pathways of principals' leadership influence through the use of mediator variables between a leader and students like teachers, PSTA, parents and the community.

- Both teachers and students agreed substantially about the indirectness of the pathways of principals' leadership effect. The result of the analysis indicated that except in the case of 'supervising teachers' classroom and gave contractive

comments' (item 3) of the instructional behaviour and 'share leadership role to the major stakeholders' (item 7) of transformational behaviour, in all other 10 functions, no statically significant difference was found between the response of teachers and students. Evidently, in the case of item-3, the computed chi-square value ($\chi2 = 5.065$, do $=1$, $\rho =0.05$) which is greater than the Table value of (3.841) revealed the presence of a statistically significant difference between teachers' and students' response. In the case of item-7, the computed chi-square value ($\chi2 = 5.22$, do $=1$, $\rho =0.05$) is greater than the table value of (3.841) and thus this revealed that there was a statistically significant difference between the response of teachers' and students' (cf. par. 5.5.5). Probably such gap may be observed due to unequal value given to the specified leadership role and also due to the presence difference in recognizing the issue under consideration by the two groups of respondent.

From the result obtained, we can easily recognize the agreement between teachers' and students' respondent regarding indirectness of principals' leadership effect. Therefore, the finding of the study support the proposed hypothesis that specified as: *'the effect of principals' leadership behaviours on academic achievement of students is indirect through mediation of teachers, PTSA and parents than direct'.*

Similarly, the result obtained from the qualitative data analysis also revealed the indirectness of principals' leadership effect. The vast majority 12 (66.67 %) of participants claimed principals' leadership effect was indirect (see Table 5.23). They argued that the possibility of having direct interaction between the students' and the principal is very minimal if not none.

Generally, most of the interviewees ascertained that principals can have daily interaction with teachers and parents (at least with PTSA committee) than they do with students cf. par. 5.6.6). As the result this, they recommended to principals to make interaction with students' by using teachers and parents as mediator variables instead of doing by themselves since it is difficult from the nature of work they needed to do and largeness of students' number. Thus, communicating indirectly with students could help to multiply the chance of exerting positive influence on learners' behaviours by principals. The finding of

this study is in consistence with the result obtained in previous studies cf. par. 5.5.5 & 5.6.6). For instance, Leithwood, et al. (2004); Louis, et al. (2010); Murphy, et al. (2006) and Robinson, et al. (2008) stated that the impact of principals' leadership behaviours on students' achievement is basically indirect as the principals' leadership influence path through mediators (cf. par. 3.5). On their parts Chrispeels et al., (2008) have concluded that principals have a difficult time with leading alone and thus their positive effect on student achievement appealed indirectly through involving teachers, PTSA and/or parents as mediators (cf. par. 3.5).

6.3.5 Findings with regard to sub-question 5: What specific leadership behaviours are perceived as important for secondary school principals so as to exert influence on students' academic achievement?

In this section, the findings obtained from the quantitative and qualitative data analysis and related literatures about an important type of specific leadership behaviours that help principals to improve students' achievement are presented. Even though, emphasis was given to sort out the importance of some instructional and transformational leadership behaviours, components of some other leadership styles were scrutinized. In the quantitative data analysis, the importances of seven different models were considered per the perception of respondents (cf. par. 5.5.6; see Table 5.24). The examined styles were instructional (item 1-4), transformational (item 5-8), transactional (item 9), shared (item 10-13), organic (item 14 & 15), autocratic (item 16 & 17) and liaises-faire leadership style (item 18). Furthermore, in the qualitative data analysis, respondents were asked to propose any specific leadership behaviours that they perceived useful for enhancing students' achievement. Therefore, the findings obtained from empirical data analysis and related literatures are presented with illuminative discussion.

- Practicing the proposed instructional leadership behaviours enabled principals to realize better students' achievement (cf. par. 5.5.6; see Table 5.24). Specifically, 'making students' learning and academic progress as a priority of the school' valued as 'very important' because this behaviour help principals to assess the benefit gained in terms of students' learning in any decision making process. Similarly, 'acquiring adequate resource and allocating it by giving priority for

instruction' was also perceived as very important behaviour. The implication of this result is that fulfilling the necessary resources for instruction help principals to realize quality instruction which in turn leads to better students' achievement. Further, 'strengthening school supervision' credited 'very important' because the more opportunity given to teachers' to improve their profession, the more they become capable to provide quality instruction. 'Utilizing students' learning outcomes as a basis for program evaluation' was considered as very important function since using students' performance data as input enable the school to take realistic remedial measure.

- The proposed transformational functions are very important leadership ingredients that help the school principals to enhance students' academic achievement as it enabled them to influence on followers commitment (cf. par. 5.5.6; see Table 5.24). Specifically, 'offering an individualized support' were rated as 'very important'. The possible explanation to this result is that when principals provide individualized support for members per their strength, weakness and ability, it enabled them to utilize their potentials. The behaviour of 'symbolizing professional practice, value and vision' was also rated as very important. This result revealed that symbolizing professional practice could increase commitment of members. Similarly, 'establishing high performance expectations for members' was rated 'very important'. This implies that when principals provide high expectation for teachers and students it uplifts their work moral. This findings implies that the recognition given through high expectation for both teachers and students obviously motivate to work hard at the best of their potential to fulfill what is anticipated of them and this in turn help to realize better students achievement. Regarding this point, Hopkins (2003) statedthat effective leaders set high expectations, frequently monitor progress and create conducive climate for learning. 'Developing a structure that foster shared decision-making' was valued as very important' which refers an inclusive structure enabled principals to distribute work load and thus multiply their effort.

- The importance of transactional behaviour that represented by the statement 'motivating teachers through the principle of exchange: 'I will give you this, if you do that' are less important function (cf. par. 5.5.6; see Table 5.24). The possible explanation given from participants on open ended question credited low

importance to the specified behaviour that might emanate from the limited rewarding powers available in the hands of school principals that impede its practicability.

- Some behaviours that help to construct shared leadership model were credited as very important as it offer opportunity for principals to distribute work load for responsible allies and thus it multiply the leaders' effort which consequently result in better students' achievement (cf. par. 5.5.6; see Table 5.24). Arguably, Donaldson (2001) principals who share leadership responsibilities with others would be less subjected to burnout than principal "heroes" who attempt the challenges and complexities of leadership alone. Specifically, 'leading instruction and curriculum program in collaboration with teachers, students and parents' appraised as very important role. Thus, sharing instructional leadership roles with others enable the principal to influence every aspect of students learning. Empowering students by organizing them under many self-supporting small units' praised as partly important role. This result implies that principals could succeed partly due to unmanageable numbers of groups and some of them appear not only irresponsible but also incapable to support themselves. 'Creating a structure through which teachers are involved in leading their respective subject' was rated as 'very important' function. With respect to 'facilitating teacher-student academic performance review was credited as partly important due to the prevailing power difference existed in between these two groups.

- Promoting organic management could contribute for students' achievement only to some extent if it was employed by school principals (cf. par. 5.5.6; see Table 5.24). The result found in the study indicated that the importance of a leadership behaviour of 'employing organic management that promote staff cooperation and teacher control' was perceived as 'somewhat important'. This implies that principals could succeed only to some extent by making teachers to act dominantly in all affairs of the school. Similarly, 'avoiding hierarchical structure and let teachers make decision, coordinate and promote collegiality' was regarded as partly helpful for the school principals to actualize students' improvement. Thus, a principal who exhibit liazess fair style of leadership could not realize better students' achievement by letting every thing for teachers.

- Principals can succeed only to some extent by 'telling what and how teachers do

and follow their performance accordingly' (cf. par. 5.5.6; see Table 5.24). The result obtained from the analysis shown that exhibiting an autocratic behaviour in which principals tell everything what teachers should do as they are none professionals may not yield significant difference in students' achievement as teachers resist such views of principals.

- Employing conventional, hierarchical patterns of bureaucratic control' is less effective leadership behaviour. This result revealed that principals could achieve only to some extent by employing strict bureaucratic leadership behaviour.

- Letting teachers to work on their own without interference of a principal/supervisors' is totally ineffective leadership practice as principals could not get any meaningful benefit by exhibiting such type of Laissez-faire leadership behaviour in realizing better students' achievement (cf. par. 5.5.6; see Table 5.24).

For the purpose of triangulation as well as to refine the results obtained from the quantitative data analysis regarding the specific types of leadership behaviours that help principals to realize better students' achievement, interviewees were also asked to propose specific leadership behaviours they thought as useful for effecting better students' result. Four themes emerged from the response they gave as a list of specific leadership behaviours that were perceived as useful for actualizing students' success (cf. par. 5.6.7). Indeed, the lists of specific leadership behaviours provided by interviewees were found as building block of four types of leadership models. These include theme of instructional leadership, theme of transformational leadership, theme of promoting positive school climate and theme of shared leadership. The findings of the quantitative and the qualitative data analysis shown similarity broadly, except the addition of one new theme: preserving of positive school culture and climate as an important leadership role that help school principals' by interviewee to realize better achievements of students. Thus, a combination of behaviours set under instructional leadership, transformational leadership, promoting positive school climate and shared leadership are found important.

6.4 RECOMMENDATIONS FROM THE STUDY

As it is mentioned in section 1.5 of this research, the main objective of the study was to examine the effect of principals' leadership behaviours on academic achievement of students' and thereby to identify effective type of leadership behaviours that enhance

learners' success. Furthermore, the intention of this study was to add some useful insight, knowledge and practical experiences that contribute some ideas in resolving the existed controversies regarding effective type of principal leadership behaviours. Thus, to improve the academic achievement of students' in secondary schools by acquainting principals with an effective type of leadership practices per the findings obtained in this study, the following recommendations are suggested based on the five research sub-questions that were asked earlier at the beginning of the study.

The recommendations will be discussed according to the five research sub-questions phrased earlier in the study.

6.4.1 Recommendations with regard to sub-question 1: What effect does the integrative leadership model (ILM) that comprises instructional and transformational behaviour have on students' achievement in secondary schools of Gedeo Zone?

The finding of this study has clearly shown that effectively practicing integrative leadership model (ILM) which comprises instructional and transformational behaviour enabled school principals to realize better students' achievement. The study revealed an appropriateness of ILM in improving students' achievement as properly practicing instructional behaviour may enhance provision of quality instruction, whereas the accompanied transformational behaviours' enabled school principals to raise member's commitment by offering an opportunity for the leader to inspire, motivate and empower followers (cf. par. 5.5.2 & 5.6.3). The result obtained from regression coefficient analysis of (r= 0.010915, p=0.0000) implies that an increases in practicing ILM by one percent may yield almost one percent improvement in student's achievement (cf. par. 5.5.2.3). Furthermore, the result obtained in terms of effect size as measured by r2 was large (r2 = .82) that shown almost 82 % variance in students' achievement was accounted for employing of ILM (cf. par. 5.5.2.3). Hence, this statistical evidence specifies that properly practicing ILM enables to realize significant improvement on students' achievement. Based on the findings of this study and from the review of related literatures presented in Chapter 2 and 3, the following detail recommendations are forwarded (cf. par. 3.3 & 3.4).

- From the finding of this study, it is recommended to apply ILM which combines instructional and transformational behaviour in secondary schools of the Zone because the result of the study revealed the usefulness of the model in enhancing better students' academic achievement (cf. par. 5.5.2.3). The instructional behaviours as a part of ILM enable the school principal to succeed in the provision of quality instruction through well planned, organized and implemented program of teaching-learning process and concomitantly the transformational behaviours enable the leader to inspire, motivate and empower members so that they commit for realizing school goals by moving beyond their personal interest (cf. par. 5.6.3).

- From the nature and essences of the two major pillars of ILM (instructional and transformational behaviour), it is recommended that principals should have high performance in three core aspects of school leadership role so as they could realize better students' achievement in general. These major aspects of school leadership are related with providing effective leadership in leading the teaching-learning process that determine the extent to which students learning is realized, transforming and empowering the school community so as they become committed for the attainment of the school vision and preserving of positive school culture and climate that are determinant role to ensure sustainability of the achieved success (cf. par. 5.5.2.3 & 5.6.3).

- To be effective in realizing better students' achievement, principals should perform the three interdependent core leadership roles at higher level simultaneously because these core aspects reinforce each other and as a system, a failure in one core area affects the other two complementary aspects (cf. par. 3.3, 3.4 & 3.6).

- Although all specific functions set under instructional leadership help to carry out the teaching-learning process properly, effectively practicing the core dimension of 'managing instructional program' which incorporate three functions such as 'supervising and evaluating instruction', 'coordinating the curriculum' and 'monitoring student progress' determine the degree to which quality teaching-learning process is carried out and thus special emphasis has to be given for this dimension to realize better students' achievement (cf. par. 5.5.2.1 & 5.6.3). Similarly, the performance centre dimension that comprises the leadership role of

'holding high performance expectations', 'providing individualized support' and 'supplying intellectual stimulation' contribute equally for the improvement of students' achievement by appealing on the motivation and capability of the school community (cf. par. 5.5.2.2 & 5.6.3).

- The third dimensions of both the instructional and transformational pillars that intended to secure productive culture and school climate which is determinant factor for ensuring of sustainability of students' achievement has to be emphasized on by school principals to realize students' development continuously (cf. par. 5.5.2.3).

- In order to get a promising result by applying ILM, an introductory workshop has to be given to secondary school principals' of Gedeo Zone, educational leaders/experts that are found at different echelons of the education system and policy makers. The workshop is an important first step endeavour that helps to create awareness about the notion and importance of the model. The introductory workshop may be prepared in collaboration of Gedeo Zone Education Desk, Dilla University and the researcher.

- Furthermore, policy makers at MoE, Regional Educational office, Zone Educational Desk and District Education Office should be acquainted with the concept and importance of ILM, they are required to consider the value it adds to the improvement of students' academic achievement (cf. par. 3.3.3).

- It is recommended that offering awareness training through in-service program is an important measure to be taken since the study found a direct and strong correlation between properly practicing ingredient behaviours of this model and students' academic achievement.

- Colleges and Universities which offer professional training for school principals and other educational leaders are advised to add this model since it contributes some in making leaders successful in their leadership endeavours.

In line with the general and specific objectives of this study, the researcher tried to develop and portray an integrative leadership model (ILM) as effective style that enhance better students achievement based on the concepts reviewed from various related literatures', the Learning Cantered Leadership theories which are consulted as conceptual framework

of this study and major findings obtained from empirical data analysis (cf. par. 3.2 & 3.6). Therefore, the researcher proposes ILM which comprises instructional and transformational behaviours by adding on leadership behaviour that promote positive school climate as effective style for realization of better students' achievement. Accordingly, the researcher proposes a new model of leadership behaviours as effective in realizing better students' achievement in which it comprises three core leadership roles that are identified with name of leading instruction, empowering and transforming major stakeholders and preserving of positive school climate.

Figure 6.1: An integrated leadership model which the researcher recommended as effective construct that enables to improve student's achievement
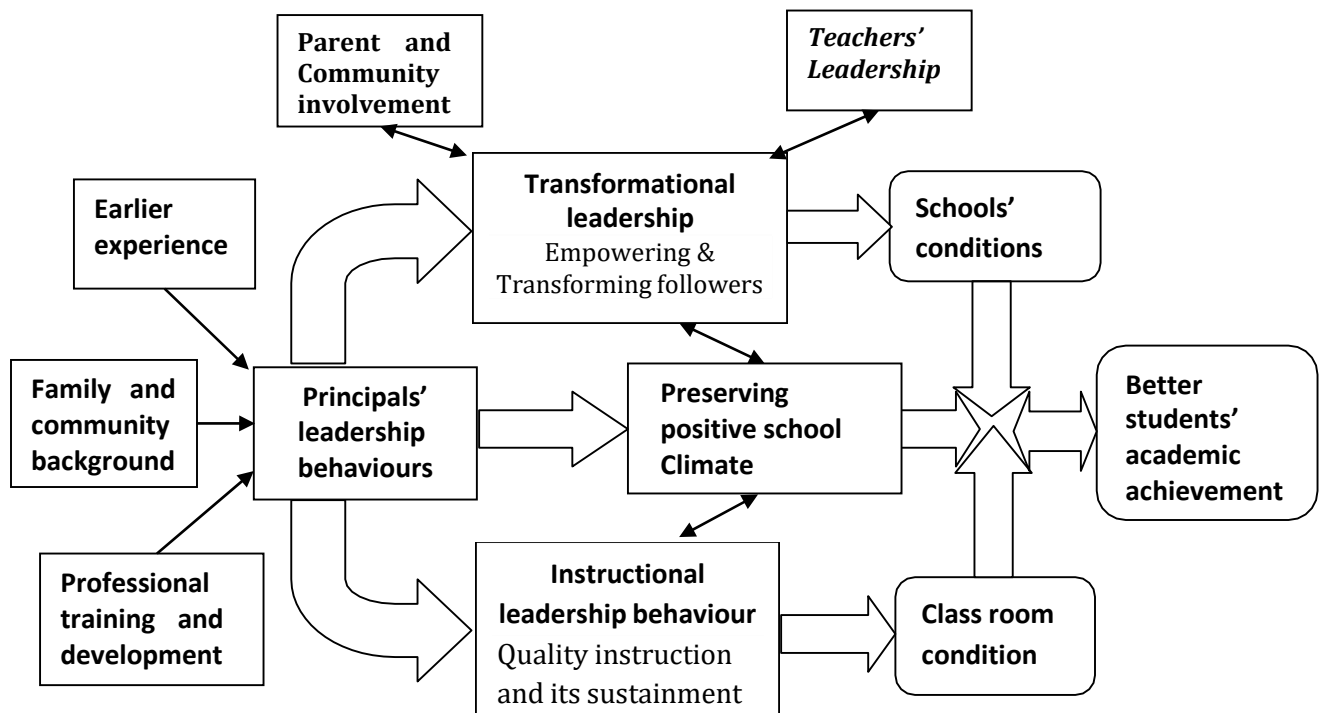
Precursor   Leadership behaviours   Influence pathways   Outcomes

As shown in the left side of the diagram, it is assumed that school principals' leadership behaviour is influenced and shaped by his/her earlier experience, culture of leaders' family and the community and his /her professional training and development. Next to that, the proposed leadership behaviour of school principal is organized under three core

functions. Principals to be effective in realizing better students' achievement; they are required to lead adequately the instructional program which is a foundation of students learning. Simultaneously, exhibiting appropriate type of transformational leadership behaviours governs the commitment level of the school community and preserving positive school climate has direct effect in maintaining continuity of success. Accordingly, from the findings of this study and concepts extracted from related literatures, the researcher proposes practicing effectively an instructional behaviours, transformational behaviours and leadership behaviours that help to preserve positive school culture and climate as a system to be successful in realizing better students' achievement.

The researcher recommends that leaders who intended to improve student achievement should begin by strengthening productive interaction among teacher-curriculum-students in the classroom and thus ensure success in instructional process. To set and achieve result in instructional aspect, principal should work strongly on the following components. These are: making student learning and progress a priority, acquiring and allocating resources for learning, creating safe and effective learning environment, setting and communicating vision, being committed to ensure community partnership, leading instruction and setting high standards for learning (cf. par. 3.3.1 & 5.5.2.1).

Transforming and empowering major stakeholders is another major function of a leader that helps ensure members' commitment. To this effect, the following components are included under this core function that comprises inspiring academic optimism, individualizing support, impressing followers, encouraging change and creativity, being committed for vision, setting expectation for success, framing on common purpose and empowering major actors to work as responsible body (cf. par. 3.3.2 & 5.5.2.2) .

Furthermore, to ensure sustainable students' achievement, principal has to develop and maintain conducive academic, affective, and physical environment (cf. par. 5.5.4). It has to be clear that such kind of positive school climate could not be realized by doing some specific task for some specific period of time. But it could be developed through time as a process and grow when the leader work as a model by respecting those principles that encourage members to participate with the feeling of belongingness. Indeed, the

availability of positive school climate and success in instructional process may motivate the school community to strive for achieving higher level result.

6.4.2 Recommendation with regard to sub-question 2: Which type of principals' leadership orientation has positive effect on students' achievement in secondary schools of Gedeo zone, Ethiopia?

Based on the findings obtained from the analysis of both quantitative and qualitative data of this study and an understanding gained from the review of previous related studies, recommendations have been given in the way principals' leadership orientation could yields high students achievement. Generally, the finding of the study indicated that the effect of task oriented and change oriented behaviours of school principals enable to realize better academic achievement of students, whereas relationship oriented behaviours have negative effect on students' achievement (cf. par. 5.5.3.2). Evidently, the regression analysis result (r= 0.015571, p=0.0000) indicated that increasing task behaviours by one percent yields 1.5 percent improvement on student's achievement. Similarly, the regression analysis result (r=0.007654, p=0.0000) shown that increasing change behaviours by one percent yields 0.7 percent improvement in student's achievement. However, the regression coefficient result (r= -0.0030043, p=0.2256) indicated that increasing engagement in relationship behaviours by one percent may negatively affect students' achievement by nearly 0.3 percent.

In accordance with the findings obtained from the empirical data analysis of this study and the findings reviewed from the related literatures, the following recommendations are forwarded.

- Principals have to give the first priority (emphasis) to the accomplishment of teaching-learning process as it is the major objective for which the school is established for. High emphasis on task behaviours enable school principals to succeed as it gives opportunity to initiate work, direct members towards the specified goals and enable them to monitor members' performance (cf. par. 5.6.4). When the school, principals exhibit a task-oriented behaviours, the school

community becomes alert regarding what is expected of them and consequently by doing as expected, students' academic achievement is realized in the process.

- Principals to be effective, they should spend more time on task oriented behaviours like setting plan, organize work and people, direct people and control the teaching-learning process (cf. par. 5.5.3.1). Further, high engagement of principals in task behaviours like 'setting standards of performance for members and monitors performance', 'providing work plan that have clear description of the tasks to be done and how it is to be done' and 'defining roles and responsibilities for each member and committee' may enable them to achieve better result in students' learning as it helps to retain stake holders in doing productive work by providing detail plan and specific goals to be achieved. In order to get maximum result from high task behaviours, principals should increase their acceptance by being competent in technical aspect of teaching-learning process and aware the school community about the purpose for which the specified leadership behaviours is exhibited.

- To be effective, principals need to be aware that high relationship behaviours may hinder students' achievement unless otherwise there is concrete reason to do so (cf. par. 5.5.3.2). Thus, as unnecessarily exhibiting high relationship behaviours hinder students' achievement, principals need not do it simply for the purpose of being liked and to avert challenges that may encounter them if they are engaged in high task behaviours.

- Even though, principals' engagement in relationship behaviours like concern giving emphasis to the well-being of the school community, helping school members to get along with each other, communicate actively with members and respond favourably to comments of stakeholders may not bring difference on students' achievement directly, it is a necessary condition for improving emotional integrity in the school (cf. par. 5.6.4). Regarding the correlation between exhibiting of high relationship behaviours with increment of performance, Yukl (2010) commented that no consistent findings obtained from literatures as some researchers claimed as it correlate positively while some others related to it only

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with creation of emotional integrity and even some investigators asserted as it inversely related.

- Although exhibiting high relationship behaviours merely for the purpose of getting affiliation from the school community may not bring performance improvement, satisfying members need without compromising on the work to be done enable the school principals to secure cooperation and emotional integrity

- Principals have to strive to bring change in all aspects of the school life, but it shouldn't be done merely for the sake of bringing change, it should be applied whenever it is necessary. Thus, when there is clear purpose and adequate reasons, principals need to give high emphasis for change behaviours.

- When principals actively searching for new possibilities and initiating the school community to use with the emerged opportunity, they may support their school by increasing the productivity of members that may be expedited the students' achievement. Similarly, giving high emphasis for change behaviour of 'envision exciting new possibilities for the school' and 'encouraging members to innovate new work strategy' inspire members to think outbox and to apply new strategies which pave the ways for increasing students' achievement (cf. par. 5.5.3 & 5.6.4).

Indeed, the degree of emphasis given to task, relationship and/or change behaviour would be regulated by the prevailing situations existed in the school rather than it depends on predetermined rigid rule. In general, exhibiting task oriented and change oriented behaviours by the school principals' may help to improve students' achievement, whereas exhibiting high relationship behaviour may not result in high students' performance (cf. par. 5.5.3.2). School principals to be effective in realizing better achievement of students, they have to engage actively in all affairs of the school, although the emphasis given to the three meta-categories of leadership behaviours may differ. Conversely stated, ineffective principals may prefer to be passive so as to minimize challenges that may encounter them if they exhibit high task and high change behaviours.

6.4.3 Recommendations with regard to sub-question 3: To what extent do preserving of positive school climate correlate with academic achievement of students in secondary schools of Gedeo Zone?

Based on the findings and conclusions drawn from the quantitative and qualitative data analysis of this study and the findings reviewed from previous related studies, the following recommendations are given in the way preserving of positive school culture and climate could yield high students' achievement. Generally, the finding of the study indicated that the correlation (r=0.72, p= 0.05) found between maintaining of positive school climate and student achievement is positive and strong (cf. par. 5.5.4.2). In terms of pillars of school climate, the study found that preserving of conducive academic, affective and physical environment enhance improvements of students' achievement respectively. Contrary to the above three pillars, promoting social environment pillar of the school climate negatively affect students' achievement.

Specifically, the result of regression coefficient showed that improving academic environment by 1 percent yields 2.8 percent increase in students' achievement. Similarly, the result of regression coefficient indicated that improving affective environment by 1 percent yields 1.7 percent increase in student's achievement. Further, the coefficient result showed that improving the physical environment by 1 percent yields 0.9 percent in students' achievement. Differently, the regression coefficient result of (r=-0.005803, p=0.0619) indicated that promoting of social environment may weaken students' achievement by nearly 0.5 percent. Generally, the study found that 59 % variance (effect size as measured by r2) accounted for preserving of positive school climate (cf. par. 5.5.4.2). An implication of this result is that increment in these three pillars of school climate could yield statistically significant improvement in students' achievement.

Based on major results obtained from the quantitative and qualitative data analysis of this study and the findings received from related literatures, the following recommendations are given.

- School principals need to preserve positive school culture and climate so as to ensure the continuity of students' achievement (cf. par. 2.2.6; 5.5.4.1 & 5.6.5).

More specifically, maintaining academically, attitudinally and physically conducive environment provide ample opportunity for learning and help to realize better students' achievement in sustainable manner. Therefore, school principals should promote and preserve academically pressed, attitudinally productive and physically conducive school environment respectively.

- The magnitude to which principals offer priority to the four pillars of the school climate should not be the same as the rate of return obtained in terms of realizing better students' achievement accrued from each component found different. Thus, school principals should give the first priority for promoting and preserving academically pressed learning environment because such climatic context may yield the highest return in terms of students' achievement. Accordingly, school principals have to influence the school community through (cf. par. 5.5.4 & 5.6.5):
    - Rewarding consistently successful teachers and students
    - Setting high expectation and assisting each member.
    - Inculcating and maintaining a culture of academic optimism in their school so as students' achievement could be realized continuously.
    - Ensuring teachers to have collective sense of efficacy
    - Monitoring academic progress of students regularly.

- Preserve constructive and productive affective learning environment help to improve learning in sustainable manner because the resultant attitude increases collaboration of members and help to synergize their effort towards improving of students' achievement (cf. par. 5.5.4 & 5.6.5). To this effect, principals should:
    - Develop and nurture spirit of supportiveness and caring among the school community,
    - Encourage members to respect one other and appreciate one an others achievement,
    - Promote a sense of community in the school
    - Convince parents to view the school as their asset and participate them in all school affairs.
    - Involve teachers and parents in decision making process to install collaborative sprits in the school.

- Maintain physically attractive and conducive learning environment since the presence or absence of critical inputs may determine the extent to which students' academic achievement is realized (cf. par. 5.5.4 & 5.6.5). So, principals to be effective they required to :
  - Offer basic instructional materials on time and the amount required. When basic materials like text books, reference books, library, laboratory and conducive classrooms are available, students may strive for better result.
  - Play significant role in making the school compound attractive and conducive as it influence students to like their school and their learning as well.
  - Avail educative pictures and impressive statement, separate latrine for boys and girls, sufficient sport field, and secured fences as such things allow students to emphasis on their learning.
  - Create school environment that is free of frustration and insecurity,
  - Furnish ICT, laboratory and library with modern instructional materials
  - Offer convenient classroom that is well equipped.

- Even though the presence of socially convenient learning environment does not directly yield better students' achievement, it is important for creating passionately cohesive school community. Therefore, maintaining moderately conducive social environment may enable to run instructional activities smoothly in the school.

- The education leaders at different echelon and educational policy makers are required to recognize the strong effect of preserving academically pressed and attitudinally productive environment in determining the extent to which students' academic achievement is realized. Thus, to actualize better students' achievement, they have to work strongly to expand the awareness and enforce the concerned school leaders to emphasize on promoting and preserving academically pressed, attitudinally productive and physically conducive school environment respectively.

6.4.4 Recommendations with regard to sub-question 4: In what path way(s) do the behaviours' of school principals' influence on students' achievement in secondary schools of Gedeo zone, Ethiopia?

Based on the findings and conclusions drawn from the quantitative and qualitative data analysis of this study and the findings reviewed from previous related studies, the following recommendations are given regarding the pathways of principals' leadership effect so as to identify whether it follows direct or indirect pass. Generally, the finding of the study indicated that the pathways of principals' leadership effect is indirect through the involvement of mediator variables like teachers, parents, PTSA , the community and using some guide lines. Specifically, principals' leadership effect that emanate in process of practicing integrative leadership follow indirect route by involving mediator variables. The result of the analysis shown that 66.67 % of items representing instructional behaviour, 100 % of items stand for transformational behaviour and the sum total result of 83.33 % of all items that construct an integrative model (cf. par. 5.5.5 & 5.6.6).

Based on the findings of the qualitative data analysis of this study and the findings reviewed from the related earlier literatures, the following recommendations are given.

- The school system by its nature provides a vast opportunity for frequent and wider teacher-student as well as parent-student interaction than it offers for principal-students and thus indirect pathways help principals to multiply their influence (cf. par. 5.6.6).

- Since principals have minimum interaction with each student, it is advisable to establish various committees that interact frequently with learners who transfer the leadership effect of principals indirectly.

- It is difficult from the nature of principals work, unclear school structure that connect directly the leader-student chain and largeness of students' number, it is recommended to follow an indirect route that help to multiply the chance of exerting positive influence on learners' behaviours using mediators like teachers and parents who have daily interaction with the learners.

- Similarly, from the nature of educational system principals can easily influence students when they use their parents as mediators because learners can have daily interaction with their family (cf. par. 5.5.5 & 5.6.6). Thus, principals have to use indirect route to exert influence on students' thought, behaviours and actions using parents as mediator is the right approach.

6.4.5 Recommendation with regard to sub-question 5: What specific leadership behaviours are perceived as important for secondary school principals so as to exert influence on students' academic achievement?

In this section of the study, recommendations that are given regarding specific type of leadership behaviours which are perceived as important for realizing better students' achievement is presented. Definitely, the recommendations that are given basically based on the findings and conclusions drawn from quantitative and qualitative data analysis of this study and the findings reviewed from previous related studies. Generally, the finding of the study indicated that components of instructional leadership behaviour, transformational leadership behaviour, promoting of positive school climate and shared leadership behaviour are identified as important per the perception of participants (cf. par. 5.5.6 & 5.6.7).

Based on major results obtained from the quantitative and qualitative data analysis of this study and the findings received from related literatures, the following recommendations are given.

- Employing component behaviours that build instructional leadership enable school principals to realize better students' achievement as it enhances delivery of quality teaching – learning process. Principals have to employ the following specific leadership behaviours as adequately practicing; it helps school leaders to lead the teaching-learning process adequately which in turn enhance students' academic achievement (cf. par. 5.5.6 & 5.6.7). To this effect the recommended behaviours are:
  - Supervising and monitoring instruction and curriculum.
  - Acquiring and providing basic resources that are important for student learning
  - Monitoring student progress and taking measure to improve the situation.

- o Rewarding best achiever teachers and students in continuous manner.
- o Utilizing students' learning outcomes as a basis for program evaluation
- o Making students' learning and academic progress as a priority of the school

- Exhibiting transformational behaviours by school principals help to exert influence on the attitude and behaviours of the school community and consequently they become inspired for realizing better students' achievement by transcending their self- interest in favour of common goals. Transformational leadership behaviours that are recommended as useful for principals so as help to exert the necessary influence are(cf. par. 5.5.6 & 5.6.7):
  - o Being a role model by working hard for the good of the school.
  - o Identifying, prioritizing and developing professional needs of the staff.
  - o Supporting and coaching each school member as an individual for higher level achievement.
  - o Symbolizing professional practice, value and vision'
  - o Establishing high performance expectations for members
  - o Thinking optimistically about the future.
  - o Stimulating the staff to examine the existing assumptions and value system.

- Developing and nurturing a positive school culture and climate is a useful leadership behaviour that affects learning and the overall performance of the school as well (cf. par. 5.6.7). Specific leadership function that are recommended as useful behaviour are:
  - o Creating a safe and effective learning environment.
  - o Insisting members to respect each other and appreciate one others' success.
  - o Persuading teachers to have collective sense of efficacy on students' success.
  - o Setting high expectation for teachers and students by trusting them as they can achieve.

- Distributive leadership appears as useful model that asserts about the importance of involving more actors in the leadership of the school due to complexity and existence of numerous tasks which cannot be managed effectively by the principal alone unless it is distributed to others (cf. par. 5.5.6 & 5.6.7). In relation to this fact, specific leadership behaviours that are recommended as useful are:

- o Involving parents in school leadership and academic issues.
- o Empowering teachers and students to play leadership role;
- o Persuading the school community to accept about the importance of having a collective sense of mission'.
- o Creating a structure through which teachers are involved in leading their respective subject
- o Leading instruction and curriculum program in collaboration with teachers, students and parents.

6.5 CONTRIBUTIONS OF THE STUDY

This study has been carried out with the intention of contributing some in expanding the existing knowledge bases and also refines the current practices in the way it may yield better result in improving students' achievement. This study may benefit school principals and educational leaders working at different echelon, training institutions and educational policy makers as it contributes some by adding new perspective that enlarge knowledge bases by suggesting some plausible ways of improving current leadership practice of school principals so that they become effective in enhancing students' achievement. Accordingly, in the next two sub-sections, the contributions towards theory and its contributions towards practice are presented.

6.5.1 Contribution towards theory

The study may contribute theoretically by providing some new perspectives regarding the interaction of variables of leadership behaviours with students' academic achievement. In such ways, this study may supplement the effort made by scholars in identifying effective types of leadership behaviours that help improve academic achievement of students. Specifically, this study contribute theoretically by ascertaining the strong and positive effect of integrative leadership model (ILM) which comprises instructional and transformational behaviour on students' achievement. It is revealed that the instructional behaviours as a part of ILM enable the school principal to succeed in the provision of quality instruction through well planned, organized and implemented program of teaching-learning process and concomitantly exhibiting transformational behaviours could help the leader to inspire, motivate and empower members which in turn it stimulate them to work

with high commitment for realizing the achievement of school goals by putting aside their personal interest. On top of those two core leadership behaviours, preserving positive school culture and climate enables the school principals' to realize sustainability of students' achievement. Therefore, this study has been contributed theoretically by giving due emphasis on the necessities of employing comprehensive leadership behaviours to be effective leader in realizing better students' achievement.

The result of the study revealed that when principals exhibit high task behaviours, the school community becomes alert regarding what is expected of them and consequently it resulted in better students' academic achievement. The findings of this study indicated that principals' high emphasis for task behaviours are more likely exert positive influence on the behaviours, thought and actions of the school community. The result of the quantitative data analysis has shown that the effect of relationship oriented behaviour affect students' academic achievement negatively, although the effect is insignificant. Thus, giving high emphasis to relationship behaviours may be inversely related with students' achievement. Furthermore, the results of the study indicated that increasing change oriented behaviours by school principals could enable them to improve students' achievement, unless otherwise the situation merely demands maintenance than endorsing change. Therefore, the study extends the existing knowledge frontiers by enlightening on the relationship between principals leadership orientation and students' achievement. The study contribute by refining theoretically viewing high task behaviour dimly as being dictators and exhibiting high relationship behaviours as being considerateness.

This study has contributed some by adding new insight on the existing understanding regarding the effect of preserving of positive school culture and students' achievement. The study found that making social environment conducive may not have clear implication in improving students' achievement. Certainly, high performance of both Group-1 and Group-2 principals in preserving positive social environment did not equally yield high students' achievement in the two categories of schools. This result is shown that improving social environment may not yield better students' achievement in the same manner. The finding of this study is identified that promoting conducive academic, affective and physical

environment affect students' academic achievement positively. Particularly, the findings of the study revealed that preserving convenient academic and affective environment strongly determines the degree to which students' achievement is realized. In this way, the study contributes some in clarifying the effect of preserving positive schoolclimate on students' achievement.

Again, this study is contributed by strengthen the earlier widely acceptable findings that assert the pathways of principals' leadership effect is an indirect in which the leader influence on the learners through transferring his/her thought, actions and aspiration by using teachers, parents, PTSA members and policy document as a mediator variables. The findings of the study indicated that the structure and the nature of principal's leadership role provide vast opportunity for frequent and wider teacher-student as well as parent-student interaction than it offers for principal-students. Furthermore, this study has contributed by adding some useful insight regarding specific type of leadership behaviours that enable school principals to actualize better students' achievement. The finding of this study sorted out specific leadership behaviours that are set as ingredient of instructional leadership, transformational leadership, promoting of positive school climate and shared leadership. In light of these findings, the study contributes by indicating the importance of employing comprehensive model to realize better students' achievement.

6.5.2 Contribution towards practice

This study contributes to practice in several ways that will benefit the school principals by acquainting them with effective types of leadership behaviours. Based on the findings of this study, principals to be effective they should strive to ensure for the presence and properly practiced three interdependent pillars of leadership roles. These are the provision of effective teaching learning process in classroom and /or outside the classroom, the presence of motivated and empowered school community as well as availability of positive school culture and climate. Thus, this study is contributed for the improvement of leadership practice by showing core areas in which special emphasis need to be given with justification. In the same way, educational experts need to improve their practice in supporting and realizing effective performance in the three core pillars of school leadership roles.

This study contributes towards improvement of practice by urgings principals to be active in leading the accomplishment of teaching-learning process by exhibiting task oriented behaviours as it is the major objective for which the school is established. However, in order to get acceptance when the principal has given directive he/she must capable to explain the issue under way and also able to convince teachers/followers that his/her intention is purely for increasing work productivity. As long as the major actors who actively involved in the school system are teachers and students, principals are not only strive to work in collaboration with them but also attempt to satisfy their need without compromising on the quantity and the quality of work to be done. Furthermore, based on the findings of the study, principals in practicing leadership behaviours they are advised to bring change continually in all aspects of the school life, but it shouldn't be done merely for the sake of bringing change and thus should be applied whenever it being necessary. Thus, when there is clear purpose and adequate reasons, principals could give high emphasis for change behaviours. From the results of the study the degree of emphasis on the task, relationship and change behaviours should not be follow rigid rule but it can be adjusted in accordance with the existing school context.

Practically, principals as well as educational experts are encouraged to emphasis on preserving of academically pressed and attitudinally build school environment for realizing better student's achievement. Typically, when principals' promote a collective sense of efficiency in the school and further insist members for higher level result by expecting best score from each theirs commitment would increase by being keen to realize the result expected of them.

In the attempt made to bring improvement on students learning, this study is advised that principals should use indirect pathways of influences. The school system by its nature provides a vast opportunity of interaction mainly for teacher-student as well as parent-student relation than it offers for principal-students'. The practice has to follow the principle of the more the opportunity for interaction, the more the possibility of exerting influence. Since principals have minimum interaction with students' than they do with

teachers and parents, the leadership effect of principals' practically should pass to the learners indirectly through mediator variables.

6.6 LIMITATIONS OF THE STUDY

There are several limitations in this study that should be considered. The sample schools were chosen using purposive sampling, specifically by employing maximal variation strategy and also the number of participants involved in the study was relatively small. The result of this study may not be representative of all secondary schools of the country, Ethiopia.   Thus, the purposive sampling procedure used in selection of sample schools as well as due to small area coverage of the study that only include government secondary schools of Gedeo zone might have decreased the generalizability of the findings.

Another limitation to be expected in this study may be related with the impact of extraneous variable in computing correlation between principals' leadership behaviours and students' achievement. In secondary schools of the zone, the general school context and the surrounding conditions almost synonymous and thus it assumed that the observed differences in terms of students' achievement mainly appears due to the effectiveness of leadership behaviours that exhibited by principals. In relation to this assumption, care has been taken to minimize interference of any other extraneous variables that could influence on students' achievement rather than leadership behaviours of school principals. Even though, the overall conditions in secondary schools of the zone are more or less similar, it is unrealistic to expect perfect synonymy. Due to this, the researcher may expect slight differences among secondary schools of the zone in terms of socioeconomic background of students, teacher expertise and other anomalies which may skewed the results to some extent.

6.7 AVENUES FOR FURTHER RESEARCH

In this research, the main objective of the study was to examine the effect of principals' leadership behaviours on students' academic achievement and thereby to identify effective type of leadership behaviours that enable students to achieve better. Even though the result obtained from this study is promising, it is not large scale research which covers wider area and comprises all type of educational level. Thus, further research is recommended for future to assess whether an integrative leadership that comprises

instructional and transformational behaviour being plausible or not for realizing better students' achievement in large scale and diversified school context. Currently the structural framework of integrative leadership is not clearly known and thus further study is needed to find out ingredient behaviours construct the model.

Comparative study regarding the effect of various type of principals' leadership styles that include integrative leadership model on student achievement would be necessary as it provide further insight and give direction in which scholars would focused on. Conducting such type of study would help to identify leadership style with greater impact on student achievement. Whether task, relationship or change oriented leadership behaviours of principals being important is context dependent or not, need further study in the future as it help leaders to adjust their leadership orientation with what the context needs.

6.8 CONCLUDARY REMARKS

The purpose of this study was to examine the effect of secondary school principals' leadership behaviours of Gedeo Zone on academic achievement of students and thereby to identify effective type of leadership behaviours that enhance learners' success. In relation to this the main research question was: 'What is the effect of principals' leadership behaviours on academic achievement of students in secondary schools of Gedeo Zone, Ethiopia'? Five specific research questions are drawn from the above specified main research question of this study. Definitely, in relation to the five research sub-questions there were five specific objectives were established that intended to: identify the effect of integrative leadership model on students' achievement, sort out principals' leadership orientation with higher positive effect on students' achievement, determine the type and degree of correlation between school climate and students' achievement, ascertain whether the path ways of principals' leadership effect is direct or indirect and to detect specific leadership behaviours that perceived important by participants.

This chapter discussed on the significant parts of the Thesis including the summary of the study process, major findings of the study, recommendations from the study, contributions of the study, limitations of the study , avenues for further research and final conclusive remarks. The findings shown that integrative leadership model which comprises instructional behaviours and transformational behaviours as well as properly practicing a

leadership behaviours that promote positive school climate are found effective in enhancing better student's achievement. The instructional behaviours as a part of ILM enable principals to realize the provision of quality instruction, the transformational behaviours could help the leader to inspire, motivate and empower members and further preserving of positive school climate help to ensure sustainability of students' achievement.

The findings of this study found different from those some earlier research results that recognizes exhibiting task oriented behaviours could hamper the initiation of the staff. This study indicates that when principals best achiever schools exhibit high task behaviours, the school community being alert about what is expected of them and thus by doing it in accordance with the given directive realizing better students' learning became a reality. The study shown that when principals exhibit task oriented behaviours that supported with knowledge and right approach of communication it likely exert positive influence on the behaviours, thought and actions of the school community. The result of the quantitative data analysis is shown that the effect of relationship oriented behaviour affect students' academic achievement negatively, although the effect is insignificant. Giving high emphasis to relationship behaviours especially when it carried out for the purpose of getting unnecessary affiliation from members it could affect students' achievement negatively. Furthermore, the results of the study revealed that increasing change oriented behaviours by school principals could help to improve students' achievement. However, when the existing school situation demand more of maintenance than endorsing change behaviours it may jeopardize the smooth functioning of the school.

The study revealed the positive correlations existing between preserving of positive school climate and students' academic achievement in general. Specifically, the result of this study revealed that promoting conducive academic, affective and physical environment could enhance better students' achievement respectively. Particularly, the findings of the study have shown that preserving convenient academic and affective environment could determine strongly on the degree to which students' achievement is realized. The study found that making social environment conducive may not have clear implication in improving students' achievement. Certainly, high performance of both Group-1 and Group-

2 principals in preserving positive social environment did not equally yield high students' achievement. This result is shown that improving social environment may not yield better students' achievement in the same manner rather it merely create emotional integrity.

The finding of this study strengthen the earlier assertions that found out the pathways of principals' leadership effect as indirect in which principals exert influence through their thought, actions and aspiration is transferred to the learners through using teachers, parents, PTSA members and policy document as a mediator variables. These findings are justified as reasonable approach as the structure and nature of principal's leadership role provide vast opportunity for frequent and wider teacher-student as well as parent-student interaction than it offers for principal-students linkage. This study sorted out specific leadership behaviours that are set as ingredient of instructional leadership, transformational leadership, promoting of positive school climate and shared leadership. In light of these findings, the study contributes by indicating the importance of employing comprehensive model to realize better students' achievement.

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APPENDICES

Appendix A: Letter of request for permission written to Gedeo Zone Education Desk

Date- 8/10/2019

TO GEDEO ZONE EDUCATION DEPARTMENT

Southern Nation, Nationalities and People Regional State ,
Gedeo Zone Education Department,
Ethiopia
Dilla

Mr. Mesfin Demissie
Head of Gedeo Zone Education Department
Contact- telephone:+251961377829 email:

Subject: Request for permission to conduct research at Secondary Schools' of Gedeo Zone Education Department

Title of my research: Principals' leadership behaviours and academic achievement of students' in secondary schools of Gedeo zone, Ethiopia
Dear Gedeo Zone Education Department head, Mr. Mesfin Demissie

I, Mr. Seyoum Gari Aleme ; am doing research under supervision of Prof RJ Botha a Professor in the Department of Educational Leadership and Management towards a PhD-Education(Education management)at the University of South Africa. We are inviting your offices' experts and supervisors as well as secondary school principals, teachers, students and members of PTSA committee to participate in a study entitled: '**Principals' leadership behaviour and academic achievement of students' in secondary schools of Gedeo zone, Ethiopia'.**

The aim of the study is to examine the effect of secondary school principals' leadership behaviour on academic achievement of students in Gedeo zone, Ethiopia and thereby to come up with appropriate type of model of leadership behaviour that help to improve academic achievement of students. Your Gedeo zone education department and the secondary schools under your scrutiny are selected because of the following reason. The context of the secondary schools' of the zone is nearly similar and thus this enables me to examine the correlation between principals' leadership behaviour and students' academic achievement with greater confidence as the distortion made by extraneous variables on the result of the study could be minimum, if not none. Besides the suitability of the study area to the chosen methodology; manageability of the study

and having easy access to relevant data are another reasons that makes me to select this area to my study.

The study will entail voluntary participation of respondents. Participants are begin to complete items of a questionnaire and sitting for interview with the researcher after pledging and signing a consent form. Completion of the questionnaire may take approximately 40 minutes of their time. They are free to decide not to participate or to withdraw at any time without affecting their relationship with zone education department or any other party. The results of the study may be published but participants' identity will remain confidential and their will not be disclosed to any outside party

The benefits obtained from this study are related with creation of awareness to school principals and other educational leaders regarding effective type of leadership behaviours that enhance better academic achievement of students. More importantly, it may contribute in improving academic achievement of students by acquainting school leaders with effective types of leadership behaviours.

There is no known risk associated with a participation of respondents' in the study. There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail making the results of the study available to each participant upon request.

If you have any questions concerning the research study, please ask me in person or email me at 57664072@mylife.unisa.ac.za or seyoumgari@gmail.com or call me at telephone - +251913349554

Yours sincerely

Seyoum Gari Aleme

Lecturer at Dilla University

PhD student in Unisa

Appendix B: Granting permission to conduct research in secondary schools of Gedeo Zone

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የጌዴኦ ዞን ትምህርት መምሪያ
SNN PRS, Gedeo Zone Education

ቁጥር/Ref No ___1/67/1/152/1)___

ቀን/ Date___05/02/2012___

Dear,Mir. Seyoum Gari Aleme

Lecturer at Dilla Universty

PHD Student in Unisa.

Subject: <u>Granting Permission to Conduct Research at Secondary Schools' of Gedeo Zone Education Department</u>

Dear,Mr. Seyoum Gari

We acknowledge your request to conduct research on title principals' leadership behaviour and academic achievement in secondary schools of Gedeo Zone, Ethiopia. Also, your kindly invitation of education experts, supervisors, school principals, teachers, students and members of PTSA committee is acceptable in our department. Moreover, we are committed to provide necessary information and data you will need for your study.

We hope your research results and recommendations will be given for our department as stake holder to use it as input in improving school leadership practices.

Sincerely

Mesifin Demise Dukkalle
Akeettetika Sooressa
መምሪያ ኃላፊ

In replying please quote our Ref No.   ባክም መልስ በሚጻፍበት ጊዜ የናን ደብዳቤ ቁጥር ይጥቀሱ
P. O. Box   6   ✉

✉ Fax 046-331 -0726   ☎ Tel 046-331- 0116

T.H

ለትምህርት ጥራት ሁላችንም እንጣር!!

Appendix C: Ethical Clearance

UNISA university
of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/02/19

Dear Mr SG ALEME

| **Decision:** Ethics Approval from |
| 2020/02/19 to 2025/02/19 |

Ref: **2020/02/19/57664072/01/AM**

Name: Mr SG ALEME

Student No.: 57664072

Researcher(s): Name: Mr SG ALEME
            E-mail address: 57664072@mylife.unisa.ac.za
            Telephone: +251913349554

Supervisor(s): Name: Prof RJ Botha
            E-mail address: botharj@unisa.ac.za
            Telephone: 0824116361

Title of research:

The effect of secondary school principals' leadership behaviour on academic achievement of students' in Gedeo zone, Ethiopia

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research.   Ethics approval is granted for the period 2020/02/19 to 2025/02/19.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/02/19 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2025/02/19.** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/02/19/57664072/01/AM** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Appendix D: Questionnaire for secondary school teachers

UNIVERSITY OF SOUTH AFRICA
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

Dear Teacher!

My name is Seyoum Gari and I am a PhD student in the college of education at the University of South Africa (UNISA). I am doing research entitled with: '**Principals' leadership behaviours on students' academic achievement in secondary schools of Gedeo zone, Ethiopia'.** The purpose of this study is to examine the effect of principals' leadership behaviours on students' academic achievement in secondary schools of Gedeo zone and thereby to improve the leadership quality of school principals' by acquainting them with effective types of leadership behaviours that help to enhance academic achievement of students. The findings of the study may benefit all as it contributes for realizing better academic achievement of students by acquainting school principals' with effective type of leadership behaviours. To realize this purpose, the researcher kindly requests you to participate actively in this study.

Dear teacher respondent! What I want to assure you is that all the information you provide is kept confidential and used only for the research purpose. Indeed, all your personal information as well as your identity is protected. All the information you provided for the study purpose are coded and treated confidentially without connecting it with your actual name. So be confident and frank to give genuine responses at the best of your knowledge. Respond to all questions honestly so as the researcher able to draw the most accurate conclusions regarding the effect of principals' leadership behavior on students' academic achievement.

Permission to undertake this survey has been granted by Gedeo Zone Education Department and Ethics Committee of the College of Education, UNISA. If you have any question in relation to this survey questionnaire, please contact the researcher (me) on the following address: Email: seyoumgari@gmail.com. Mobile Phone: 0913349554.

Note:
1. No need of writing your name on the questionnaire
2. Make thick (√) mark to respond for a closed-ended questions
3. Write briefly your response for open-ended questions on the space provided

I thanks very much for your genuine cooperation and great contribution!

SECTION 1: BACKGROUND INFORMATION OF RESPONDENTS

Please respond to the following questions by putting (x) mark in the box and write on the space provided when necessary.

1.1 Name of your school _____

1.2 Your sex: A. Male ☐   B. Female ☐

1.3 Your age category   A. Below 26 years ☐   B. 26 -35 years ☐
        C. 36-45 years ☐   D. 46-55 years ☐   F. Above 55 years ☐

1.4 Your level of education/qualification:
    A. Diploma ☐   B. BA/BED/BSC ☐   C. MA/MSC ☐
    D. Other (specify) _____

1.5 Your total service as a teacher:

    A. 1-5 years ☐   B. 6-10 years ☐   C. 11-15 years ☐

    D. 16-20 years ☐   E. Above 20 years ☐

1.6 Number of years you serviced in this particular school:

    A. 1 year and below ☐   B. 2 years ☐   C. 3 and above ☐

SECTION 2: PRINCIPAL'S LEADERSHIP BEHAVIOURS AND ACADEMIC ACHIEVEMENT OF STUDENTS'

The following items represent some selected leadership behaviours' of school principal which assumed useful for improving academic achievement of students'. By considering the extent to which a principal of your school accomplished the specified leadership role and then show your decision by putting 'X' mark in the box that reflect the actual performance level of the director as your choice from those five alternative scales set for each item.

The meaning given to number 1-5 scale is as seen below.

1= Very ,   2= Poor ,   3= Average ,   4 = Good ,   5 = Very Good

No	Items *Indicate performance level of your school principal using the following items*	Rating scale				
		1	2	3	4	5
	Part one: Instructional leadership behaviour	----------------------				
1	Framing the school goals on core functions that help to improve academic achievement					
2	Communicating school goals to stakeholder so as it well known and supported					
3	Supervising the instructional process and evaluate it in terms of the established goals					
4	Assessing the utility of the curriculum per a established standard and achievement test					
5	Monitoring student progress and improve the instructional process to meet their need					
6	Saving instructional time by protecting it from any source of distracter.					
7	Maintaining high visibility in a school compound and around the classroom					
8	Promoting professional development of teachers by establishing different mechanism					
9	Providing incentives for highly committed and best achiever teachers					
10	Encouraging students' for learning by providing reward to outstanding learners					
	Part two: Transformational leadership behaviour	----------------------				
11	Developing shared vision for the school by involving the school community					
12	Building consensus around school goals and priorities					
13	Holding high performance expectations for teachers and students					
14	Providing individualized support for each teacher/member of a school per his/her need					
15	Encouraging staff to challenge the existing assumption, values, practices & strategies					
16	Being a role model by exhibiting a behaviours that goes beyond self-interest					
17	Strengthening productive culture by supporting useful values and beliefs with determination					
18	Building collaborative culture that involve teacher, student, parent and community					
19	Developing structures that foster a shared decision-making process					

19. In your opinion, from the following principal's leadership behaviours/styles which model do you think more enabling for enhancing better academic achievement of students if used by the director?

  A. Instructional leadership behaviour/style as the only model

  B. Transformational leadership behaviours/style as the only model

  C. A model that integrate components of instructional and transformational leadership behaviours

  D. If you recommend different leadership behaviours than the above, specify the style you prefer _____

_____

20. What would be your justification for the leadership model you chosen for question No. 19 above

_____

_____

_____

SECTION 3: LEADERSHIP ORIENTATION OF PRINCIPALS' BASED ON GENERAL BEHAVIOR CATEGORY

The following items represent the three broader categories of leadership orientations (task oriented; relationship oriented and change oriented behaviours). Rate by putting "X" mark in the box you choose under one of the five alternatives scale for each item by considering the extent to which the principal of your school engages in /exhibit the specified behaviour that represented by a quantitative value of 1-5 as seen below. **The meaning given to number 0-4 scale is as seen below.**

   1 = Never at all ,   2 = rarely,   **3 = sometimes ,   4= Often ,   5= Always**

No	Items	Rating sca e				
	Indicate the extent to which the director exhibits the specified leadership behaviours	1	2	3	4	5
1	The director set a standard of performance for teachers, students, PTSA and supportive staff					
2	The principal is concerned for the well-being of teachers, students, PTSA and supportive staff					
3	The school director articulates a compelling vision of the future.					
4	The principal defines role and responsibility of each member and each functional committee					
5	The school director communicates actively with members of the school					
6	The principal encourages members to innovate new strategy for core area of school life					
7	The school director provides a plan for how the work is to be done.					
8	The principal helps members of the school to get along with each other.					
9	The director interprets events to explain the urgent need for change.					
10	The principal aware teachers, students, parents and PTSA about what is expected of them					
11	The director responds favorably to comments of teachers, students, PTA and supportive staff					
12	The director encourages and support staff to realize major changes in the school					

SECTION 4: PRINCIPAL'S LEADERSHIP BEHAVIOURS AND SCHOOL CULTURE AND CLIMATE

The following statements describe about the context of school in terms of physical, social, affective and academic environment and are used as indicators to judge about the persisting school culture and climate. On a scale of 1 to 5, indicate the extent to which you agree or disagree about the above mentioned four pillars of school climate and culture by putting **" X "** mark in the box on the right side.

 The numbers have the following meaning:
  1= Strongly disagree   2= Disagree,   3= Undecided,   4=Agree,   5= strongly Agree

No	The principal of your school _____	Rating scale				
		1	2	3	4	5
	Physical Environment					
1	Able to provide convenient classrooms which is ventilated and equipped with furniture					
2	dedicate to furnish office, library and laboratory with modern instructional materials					
3	Is successful in creating an environment free of frustration and feeling of insecurity					
4	Offer basic instructional materials like textbooks, chemical, plasma etc on time & required amount					
	Social Environment					
1	Insist both teachers and students to communicate openly on aspect of teaching-learning					
2	Consistently encourage parents, teachers & students to interact on educational issue					
3	Always make decision on various aspect of the school by involving the school community					
4	Convince teachers and parents to interact regularly regarding the progress of students					
	Affective Environment					
1	Have shown a caring, and respectful behaviours in interacting with teachers, student & parents					
2	Enforce administrators, teachers & students to respect and valued each other's contribution					
3	Able to promote a sense of community among major stakeholders of the school					
4	Make parents to view the school as their own asset so that they view it as warm and inviting					
	Academic environment					
1	Enable teachers to develop collective sense of efficacy regarding students effectiveness					
2	Set high expectations for all students and teachers by trusting on their successfulness					
3	Consistently reward and praise best performing teachers and high achiever students					
4	Regularly monitor academic progress of students & realistically used with the data for effecting improvement					

SECTION 5: PATHWAYS OF PRINCIPAL'S LEADERSHIP EFFECT TO STUDENTS' ACADEMIC ACHIEVEMENT

For the following list of leadership behaviours, rate as "**direct effect** " if you believe that the principal of your school influence on academic achievement makes a face to face interactions with learner or no need of using mediators in between them to exert influence on the achievement of students ; whereas rate as " **indirect effect** " for the item you believe a principal needs to uses mediators like teachers, parents, classroom practice, school culture etc to exert influence on students achievement.

	Indicate whether the effect of the director's influence is direct or indirect when the leader doing the specified leadership activities.	Pathways of effect	
		Direct	Indirect
1	organize classrooms for instruction in the way it ensure efficiency		
2	allocating necessary resources so as to realize a provision of quality instruction		
3	supervising teachers' classroom instruction and provides contractive comments		
4	monitor student discipline and academic progress		
5	enforce culture of learning and professional behaviour in the school		
6	enforce systemic accountability of teachers for students' learning in the school		
7	empowers teachers, students, parents and others to do what is best for the school		
8	creating conducive learning environment in the school		
9	Creating consensus with the stakeholders about the school's goals		
10	Maintain positive and productive relationship with all the school Community		
10	communicating with parents to obtain resources		
11	encourage teachers to use different instructional strategies and skills		
12	organize experience sharing programs among colleagues		

**SECTION 6: SPECIFIC LEADERSHIP BEHAVIOURS THAT PRINCIPALS NEED TO HAVE TO PROMOTE STUDENTS'
ACADAMIC ACHIEVEMENT**

Rate against each item by considering the extent to which a principal of your school need to have the specified leadership behaviours so as he/she enhances better academic achievement of students. Accordingly, differentiate the importance level of each specific leadership behaviour as 'Not at All Important' (1) for the least useful one to 'Extremely Important' (5) for the behaviour that play significant role.

The meaning of the rating scale is seen as below*:*

 (1) Not at All Important   (2) Not Too Important   (3) Somewhat Important   (4) Very Important

(5) Extremely Important

No.	Items *To what extent do the specified leadership behaviour is important in promoting better academic achievement of students?*	Rating scale				
		1	2	3	4	5
1	Making student learning and progress a priority of the school					
2	Acquiring adequate resources and allocate it by giving priority for instructional purpose					
3	Telling to each teacher what and how he/she do and then follow his/her performance					
4	Strengthen school supervision to provide continuous support for instructional process					
5	Lead instruction and curriculum in collaboration with teachers, students and parents					
6	Use students' learning outcomes as a basis for program evaluation.					
7	Let teachers work on their own without interference of principal/supervisors					
8	Offering individualized support in accordance with their strength, weakness and ability					
9	Symbolizing professional practices, values; and vision					
10	Employ organic management that promote staff cooperation and teacher control					
11	Establish high performance expectations for teachers and students					
12	Developing structures that foster a shared decision-making process					
13	Employ conventional, hierarchical patterns of bureaucratic control by administrators					
14	Motivate teachers through principle of exchange: '*I will give you this, if you do that'*					
15	Empower students by organizing them into many self-supporting small units					
16	Create a structure through which teachers can lead their respective subject					
17	Schedule for teacher-student academic performance review					
18	Avoid hierarchical structure and let teachers emerge as decision maker, coordinator and promoter of collegiality					

SECTION 7: AN ESSAY TYPE OF QUESTIONS

Give your answers for the following questions in accordance with your personal view or understanding.

1. In your opinion, what types of leadership behaviours of principals' have significant effect in improving academic achievement of students? Please try to mention its name and the major pillars built it

   _____
   _____
   _____

2. From your personal observation, in what way(s) do the behaviours' of school leaders determine the academic success of their students? Is it by exerting direct influence on students or indirectly by exerting influence on mediators (teacher, parent, policies etc)? Please justify your argument.

   _____
   _____
   _____

3. In your opinion, what specific leadership behaviours are required from your school principal so that he/she able to exert positive influence on better academic achievement of students?

    _____

    _____

    _____

4. To what extent does a school principal preserve positive school culture and climate that enhance student achievement? What specific leadership behaviours or activities enable to achieve the intended result?

    _____

    _____

    _____

I THANKS VERY MUCH FOR YOUR GENIUENE AND SIGNIFICANT CONTRIBUTION!

Appendix E: Questionnaire for 10ᵗʰ grade students

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በሁለተኛ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

ውድ የጥናቱ ተሳታፊ ተማሪዎች!

እኔ የዚህ መጠይቅ አቅራቢ ስሜ ስዩም ጋሪ ሲሆን በደቡብ አፍሪካ ዩኒቨርሲቲ በትምህርት አመራር ዘርፍ በዶክትሬት (PhD) ትምህርቴ፣ "የርዕሰ መምህራን የአማራር ባህርያትና የተማሪዎች የትምህርት ውጤታማነት በጌድዮ ዞን፤ የሁለተኛ ደረጃ ትምህርት ቤቶች ፤ አትዮጵያ" (Principals' leadership behaviors and students' academic achievement in secondary schools of Gedeo zone, Ethiopia) በሚል ርዕስ በመስራት ላይ ላለሁት የጥናትና ምርምር ስራዬ ይህ መጠይቅ ለጥናቱ ግብአት የሚውል መረጃ ለማሰብሰቢያነት የተዘጋጀ ነው፡፡ የዚህ ጥናት ዋና አላማ በጌድዮ ዞን በሚገኙ የሁለተኛ ደረጃ ት/ቤት ርዕሰ መምህራን በሚያሰየዩት የአማራር ባህርያትና በተማሪዎች ውጤታማነት መካከል ያለውን ትስስር በማጥናት በላቀ ደረጃ የተማሪዎችን ውጤት ለማሳደግ የሚያስችሉ የአማራር ባህርያትን በመለየት ለትምህርት ዘርፉ እድገት አስተዋጾ ለማበርከት ነው፡፡ ስለዚህ የጥናቱ ውጤት ር/መምህራንን ውጤታማ ከሚያደርጉ የአማራር ባህርያትጋር በማስተዋወቅ የተማሪዎችን የትምህርት ውጤታማነት በማሻሻል ረገድ ጠቃሚ ሚና ይጫወታል፡፡

ለዚህ ጥናት መሳካት የሚያስፈልጉ መረጃዎችን መሰብሰብ እንድችል ፍቃድ ፤ ከጌዴዮ ዞን የትምህርት ዲፓርትመንት፣ ከደቡብ አፍሪካ ዩኒቨርሲቲ የትምህርት ኮሌጅ የምርምር ስነ ምግባር ኮሚቴ እና ከት/ቤታቹ አስተዳደር የተሰጠኝ መሆኑን እየገለጽኩ በዚህ የምርምር ሥራ ውስጥ ለመሳተፍ ምንም የሚያስፈራችሁ ነገር እንደሌለ ላረጋገጥላችሁ እወዳለሁ፡፡ ከናንተና ከሌሎች ተሳታፊዎችም የሚሰበሰበው የትምህርት ነክ መረጃ የጥናቱን አላማ ለማሳካት እንጂ ለሌላ ለምንም አላማ አይውልም፡፡ ስማችሁን በየትኛውም ቦታ መጻፍ አይጠበቅባችሁም፡፡ የምትሰጡት መረጃ በምንም መልኩ ከስማችሁ ጋር ተያይዞ ሪፖርት አይደረግም፡፡ ስለዚህ ለጥናቱ የሚያገለግሉ መረጃዎችን ስትሰጡ ያለምንም ፍርሀትና ሌላ ምክንያት በራሳችሁ እውቀትና ግንዛቤ ትክክል ብላችሁ የምታምኑትን መልስ ብቻ በመስጠት ጥናቱ ውጤታማ እንዲሆን የበኩላችሁን መልካም አስተዋጾ እንድታበረክቱ እጠይቃለሁ፡፡

በመጨረሻም ከጥናቱ ጋር በተያያዘ ማንኛውም አይነት ጥያቄ ወይም አስተያያት ካላችሁ ለተመራማሪው (ሌኔ) በአካል፣ በስልክ ቁጥር 0913340554 ወይም በ email-*seyoumgari@gmail.com* ማቅረብ ትችላላችሁ፡፡

ውድ ጊዜችሁንና እውቀታችሁን ለዚህ ጥናት መሳካት በማዋላችሁ ክልብ አመሰግናለሁ!

ክፍል፡ አንድ፤ የተሳታሬዎችን፡ የግል : መረጃን፡ በተመለከተ

ቀጥሎ፡ በምርጫ : መልክ፡ ለቀረቡ : ጥቄዎች :ከተሰጡት፡ አማራጮች :   መካከል፡ ከራሳችሁ : አንጻር : ትክክል : የሆነውን : መልስ : በመምረጥ፡ በሳጥኑ : ውስጥ : የ "X"   ምልክት: በማድረግ :መልሱ፡፡   በዕሁፍ: መልስ፡ ለሚፈልጉ: - ጥያቄዎች: ደግሞ፡ በዕሁፍ: መልሳችሁን : ስጡ ፡፡

1. የት/ቤቱ፡ ስም --

2. ፆታ፤   ሀ. ወንድ   ☐   ለ. ሴት   ☐

3. ዕድሜ፤   ሀ. 16 አመት እና፡ ከዚያ : በታች   ☐   ከ 17-19 አመት   ☐

   ሐ. ከ20-25 አመት   ☐   መ. 26 አመትና ከዚያ በላይ   ☐

4. ለስንት አመት እዚህ ት/ቤት ተማርክ/ሽ   ሀ. ለ 1 አመት   ☐   ለ 2 አመት   ☐

   ሐ. ለ 3 አመትና ከዚያ በላይ   ☐

ክፍል ሁለት፤ የር/ መምህራን የአማራር ባህርና የተማሪዎች በትምህርታቸው ስኬታማ መሆን

የሚከተሉት ነጥቦች የተማሪዎችን የትምህርት ውጤታማነት ለማሳደግ ያስችላሉ ተብለው የተገመቱ የአማራር ዘይቤዎችን የሚወክሉ የር/መምህራን የአማራር ባህሪዎች ናቸው፡፡ ስለዚህ እንኚህን የተዘረዘሩ የአማራር ባህርያትን ምን ያህል ተጠቅመውባቸው ውጤታማ ስራ እየሰሩ እንደሆነ ግምት ውስጥ በማስገባት ከተሰጡት አምስት የካንዉን አማላካች አማራጮች አንዱን በመምረጥ የ "X" ምልክት በማድረግ መልሱ፡፡ በቁጥር የተቀመጡት ልኬቶች የሚከተለው ትርጉም አላቸው፡፡

1= በጣም ዝቅተኛ   2= ዝቅተኛ   3= መካከለኛ   4= ከፍተኛ   5= በጣም ከፍተኛ

ተ.ቁ.	ዝርዝር የአማራነት ባህሪ / ተግባራት ር/መምህሩ............................	የክዉና መጠን				
		1	2	3	4	5
1	የት/ቤቱን አላማና ግቦች ስኬትን ለማምጣት ከሚያግዙ ቁልፍ ተግባራት ጋር በማያያዝ የሚዘጋጆች ብቃቱ					
2	የት/ቤቱ አላማና ግቦች በሁሉም ባለ ድርሻ አካላት እንዲታወቁና እንዲደገፉ በማድረግ ረገድ ውጤታማነቱ					
3	የመማር ማስተማሩን ሂደት ሱፐርቫይዝ ማድረግና ሂደቱ ከተቀመጠው የት/ት አላማ አንጻር ውጤታማነቱን ማየት					
4	የትምህርት ካሪኩለም በት/ት ስርአቱ በተቀመጠው ስታንዳርድና የፈተና ውጤ አንጻር መተግበሩን መከታተል					
5	የተማሪዎችን የት/ት እድገት መከታተልና የት/ት ፍላጎታቸዉን ለማርካት የመማር-ማስተማር ሂደት በማሻሻል ረገድ					
6	የትምህርት ሰአትን ከማንኛውም የትምህርትን ክፍለ ጊዜን ሊያባክኑ ከሚችሉ ነገሮች የመከላከል ብቃቱ					
7	አዘውትሮ በት/ቤቱ ግቢና በክፍሎች አካባቢ በመገኘት ተማሪዎችንና መማህሩንን ማገዝ፣ማብረታታት ክንውኑ					
8	እራሳቸውን ስጥተው ለሚስኩና ውጤታማ ለሆኑ መምራን ማበረታቻ የመስጠት ሁኔታው					
9	መምህራን በሙያቸው እንዲያድጉ የተለያዩ ስልቶችን ቀይሶ የመስራት ልምዱ					
10	ተማሪዎች ትምህርታቸውን እንዲወዱ ለማበረታታት ለውጤታማና የላቀ ችሎታ ላላቸው ተማሪዎች ሽልማት በመስጠት የመስራት ልምዱ					
11	የት/ቤቴን ማህበረሰብ በማሳተፍ ለት/ቤቱ የጋራ የሆነ ራእይ የማዘጋጆትና በስራ ላይ ማዋልን ክንውኑ					
12	በት/ብ ግብና ቅድሚያ ማግኘት በሚገባቸው ጉዳዮች ዙሪያ የጋራ ግንዛቤና ስምምነት መፍጠርን በተመለከተ					
13	ለተማሪዎችና ለመምህራን የመስራት ብቃትና ለሚያመጡት ውጤ ከፍተኛ ግምት የመስጠት ባህሪው					
14	ለያንዳንዱ የት/ቤቱ አባል የሚፈልገውን አይነት ድጋፍ በመስጠት ውጤታማ እንዲሆን ማገዝን በተመለከተ ብቃቱ					
15	የግል ፍላጎትን ወደ ጎን በመተው ለት/ቤቱ ውጤታማንት ቅድሚያ ሰጦ በመስራት ለሌሎች ምሳ የመሆን ባህሪው					
16	አባላት አሁን በስራ ላይ ያሉ እሴቶችን፣ መላ ምቾችና የክንውን እስትራቴጆዎችን ተገቢነት እንዲመረምሩ የማበረታታት ባህሪው					
17	በት/ቤቱ መልካም የስራ ባህል እንዲስለብት ስለ ጤቃሚ እሴቶችና እምነቶች በግልፅ የመናገርቁርጠኝቱ					
18	በት/ቤቱ ተማሪዎችን፣ መምህራንን፣ ወላጆችና ማህበረሰቡን በማሳተፍ ተባብሮ የመስራትን ባህል መገንባት					
19	ተማሪዎችን፣ መምህራንን፣ ወላጆችና ማህበረሰቡን የሚያሳትፍ መዋቅር መዘርጋትና በስራ ላይ ማዋሉ					

ክፍል ሶስት፣ የር/መምህራን የአማራር ዝንባሌን በሚመለከት፣

የሚከተሉት የአማራር የባህሪያት የት/ቤታችሁን ር/መምህር የአማራር ዝንባሌን ለመለየት የሚያስችሉ ናቸው። ስለዚህ የት/ቤታችሁ ር/መምህር እንሻሆን የተጠቀሱትን ባህሪት ምን ያህል እንደሚያዘውትሩ ግምት ውስጥ በማስገባት በቀኝ በኩል ከተሰጡት አማራጭ መልሶች አንዱን በመምረጥ የ "X" ምልክት በማድረግ መልሳችሁን ስጡ። የቁጥር ልኬቶቹ ትርጉም የሚከተለው ነው።

1= እንደውም አይተገብሩውም 2= ከስንት አንዴ /እንብዛም 3= አንዳንዴ 4= በተደጋጋሚ 5= ዘወትር

ተ	የአማራር ባህሪያት	መለኪያ				
		1	2	3	4	5
1	ለተማሪዎች ፣ለመምህራን፣ ለ 'ውመተህ' ኮሚቴና ለሰራተኞች የአፈባ0ም እስታንዳርድ ያዘጋጃል፣					
2	ለተምሪዎች ፣ለመምህራን፣ ለለ 'ውመተህ' ኮሚቴና ለድጋፍ ሰጪ ሰራተኞች ደህንነት/ጥበቃ/ ይጨነቃል					
3	የወደፈት ገዜ ራእይን ግልፅ በሆነ መንገድ ለሁሉም በሚገባ መልኩ ያስቀምጣል					
4	ለያንዳንዱ የት/ቤት አባል እና ኮሚቴ የሚጨወቱት ሚናና ሀላፊነት ይሰጣል					
5	ከት/ቤቱ ማህበረሰብ አባላት ጋር በንቃት ግንኙነት ያደርጋል					
6	የት/ቤቱን ማህበረሰብ አባላት በቁልፍ ጉዳዮች ዙሪያ አዳዲስ እስትራቴጆዎች እንዲያመነጩ ያበረታታል					
7	ስራ እንዴት መሰራት እንዳለበት የሚገለፅ እቅድ ዝርዝር ተግባራት ለት/ቤቱ ማህበረሰብ አባላት ይሰጣል					
8	የት/ቤቱ ማህበረሰብ አባላት እርስ በርስ እንዲጋገፉና እንዲሰሩ ያግዛል					
9	ክስተቶችን ተከትሎ የአፋጣኝ ለውጥን አስፈላጊነት ለት/ቤቱን ማህበረሰብ በማሳለፅ ለለውጥ ያነሳሳል					
10	ከተማሪዎች ፣ከመምህራን፣ ከ 'ውመተህ' ኮሚቴና ከድጋፍ ሰጪ ሰራተኞች ምን እንደሚጠበቅ/ያሳውቃል					
11	ለተምሪዎች ፣ለመምህራን፣ ለ 'ውመተህ' ኮሚቴና ለድጋፍ ሰጪ ሰራተኞች አስተያየት መልካም ምላሽ ይሰጣል					
12	የት/ቤቱን ማህበረሰብ አባላት በት/ቤት ውስጥ ትልቅ ለውጡ ለማምጣት የሚያደርጉትን ጥረት ያበረታታል					

ክፍል አራት፤ የር/መምህራን የአማራር ባህርና በት/ቤቱ በስፋት የሚታይ ባህልና ድባብ

ቀጥሎ በሚታያው ሰንጠረዥ ውስጥ በዝርዝር የተቀመጡት ነጥቦች የት/ቤቱን ቁስአካላዊ ገፅታ፤ ማህበራዊ ሁኔታ፣ስሜታዊ ሁኔታና ተምህርታዊ ሁኔታ ለመዳሰስ የሚረዱ ማሳያ መስፈርቶች ሲሆኑ በነኚህ መስፈርቶች በመጠቀም በት/ቤቱ ውስጥ ጎልቶ ያለውን ባህልና ድባብ ለማወቅ ይቻላል። ስለዚህ እያንዳንዱን ነጥብ ካነበባችሁ በኋላ በሀሰቡ መስማማት አለመስማማታችሁን በቀኝ በኩል ከ1 (ፈፅሞ አልስማማም) እስከ 5 (ፍፁም እስማማለሁ) ከተቀመጡ እስኬሌ አንዱን በመምረጥ የ "X" ምልክት በማድረግ መልስ ስጡ። በቀጥ የተቀመጡት ልኬቶች ትርጉም የሚከተለው ነው፡፡ **1= ፈፅሞ አልስማማም ፤ 2= አልስማማም ፤ 3= ለመወሰን ያስቸግረኛል ፤ 4= እስማማለሁ ፤ 5= ፍዑም እስማማለሁ**

ተ	የአማርኛት ባህሪያት	የስምምነት ደረጃ				
	ር/መምህሩ--	1	2	3	4	5
	የቁሳዊ አካባቢ ሁኔታ					
1	ከመተፋፈግ የጸዳና የተጣላ መቀመጫ ያለው ምቹ የመማሪያ ክፍሎችን ማቅረብ ችላል፤					
2	ቢሮዎችን፣ ላይበረሪንና ላበራቶሪን በዘመናዊ የትምህርት መሳሪያዎች ለመሙላት እራሱን ስቶ እየሰራ ነው፤					
3	ት/ቤቱን ከፍርሃትና ከስጋት የፀዳ በነጻነት የሚማሩበት አካባቢ የመድረግ ጥረቱ ተሳክቶለታል					
4	መሰረታዊ የመማሪያ ቁሳቁስ እንደ መፅሐፈ፣ኬሚካል ወዘተ በወቅቱን በሚፈለገው መጠን ማቅረብ ችላል					
	የማህበራዊ ሁኔታ					
5	የመምህራንና የተማሪዎች ግንኙነት በመከባበርና በመደጋገፍ ላይ እንዲሆን አድርገዋል					
6	ሁልጊዜ መምህራን፣ ወላጆችና ተማሪዎች በትምህርት ጉዳይ ቻተቀራርበው እንዲወያዩ ያበረታታል					
7	በአብዛኛው በውሳኔ አሰጣጥ ላይ ሌሎችን ከማሳተፍ ይልቅ ብቻውን መወሰንን ይመርጣል					
8	መምህራንና ወላጆችን በማሳመን በየዚዜው በመገናኘት ስለተማሪዎች የትምህርት እድገት እንዲወያዩ አድርጎል					
	የአመለካከት ሁኔታ					
9	በመምህራን መሀከል የመተዛዘንና የመተጣጣ መንፈስ እንዲጎለብት መስራት ቻልተኝነት አሳይተል					
10	ሁሉም የት/ቤቱ ማህበረሰብ መከባበርና አንዱ የሌላውን አስተዋያ በበጎ ጎን እንዲያይ ለማድረግ ችላል፤					
11	በሁሉም የት/ቤት ማህበረሰብ መካከል ጥሩ የሆነ የአንድነት መንፈስ እንዲሰለብት አድርገል፤					
12	ወላጆች ት/ቤቱን እንደራሳቸው ሀብት እንዲያዩት አድርጎ ት/ቤቱን በጉጉትና በፍቅር እንዲጎበኙት አድርጎል					
	የመማር ማስተማር ሁኔታ					
13	በጥንቃሬ በመስራት በሁሉም መምህራን ውስጥ የእንቸላለን መንፈስ እንዲጎለብት ችላል፤					
14	**"ሁሉም ተማሪዎች በቂ ድጋፍ ካገኙ ከፍተኛ ውጤት ያመጣሉ"** በሚለው ሀሳብ አያምንም					
15	ሁልጊዜ ተማሪዎችን በልዩ ስራቸውና በውጤታቸው መርጦ በመሸለምና እውቅ በመስጠት ያበረታታል					
16	የተማሪዎችን የትምህርት እድገት መከታተልና፣መረጃዉን ውጤታቸውን ለማሻሻያ መጠቀም					

ክፍል አምሰት፤ የር/መምህራን የመሪነት በጎ ተፅኖ ተማሪተዎች ጋ የሚደርስበት መንገድ

ር/መምህራን በመሪነታቸው የሚፈጥሩት በጎ ተፅእኖ ተማሪዎች ጋ የሚደርስበት መንገድ አከራካሪ ጉዳይ ነው። ስለዚህ በሰንጠረዡ ውስጥ ለተጠቀሱ ለያንዳንዱ የአማርኛት ባህሪ፤
ሀ. ር/መምህሩ ከተማሪዎች ጋር ፊት ለፊት ተገናኝቶ በሚፈጥሩው በጎ ተፅእኖ የተማሪዎችን ውጤት ያሻሻላ ብላችሁ ካመናችሁ **"በቀጥተኛ"** በሚለው ስር የ "X" ምልክት በማድረግ መልሱ።
ለ. ነገር ግን የተጠቀሰውን የአማራር ባህሩውን ተጠቅሞ በጎ ተፅእኖ ር/መምህሩ የሚያሳድሩው በተዘዋዋሪ መንገድ ለምሳሌ በመምህራን፣ በወላጆች እንዲሁም በሌሎች አደረጃጀቶች አማላኝነት ነው ብላችሁ ካመናችሁ **"በተዘዋዋሪ"** በሚለው ስር የ "X" ምልክት በማድረግ መልሱ።

ተ ቁ	የአማራርነት ባህሪያት/ስራዎች ዝርዝር	የር/መ/ሩ በጎ ተፅእ	
	ር/መምህሩ.......................	በቀጥተኛ	በተዘዋዋሪ
1	የመማሪያ ክፍሎችን ከፍተኛ ውጤት በሚያስገኝነት ሁኔታ ለትምህርት ስራ ሲያደራጅ		
2	ጥራት ያለው ትምህርት ለመስጠት የሚያስፈልጉ ግብአቶችን ለየዘርፉ መመደብ		
3	መምህራንን ከፍል ውስጥ ሲያስተምሩ ሱፐርቪይዝ ማርረግና የማሻሻያ ሀሳብ መስጠት		
4	የተማሪዎችን ዲሲፕሊንና በትምህርታቸው እያሳየ ያለውን እድገት መከታተል		
5	በት/ቤቱ የመማር ባህልና የትምህርት ባለ ሙያነት ባህር እንዲጎለብት ሲያበረታ		
6	ለተማሪዎች ውጤታማነት መምህራን ሀላፊነትን ተጠያቂነት እንዳለባቸው ሲያሳውቅ		
7	የት/ቤቱ ማህበረሰብ አዲስ ሀሳቦችን እንዲሞክሩ ሲያበረታታና ሲደግፍ		
8	ት/ቤቱን የመማሪያ ምቹ አካባቢ እንዲሆን ግብእት ሲያማላና ሲያደራጅ		
9	ከት/ቤት ማህበረሰብ አባላት ጋር መልካምና ውጤታማ ግንኙት እንዲሰርጽ ሲያደርግ		
10	ወላጆችን በማሳመን ለት/ቤቱ ድጋፍ እንዲያደርጉ ሲደርግ		
11	መምህራንን በማብቃትና በማበረታታት የተለያየ የማስተማር ዘዴዎችንና ክህሎትን እንዲጠቀሙ ሲያደርግ		
12	አቻ መምህራን ልምድ እንዲለዋወጡ ፕሮግራም በማዘጋጀት ሲያበረታታ		

ክፍል ስድስት፤ ር/መምህራን የተማሪዎችን የትምህርት ውጤት ማሻሻል እንዲችሉ ሊኖራቸው የሚገባ የአማርኛት ባህርያት

ቀጥሎ በሚታየው ሰንጠለዥ ውስጥ ር/መምህራን የተማሪዎችን የትምህርት ውጤት ለማሻሻል እንዲችሉ ሊኖራቸው የሚገባ ተብሎ የተገመቱ የአማርኛት ባህርያት/ስራዎች በዝርዝር ተቀምጠዋል። እያንዳንዱን የአማርኛት ባህሪ/ስራ ካነበባችሁ በኋላ ከእያንዳንዱ በስተቀኝ በኩል በተሰጠው በአምስት ደረጃ ተከፍሎ በተቀመጠው መስፈርት መሰረት ከ **"ፈፅሞ ጠቃሚ አይደለም" " 1 "** እስከ **"እጅግ በጣም ጠቃሚ ነው" "5"** ከሚሉት እስኬሎች ውስጥ አንዱን በመምረጥ የ " X" ምልክት በማድረግ መልሳችሁን ስጡ።   የቁጥር ልኬቶቹ ትርጉም የሚከተለው ነው።

1 = ፈፅሞ ጠቃሚ አይደለም ፤ 2 = ብዙም ጠቃሚ አይደለም ፤ 3 =በተወሰነ ደረጃ ጠቃሚ ነው
4 = በጣም ጠቃሚ ነው ፤   5 = እጅግ በጣም ጠቃሚ ነው

ተ.ቁ	የአማርኛት ባህሪያት/ስራዎች ዝርዝር	የጠቀሜታ መጠን				
		1	2	3	4	5
1	የተማሪዎችን መማርና በትምህርታቸው እድገት እያሰዩ መሄዱን ማረጋገጥ ቅድሚያ የሚሰጠው ስራ ማድረግ					
2	በቂ ግብአትን ማሰባሰብ እና በበጀት ምደባ ወቅት ለትምህርት ስራ ቅድሚያ በመስጠት መመደብ					
3	ለመምህራን በዝርዝር ምን እና እንዴት መስራት እንዳለባቸው መንገርና አፈጻጸማቸውን መከታተል					
4	የት/ቤት የውስጥ ሱፐርቪዥንን በማጠናከር ለትምህርቱ ስራ ተከታታይነት ያለው ድጋፍ እንድሰጥ ማድረግ					
5	ካሪኩለምንና ትምህርቱን የመምራት ስራን ከተማሪዎች ፤ከመምህራን እና ከወላጆች ጋር በመተባበር መስራት					
6	የአንድን የትምህርት የፕሮግራም ለመገምደም የተማሪዎችን የትምህርት ውጤት ዋነኛ መስፈርት ማድረግ					
7	መምህራን፤ ር/መምህሩም ሆነ ሱፐርቫዘሩ ምንም ጣልቃ ሳይገቡባቸው በራሳቸው እየተመሩ እንዲሰሩ መተው					
8	ለያንዳንዱ የት/ቤቱ ማህበረሰብ አባል እንደ ጥንካሬውፔድክመቱና ችሎታው በመደገፍ ለውጤት ማብቃት					
9	ሙያዊ አሰራርን ፤ መልካም እሴትን ና ራእይን የት/ቤቱ መለያና የጥንካሌ ምልክት አድግጎ መያዝ					
10	የት/ቤቱን አስተዳደር ተፈጥሮአዊ እንዲሆን በመምህራን ትብብርና ቁጥጥር የሚመራ ማድረግ					
11	ከተማሪዎችና ከመምህራን ከፍተኛ የውጤት ግምት በማጠበቅ ማትጋት					
12	አሳታፊ የውሳኔ አሰጣጥን ሂደት የሚያንጸባርቅ መዋቅር መዘርጋት					
13	የስልጣን ተዋረድን በግልፅ በመዘርጋት አስተዳደሩ ቢሮክራሲያዊ አሰራርን ተከትሎ ቁጥጥን ማጠናከር					
14	መምህራንን ለማትጋት **"ይህንን ከሰራህ/ሽ ይህንን እሰጥሀለሁ ፤ የሰቾ መቀበል"** የአሰራር ዘዴ በስራ ላይ ማዋል					
15	ተማሪዎችን በትንንሽ እራስ አገዝ በሆኑ ቡድኖች ስር በማደራጀት እርሳቸውን እንዲያበቁ ማድረግ					
16	መምህራን የየራሳቸውን የትምህርት ዘርፍ መመራት የሚያስችል አደረጃጀትች መዘርጋት					
17	የተማሪዎች እና የመምህራን የጋራ የመማር-ማስተማር ሂደት መገምገሚያ መድረክ ማዘጋጀት					
18	መምህራን ውሳኔ ሰጪ፤ አስተባባሪና የአቻነት ስሜት ገንቢ እንዲሆኑ የስልጣን ተዋረድን ማጥፋት					

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Appendix F: Interview guide for the key participants

INTERVIEW GUIDE FOR PRINCIPALS, SUPPERVISORS AND ZONE EXPERTS

1. Interviewer:
2. Date of interview:

Orientation and Introduction

You have been selected by the researcher because you are identified as someone who has a great deal to share about the subject under investigation. This research project as a whole focuses on identifying the effect of leadership behaviours of principals on academic achievement in secondary schools of Gedeo zone in Ethiopia. The purpose of this study is to provide empirically supported evidence about effective type of leadership behaviours that help to improve academic achievement of students.

I have a tape recorder with me. It is standard practice to record these interviews as a back up to my notes. The interview is confidential in that no individual or institution will be named in the report corresponding to these interviews. Furthermore, only the researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed.

Are there any general questions you would like to ask me about the research before we begin?

Part one: Personal information of respondents

Dear respondent!

The following questions are intended to collect about your personal information that the researcher needed in relation to the purpose of this research project.

1.4 Your age
1.2 Your marital status
1.3 Your level of education/qualification:
1.4 Your total years of service in the education sector:
1.5 a) Your service in current school (for principal):
    b) Your service in current position and job (for supervisor and experts):
1.8 Your area of specialization
    A. Major
    B. Minor (if any)

PART TWO: QUESTIONS THAT DIRECTLY RELATED TO THE RESEARCH PROJECT
1. In your opinion, what indicators are useful to judge about the effectiveness of leadership behaviours of principals'? Is there any core indicator which should have get more weight than others?
2. Do the leadership behaviours of a principal have effect on academic achievement of students? If you say "**Yes**" discusses how it can affect it or if you say "**No**" give your justification.
3. In your opinion, what model of leadership behavior has significant effect in improving academic achievement of students?
4. How do you perceive the importance of instructional leadership behaviours of school principals' in enhancing better academic achievement of students? Why?
5. How do you perceive the importance of transformational leadership behaviours of school principals' in enhancing better academic achievement of students?

6. In your opinion, among the following three models of leadership behaviours, which one of it is more feasible in improving academic achievement of students?

    i)   Using construct of instructional leadership behaviours as the only model. If your choice is this model, why?

    ii) Using construct of construct of transformational leadership behaviours as the only model. If your choice is this, why?

    iii) Using construct of the integration of the instructional and transformational leadership behaviours comprehensively. If your choice is this, why?

    iv)   If you recommend a different leadership behaviours than the one proposed above, specify the leadership style you prefer and provide your justification

7. In your opinion, for which meta category of leadership behaviours do the school principals should give special emphasis in order to realize better academic achievement of students? Why?

    i)   Work oriented behaviour, why?

    ii) Relationship oriented behaviour, why?

    iii) Change oriented behaviour, why?

    iv) In all the three meta-categories in balanced way, why?

8. From your personal observation, in what way(s) do the behaviours' of school leaders determine the academic success of their students? What is the pathway of principal's leadership influence to students' academic achievement? Is it direct or indirect? Why?

9. In your opinion, what specific leadership behaviours of school principals have big impact in improving academic achievement of students? Chose five core leadership behaviours that have great effect in improving academic achievement of students.

10. What cultural aspect of physical, social, affective and academic environment have positive contribution in improving academic achievement of students?

Appendix G: Document review guide

Dear Principal/PTSA Chairperson/ District Supervisor/ Zone Education Desk Expert!

This document review guide line is prepared in order to collect some relevant information/data from various school documents which evidenced regarding what has been done or thought at some point earlier date pertaining to the issue under study. The information will be treated with strict confidence and will be used strictly only for the purpose of this study.

No	Items reviewed from document	Availability (in quantity)	Detail about its quality or relevance	Its implication
1	Data regarding students achievement in 10th grade national EGSELE in the year 2016/17-2018/19			
2	Impressive pictures, quotation, slogan, vision, mission, value, etc mounted in the school compound			
3	Capacity building endeavours			
4	Activity of the school administration in keeping discipline			
5	Trends in sharing leadership role			
6	Plan preparation and implementation (strategic , annual , lesson plan …)			
7	Collective decision-making process (minutes of staff meeting & it's agenda)			
8	Parents and community participation in the school activities			
9	Provision of additional support and make-up programs			
10	Data regarding of the school library performance			
11	Data regarding of the school laboratory performance			
12	Data regarding of ICT centre performance			
13	Data regarding students' progress and exam analysis			
14	Teaching aid preparation as well as utilization,			