

**EXPLORING PRINCIPALS' LEADERSHIP PRACTICES AND STUDENTS' PASS  
RATE IN SECONDARY SCHOOLS AT WEST ARSI ZONE, ETHIOPIA**

By

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## DECLARATION

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I further declare that this work has not been previously submitted for any other degree or other qualification at UNISA or any other higher education institution.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

Signature



Date

Sept. 16, 2021

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## **DEDICATION**

This thesis work is dedicated to my lovely and compassionate wife, Damu Iresso, and my adorable children, Robel and Ribka Desta, who have been a resilient source of support and encouragement during the challenges of my doctoral study. I am truly thankful for having you in my life. This piece of work is also dedicated to my parents, Mr. Kaweti Bekere (Dad) and Mrs. Ibsa Nigussie (Mom), who have always loved me unconditionally and created an educational opportunity for me without having had adequate education themselves.

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## ABSTRACT

The study aimed at exploring principals' leadership practices and its influence on students' pass rate in the secondary schools of West Arsi Zone, Ethiopia. Philosophically, a Pragmatic Research Paradigm with Mixed Research Approach were employed. The study employed Explanatory Sequential Mixed Method design to extract the perception of teachers, Head of Departments, Principals, Vice-principals, and supervisors using both quantitative data followed by qualitative to supplement each other and interpreted separately and combined at the end of the discussion for better grasping the problems understudy. Data were gathered from 225 teachers and 115 Head of Departments using Multistage Random Sampling techniques while 11 school principals, 5 vice-principals and 4 supervisors took part on an interview using Purposive Sampling techniques. Questionnaires, semi-structured interview and Document Analysis were instruments for data collection. Data were analysed using frequency, mean, standard deviation, independent sample t-test, and Pearson product-moment correlation analysis and Thematic Analysis techniques. The study found that the current principals' leadership practices in terms of 'setting directions', 'developing people', 'developing schools' and 'managing teaching-learning program' were weak. The study also revealed that there is positive relationship between principal leadership practices in 'setting direction' and 'developing schools' and students' pass rate while there no significant relationship with 'developing people' and 'managing teaching-learning program' and students' pass rate. Student related, home-environment related, and teacher-related problems were found strong challenges while school-leadership related hurdles, lack of physical resources and material facilities and other external factors were found moderately challenging school leaders in the process of supporting students' pass rates. The study also suggested strategies such as the central government motivation in playing their role; developing school leaders' commitment and capacities; enhancing teaching-learning; mobilizing and allocating school resources; and working on school autonomy.

**Key Words:** Principals; Leadership Practices; Secondary Schools; School Leaders; Students' pass rate; teachers; Pragmatism; mixed approach; government

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## ACRONYMS AND ABBREVIATIONS

CEDU REC	College of Education Ethics Review Committee
CLPSS	Core Leadership Practices for Successful School
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
ESDP	Educational Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GEQUIP	General Education Quality Improvement Program
GTP	Growth and Transformation Plan
HoDs	Head of Departments
MAP	Management and Administration Program
MOE	Ministry of Education
NGO	Non-Governmental Organizations
NPC	National Planning Commission
ODI	Overseas Development Institute
PGCPSS	Post Graduate Certificate in Primary School Supervision
PGCSS	Post Graduate Certificate Secondary School Supervision
PGDSL	Post Graduate Diploma in School Leadership
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UNISA	University of South Africa
WAZ	West Arsi Zone

# **CHAPTER ONE**

## **INTRODUCTION AND ORIENTATION OF THE STUDY**

### **1.1 Introduction**

This introductory chapter highlights the background of the study that includes the current status of quality education in Ethiopia, an overview of the leadership in schools, effective school leadership, determinant of quality education, and improvements made by Ethiopian Ministry of Education. Furthermore, the chapter discusses the rationale for this study. This first chapter also identifies major research problems from which the sub-problems were derived. The research hypotheses and questions, in addition to aims and objectives of the study, are presented. There is a succinct discussion of the research paradigm, research approach, and underlying philosophies of the study. In addition to this, implications of the study towards the advancement of theory and practice are included. An overview of the reliability and validity and trustworthiness of the study are also presented. There is a section on the definition of key concepts, conceptual framework, limitations and scope of the study, and ethical considerations. Finally, a sketch of each chapter and conclusion of this chapter are presented.

### **1.2 Background of the Study**

This study was done in Ethiopia, which is a country in Sub-Saharan Africa, driven by the need to improve its socio-economic status by the year 2025 (MoE, 2015, p. 11). The key to achieving this economic goal is through education and the development of human resources. Secondary education reforms and changes are required to maintain this economic objective, which needs to be carefully planned and organized in consultations with all stakeholders. Major rationalization for investing on secondary education is its contribution to economic growth and development (Joshi & Verspoor, 2013, p. 41). Although the focus of this study is on secondary education, it is important to mention that the Ministry of Education (MoE) in Ethiopia has established a package known as the General Education Quality Improvement Program (GEQUIP), which intended for enhancing the quality of general education at all levels of schools in the country (MOE, 2008, p.4). Among the major components of GEQUIP is the Management and Administration Program (MAP) as one of the quality assurance measures of education.

The quality of education is a concept that is understood and described in different ways. Although there is a lack of common understanding of quality education, there are two principles that are often used to define quality education. According to UNESCO (2004, p.29), the first characteristic is learners' cognitive development, which is perceived as an indicator of quality education. The second characteristic is the emphasis on the function of education in endorsing mutual values in addition to being creative and enhancing self-control. Adding upon this quality criterion, UNICEF powerfully emphasizes attractive dimensions of quality, as recognized in Dakar Framework. According to UNICEF (2000, p.4), the framework report on the meaning of quality in education and identifies five scopes of quality to include student, working atmosphere, curricular content, teaching methods and results, established on holistic rights of the child. The framework also includes the continued existence, safeguarded, advancement and involvement of the child in education matters. Apart from the environment, the curriculum content should also be relevant, and the target outcomes should focus on developing the knowledge, skills, and attitudes of the child. UNICEF (2000, p.5) avers those definitions of quality are required to be unlocked to change and progress founded on information, changing contexts, and a clear perception of the nature of factors affecting education. Hence, according to Elly (2015, p.1), an excellent quality education focuses mainly on offering every student with competencies they demand to be financially fruitful, enlarge sustainable living, add to nonviolent and democratic communities, and improve personage welfare. It seems that the concept is multifaceted, and all-rounded and requires learners to be taught in an environment, which is healthy, safe, and gender sensitive.

In this study, quality education was analysed by using student pass rate in Grades 10 and 12 national exams. This study is in support of Jashi and Verspoor (2013) who found that national exam results are expressed in terms of pass and fail, and those who scored 50 percent or above were assumed as passes (p.36). Thus, evaluating secondary schools' quality of in terms of pass rate and failure rate and the contribution of school leaders, for them that seems rational.

The Ministry of Education in Ethiopia has formulated a growth and transformation plan two (GTP II), which was planned within the duration of five years beginning 2015/16 and would end in 2019/20 G.C.; requires all primary and secondary schools including cluster centres to be led by authorized and professional school principals and supervisors for advancing the quality and

significance of education (NPC, 2016, p.186). Moreover, to enhance access and expansion of primary and secondary education, GTP II intends to also focus on building regime capacity and better governance schemes. The community is demanded to be fully engaged in building the capacity of the school without costing their necessities. Thus, the key for the success of student pass rate as quality education in secondary schools is proper utilization of leadership.

Leadership is a concept that has different meanings and there are many definitions in literature. To begin with, Yukl (2014, p.7) defines leadership as the practice of persuading people to have explicit idea of the task to be done and the role they need to play in attaining individual and common objective of the team. An argument of Yukl (2014, p.7) incorporates attempts, not only to persuade and help an individual to accomplish present duty, but also guarantying that the person is able to face future test of life. Similarly, Northouse (2013, p.5) articulates that leadership is as a practice where a person or a people in a group work toward realizing an agreed upon common goal. The researcher in this thesis adapts the two definitions of leadership to investigate how school principals' leadership practices influence teachers and other stakeholders to improve student pass rate in secondary schools and enhance quality education, assuming leaders in school take crucial position in determining quality education.

According to *Education for All Global Monitoring Report* (2015, p.4), school leadership has currently happened to be a worldwide main concern of education policy, subsequently the enquiry come up is which policy make the school leadership successful to achieve better. School leadership have emphasized the need to ensure that individual competency of school leaders and their ability to perform their expected leadership duties and tasks. For instance, Pont, Nusche and Moorman (2008, p.42) argue that school leaders can only influence students' achievement when they possess adequate independence and support to make vital decisions and their foremost tasks precisely and purposefully geared towards the teaching-learning process. In order for the school principals to achieve better schools' results, full autonomy and their leadership competence is needed.

Pont et al., (2008, p.16) further explain that when different countries are in the hunt for acclimatizing their education systems to the desires of their existing community, there is high demand for change in school leadership. This shows that, as the countries' interest grows with

current technological advancement, the expectation for quality and effective leadership is in the increase. Pont et al., (2008, p.16) further aver that several western and developing nations have gone through the process of educational reform and have adapted to decentralization of the education system. The decentralized system gives each school more self-ruling power and simultaneously the accountability and liability for the outcome of education such as student pass rate.

As one of the developing countries, Ethiopia restructured the education system such that decision making power starts from lower levels where schools and local communities make decisions about educational issues. Ethiopian Education and Training Policy of 1994 stipulates a decentralized education management system that focuses on different aspects of education such as enhancing and improving the relevance of education; ensuring quality and accessibility; as well as equity of education (FDRE, 1994, pp.29-30). To achieve this, the accomplishment of any instructional organization like school mainly depends on the effective and sound school leadership.

School leaders are considered as an essential factor in the duty of general school enhancement with vital functions to take part in endorsing learners' education, convallescening excellence in education, maintaining successful outcomes as well as being welcoming (Leithwood, Harris & Hopkins, 2008, p.35). School leaders can also contribute magnificently to convallescening school products by influencing and inspiring school teachers to be competent in pedagogy, as well as in creating the school atmosphere and working situation which are favourable in instructional activities and leads to high student pass rates (Pont et al.,2008, p.26). Consequently, professionals who influence schools mainly play a significant role in making schools successful and afterwards carry speedy and durable progress in each society and the whole nation.

The school leader is expected to play instructional and supervisory leadership role to help teachers develop professionally and handle the teaching-learning process effectively by making them focus on core subjects where students are expected to achieve good results. In this regard, Robinson (2011, p.104), school principals as change agents contribute to quality education and high academic achievement of students through encouraging the professional development of teachers. Supporting this, Yu (2009, p. 738) strongly asserts that for a school to be effective it must have an

effective principal. He described effective principal as central agents of change in the system of improving school performance. School principals play a major function like to play a role of changing quality education and contributing to the high achievement of student through encouraging teachers.

The Wallace Foundation (2013, p.4) enhancing the competencies of the teachers and quality of education requires educational leaders to focus on principals' leadership practices which requires having a vision and creating goals, maintaining constructive school customs, supporting teachers and students to advance learning, developing leadership in others, overseeing school properties and process, and heading to constant development. The Wallace Foundation additionally added that school leaders improve the achievement of their students when they create conditions under which combining each practice to arrive on critical results. Thus, all these practices of leadership may lead to high quality student achievement or pass rate.

In the Ethiopian context, the improvement in secondary school education has been relatively moderate. In some schools, that secondary school pass rate has been low. There has been raised 3.2 percent in overall enrolment rate in the year 2006 to 2010 (MoE, 2010, p.43). Although the enrolment rate has inclined, there is still uncertainty on the quality of education in secondary schools in terms of student pass rate (ODI, 2011, p.7). The researcher in this study identifies the quality of education as defined by learner pass rate as a gap that needs to be researched on. Therefore, this thesis explored the principals' leadership practices and student pass rate in secondary schools of West Arsi Zone (WAZ), Oromia Regional State of Ethiopia.

### **1.3. Rationale for the Study**

The GTP II document stipulates continuous commitment of administration of Ethiopia to enhance the educational quality at all educational structures and ladders. In relation to secondary education, special emphasis was given about coverage of the syllabi while the main issue which remains at stake is education quality as seen through student pass rate at secondary school level. The Ethiopian government dedication to putting all the necessary efforts on increasing expansion of secondary schools during the GTP II period does not address the issue of student pass rate (NPC, 2016, p.188). Hence, widespread strategies and ways required to be recognized for school



principals, educators, learners, parents and neighbouring societies to enhance quality education that have unswerving influence on learners' success and in this thesis, student pass rate in secondary schools.

Besides, it is a top priority to enhance the leadership skills of secondary school principals such that they can be able to execute their leadership role effectively. There is absence of information concerning what is going on at government secondary schools of WAZ, Oromia Regional State of Ethiopia, with regards to the leadership of school principals and student pass rate in the said region. This gap in knowledge inspired the researcher to initiate the current study. Among the regions of Ethiopia, the situation of secondary schools of Oromia, particularly WAZ, which was established in 2005/06 (1998 E.C) also looks highly demanding for creative and supportive leadership to properly, implement the leadership practices. In the same token, the research conducted by Ayeta (2016, p.47) shown that the students' achievement was below the required level set by the MoE in secondary school of Southwest Shoa Zone.

According to Leithwood and Louis (2012, p.59), successful schools are the one who adds considerably to the student's education where the Woreda educational heads and school level leaders communicate and work together in a particular context for similar objectives. As for this instance, *Education for All Global Monitoring Report* (2015, p.4) claims that principals who emphasize on enhancing instructional activities believed to have direct results while focusing on producing-on-producing favourable circumstances have indirect influence. For Pont et al. (2008, p.31), the position of principal still an essential characteristic of schools, even though the profession is facing some obstacles. Among those obstacles as mentioned by the authors are the need to support and retain the school principals as new roles and responsibilities are ever evolving; the need to prepare and train succeeding school leaders in new generation. To resolve the obstacles, it is very significant for the school principals being trained to implement leadership practices in schools. There are some specific activities or practices of school leaders that contributes to the school success. Moreover, according to Leithwood and Louis (2012, pp.59-60) ; Leithwood, Day, Sammons, Harris and Hopkins (2006, pp.18-19) ; Leithwood and Jantzi (2006, p.205), there are four major types of successful core leadership-practices that emerge in different situations. These include 'setting directions', 'developing people', 'developing schools' and 'teaching-learning

management program'. In this study, the researcher strives to establish whether secondary school leaders implement these core leadership-practices and the relationship these elements have on students pass rate is the focus of this study. Consequently, according to Schleicher (2012, p.14), one of the pre-conditions that is expected to be granted for quality of education is the presence of well-trained esteemed professional leaders who are to meet the hassle of every schools. Therefore, it is possible to reveal that the demand for successful school leadership in these current frequently changing responsibilities and role is mandatory to bring necessary impact on quality education.

From the personal observation of the researcher who has been serving over fourteen years in different capacities in education sector in WAZ, for instance, as secondary and preparatory school teacher and vice-principal, Education College instructor and officer, and higher education instructor, has observed the problem of low student pass rate at secondary school level and initiated to explore and make in-depth analysis of principals' leadership practices that may contribute to this low level student achievement in the secondary schools of WAZ. One reason for having initiated this study is that, while teaching and training in higher education, most of the principals from different parts of the country reflected on the degree to which the quality education and learner pass rate has dropped. The principals questioned leadership practices at secondary schools and the need to focus on what leaders do to enhance the quality of education in the course of learners' academic achievements. Thus, the researcher set to explore principals' leadership practices and such's relations to students' pass rate as a determinant of quality of education in government secondary schools of WAZ.

#### **1.4. Research Problem**

Issues related with school leadership has become the main concern of the policy arena worldwide. One of the ways it ensures school achievement is through encouraging teachers to utilize their maximum effort and facilitating favourable working conditions and atmosphere. For instance, according to Pont et al. (2008, p.19), school principals are capable to enhance learners' education by the means of creating attractive working situation and environment where instructional activities happen. Similarly, Organisation for Economic Co-operation and Development (OECD)(2008, p.9) posit that school leaders can be involved in enhancing school outcomes by motivating and empowering teachers, in addition to improving the school atmosphere and working

condition. That means there are some working conditions and school climate that could directly influence teachers and indirectly affect students passing rate. Leithwood et al., (2006, p.86) assert that even if the influence of school leaders on students' success are chiefly not direct, their effect on activities of institutional staff affiliates is mutually direct and also not direct. Furthermore, Leithwood et al., (2006, p.108) claimed that teachers' favourable teaching situations are also learners' favourable learning situations. This argument originated from the confirmation that favourable teaching situations, where teachers' work has considerable effect on their feelings, or the other way around, form their classroom-teaching exercise and persuade them to add value to what the students receive. It can be deduced that school leadership can indirectly influence student pass rate through directly influencing teachers and the whole school system by giving attention to working conditions and teachers' emotions.

In Ethiopia, MOE has made a great deal to improve and licence the professional and personal skills of school leaders so as to enhance instructional activities. Despite the efforts made by the government, the question of quality education is still the major concern of the country today. To validate this statement, MOE has made a series of assessment in the year 2014 focusing on fourth Educational Sector Development Program (ESDP IV). The MOE (2015, p.19) expound those students who wrote Ethiopian General Secondary Education Certificate Examination (EGSECE) in Grade10 who scored an average score of 50% stood at 23% in five main subjects, namely: Mathematics, English, Physics, Chemistry and Biology placed. In a similar assessment, only 3% of the students scored greater than or equal to 75% average marks. The study further asserted that there are variations in score among the subjects as, for instance, in the case of Physics where only 14% scored equal result of 50% while only 2% of the students achieved 75% and above. Similarly, MOE (2015, p.19) shows that among Grade 12 students who wrote exam for Ethiopian Higher Education Entrance Certificate Examination (EHEECE), 34% of them scored an average result of 50% in core subjects mentioned earlier while only 4% score fall under 75 percent average. In EHEECE of Grade 12 students' attainment seems to be better compared to the performance of EGSECE due to strict selection process of Grade 10. This statistic shows that the education quality in secondary schooling in Ethiopia needs paramount attention.

Specifically, the WAZ Planning and Economic Development office (2019, p.45) revealed that Grade 10 students who took EGSECE in the year 2017, 28.9% were promoted to preparatory school while 56% of Grade 12 who set for EHEECE were promoted to higher education. On the other hand, WAZ planning and economic development office further that in year 2018 expressed that out of Grade 10 students who set for EGSECE only 43% was promoted to preparatory class and 57% of Grade 12 were qualified for public universities. Although there was an improvement in the Grade 10 pass rate or achievement, there was only insignificant difference in 2017 and 2018 consecutive years of Grade 12. One can assume that whether school leaders' leadership practices in secondary schools has been a factor or brought such achievement or failure needs further investigation.

As a result, during the period of GTP II, all possible efforts were exerted to increase expansion of secondary schools and quality education (NPC, 2016, p.188). The MOE has identified six priority plan goals for ESDP V which was for the period 2015/16 - 2019/20 G.C, among these goals, capability advancement for enhanced management was given priority. The purpose of management improvement in education institution is to enhance the leadership and management of the education system with the intention that verdicts are made and put into practice to improve school performance and students' academic achievement (MOE, 2015, p. 34). What seems lacking is the knowledge of the current state of leadership at schools and what leaders are doing or not doing to enhance the quality of education at their schools as reflected in student pass rates.

In this study, the key thesis problem focused just on the possibility that school leaders seem not to be implementing leadership practices in secondary schools of WAZ to enhance teaching and learning quality, which may have direct relationship with students' pass rate provided that other factors are not influencing the practices of principals. This study explores the practices of school principals that lead to high student throughput as a quality measure. The researcher tests two hypotheses through with the following research question and sub-questions stated in the next section. The researcher anticipates the outcomes of this study to be new insights and knowledge of school leadership, through exploring the practices of school principal in WAZ, Oromia Region in Ethiopia. Another significance of this study will be the development of a Leadership Model on students' pass rate as a quality measure in education in selected schools in the context of this thesis.

## 1.4.1. Hypotheses, Research Questions, Aims and Objectives

### *1.4.1.1 Research Hypotheses*

Principals' leadership practices have a significant influence on students' pass rate in secondary schools. The implementation of principals' leadership practices/dimensions has a significant relationship with students' pass rate at secondary schools.

### *1.4.1.2 Research Questions*

Main question

How does principals' leadership practices influence students' pass rate in secondary schools of WAZ, Oromia Region?

The above main research question leads to the following sub-questions:

1. What are the current leadership practices of school principals in WAZ?
2. Is there a relationship between principals' leadership practices and student pass rate in secondary schools of WAZ?
3. What are the leadership challenges experienced by the principals in supporting student pass rate in secondary schools of WAZ?
4. What are the strategies adopted by the school principal to maintain/improve learner throughput rate in secondary schools of WAZ?

### *1.4.1.3 Aim and Objectives*

The general intention of this thesis is to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of WAZ, Oromia Region of Ethiopia. The study also intends to develop a Model that shows the strategies for enhancing quality education, particularly students' pass rate, in secondary schools in Oromia Region of Ethiopia.

The objectives of this study are to:

- Identify the current leadership practices of school principals in WAZ;

- Find out if there is a relationship between principals' leadership practices and student pass rate in secondary schools of WAZ;
- Explore the leadership challenges experienced by school principals in supporting students' pass rate in the secondary schools of WAZ;
- Identify the strategies adapted by the school principals to maintain/improve learner throughput rate in secondary schools of WAZ; and
- Develop the possible intervention strategies to enhance student pass rate in secondary schools of WAZ.

### **1.5 Research Paradigm and Research Approach of the Study**

The term paradigm perceived as fundamental assumptions or believes in which the researchers inquire their study. Shannon-Baker (2016, p.321) believes paradigms are the direction through which the researcher view his/her particular study. In this study paradigm is the keystone philosophies where the researcher views and comprehends the complicated nature of the study experience in the world. The key philosophies from which this study guided by are stated ontologically, epistemologically, and methodologically.

Creswell (2014, p.9) also discusses post-positivism, constructivism, transformative, and pragmatism paradigms. Except transformative paradigm the rest three are described based on their relevance in this study. Among the three pragmatic paradigm is utilized to guide this study. Pragmatism, as a research paradigm, focuses on solving any problem that may arises on the research question and suggest practical solution to it. Because what works for a particular school leader may not work for the other as each school and school leader are in different contexts, views and problems. Hence, standing in the very nature of this research problem, this particular study has selected the Pragmatic paradigm as its paradigm given that it supported the researcher in applying multiple methods of research to collect in-depth data on exploring principals' leadership practices and its relation to students' pass rate in secondary schools of WAZ, Oromia. See Chapter Four for the detail information.

The use of quantitative, qualitative and Mixed Research Approaches is discussed in this introductory chapter. The concepts, meanings, advantages and disadvantages of each approach are

mentioned. Based on comparative advantages over the others the researcher in this study selected Mixed Research approach. The notion for amalgamation of research method is that neither quantitative nor qualitative methods sufficiently had the potential to include the tendencies and details of scenarios of school leaders' practices in capacitating teachers in supporting students' academic achievement in terms of pass rate. The detail of the research approaches to this study are explained in the fourth chapter.

### **1.6 Implication of the Study toward Theory and Practice**

The main notion for the researcher to conduct this study were mostly based on the researcher experience as a lecturer in higher education training school leaders and teaching in secondary school as a teacher observing principals and teacher activities. It was observed that principals or school principals waste their time mainly on other routine activities rather than influencing and encouraging teachers to improve teaching-learning process. Hence, this study provides significant information for higher officials at the Regional, Zonal and Woreda level regarding how the school leaders must perform their practices to achieve educational objectives effectively. The findings of the study serve as an important input for stakeholders to recognize the current practices and challenges on school leadership to enhance quality in education. The findings may further enhance school principals, vice-principals, teachers, supervisors, and other concerned stakeholders' knowledge about principals' leadership practices in enhancing quality education in their school.

This study provides insights to challenges influencing the quality of education in secondary schools and its intervention strategies for all stakeholders. The proposed model could hopefully assist in enriching the existing literature on the issue of principals' leadership practices and its influence on quality education particularly students' pass rate. The findings of this study could generate interest that appeal to researchers on the topics—increase students' pass rate in secondary schools. There is also contribution to changes to be made on school policies to allow school principals and teachers to explore and utilize the Leadership Model developed from the findings of this study.

## **1.7 Reliability, Validity and Trustworthiness**

For enhancing the quality of this research, reliability, validity, and trustworthiness are considered. In this section, reliability and validity check the quantitative data whereas trustworthiness is accountable for qualitative data.

### **1.7.1 Reliability and Validity**

Reliability deals with the steadiness and accurateness of how the instrument works. The reliability of the items in this research was pilot tested in one secondary school. According to Taherdoost (2016, p.33), nearly all frequently utilized internal steadiness measure is known as Cronbach Alpha Coefficient for items using five-point response scales. An overall Cronbach alpha coefficient for items in this study is 0.80. According to Taherdoost (2016, p.33), the cut point of this result is fall under high internal consistency. Due to this, minor modification and correction was made on the wording and contents of the items to increase the respondents understanding.

For Martella, Nelson and Morgan (2013, p.352), validity deals with correctness of the conclusions drawn from data and responds the questions whether the measurement tool is suitable for what required to be measured or not. To validate the data collection tool, the researcher chooses the proper words to make the contents clear to achieve its objectives. Moreover, this study reviewed literature review on leadership practices and students' pass rate, present the contents of questionnaires to panellists to obtain necessary comment for further correction and modification.

### **1.7.2 Trustworthiness**

As this research is Mixed Method, the term trustworthiness considered for qualitative data part. According to Lincoln and Guba (1985, p.189), trustworthiness at the centre of qualitative research analysis addressed by the criteria such as credibility, transferability, dependability, and Confirmability. The credibility of this study is guaranteed by expanded engagement, triangulation and member confirmation strategies. Hence, in this study the researcher stayed long on interview to build trust, identify major elements and focus, use multiple data source to crosscheck the findings, and feeding data from the original respondents. See the detail description on Chapter Four.



On the other hand, transferability, according to Fraenkel and Wallen (2009, p. 565), answers questions whether the explanation of the qualitative outcomes enough to verify provided that the results could be useful to further investigators in different circumstances. In this study, researcher provided rich data of the context; setting; sample size and techniques; sampling procedures; and actual information of WAZ using thick description strategy.

The other criterion of trustworthiness of study is 'dependability'. Dependability is defined as the permanence of study results (Bitsch, 2005, p.86). The presence of supporting evidence is important to refer in the future and to be verified. The researcher established dependability of this research using audit trail in which the researcher describes each procedure and steps followed from the beginning of the study until reporting of the results. In addition to this, each process of data gathered, and final report of the study were evaluated with impartial academic colleagues and two professors at the Hawassa University who have better experience on qualitative study.

On the other hand, confirmability, according to Lincoln and Guba (1985, p.318), deals with an aspect of neutrality. Put it differently, elucidation of the data should not be the researcher own ideas, instead it should be based on the data. Using an audit trail as strategy for Confirmability, the researcher kept the record of raw data, analysis notes/field notes, coding notes, transcripts, reports and all the stages of the research process so that any research auditor – the researcher supervisor – would make an audit. Moreover, the researcher documented the course of development of the completed analysis. That helped the researcher in examining the research procedure and the product of inquiry to confirm the findings' trustworthiness.

## **1.8 Definition of Key Concepts**

**Principals:** school leaders appointed at the top position in the school to manage, operate, and lead the whole duties of the school. In the course of this thesis, principals and vice-principals are used interchangeably with school leaders.

**Leadership Practices:** refers to core practices of school principals such as Setting Directions; Developing People; Developing Schools; and Teaching-Learning Management Program.

**Secondary School:** is an education system formed to offer four years of secondary education among which first cycles of general education (9-10) and additional two years of Higher

education preparation (MoE, 2013, p.4). Currently, the secondary schools refer to the school system established to offer four years of secondary education from Grades 9-12.

**Quality:** is the degree of excellence in which the standard is measured from the perspective of Context, Input, Process and Product in educational setting.

**Quality Education:** is operationalized in this study in terms of students' pass rate or achievement among the other dimensions of quality.

**Woreda:** is the lowest administrative stage wherein all government offices are established to accomplish some roles assigned by zones.

**Zone:** a middle managerial rank between Region and Woredas in Ethiopia to govern educational system.

**Pass Rate:** is the percentage of the number of examinees per each school who are passers of a given national examination at a particular academic year.

## **1.9. Framework of the Study**

In this part, the Integrative Leadership Model and conceptual framework of the study are discussed. Integrative Leadership Model is the model in which instructional and TL models create a joint sense of intention in defining school mission in instructional leadership model and developing high expectation for student academic achievement and school culture, organizing wide range of activities among different stakeholders, modelling the desired values and reflect sense of ownership among the teaching staff (Hallinger, 2007, p.4). Hence, this model integrated or balance some basics of instructional and TL. It is therefore not effective to focus only on instructional leadership or TL independently in order to obtain synergistic advantage. Focusing on this model helps the researcher to explore the association between core practices of principals' leadership and student pass rate using the core leadership-practices of school leaders in secondary schools. This thesis can be conceptualized from the contribution of a principal or school leader's ability, skills and knowledge in motivating and capacitating teachers to achieve their respective schools' major objectives, which are, mainly, effective teaching and learning activities. The conceptual framework of this thesis partially adopts Leithwood and others' (2006, p.18) core leadership-practices for a successful school CLPSS model. CLPSS model by Leithwood et al., (2006, p.18) is based on key four practices, namely: 'setting directions', 'developing people', 'developing schools', and the 'teaching-learning program management'. Implementing those

CLPSS practices would lead to quality education through capacitating teachers. The quality education is measured by student achievement in terms of pass rate using CIPP Model where ‘C’ stands for Context, such as background of the school including goals and objectives; ‘I’ stands for ‘input’, such as learning materials and teachers; ‘P’ stands for process such as teaching and learning; and the second ‘P’ stands for product such as quality teaching and learning that is expressed by student pass rate. The detail relationship among each variable is mentioned in section 3.4.2 of Chapter Three.

## **1.10 Research Design and Methodology**

In this part of the thesis, an overview of the research design and method, population and sample size, instruments of data collection, data analysis tools and interpretation are briefly mentioned. The detailed discussion is done in Chapter Four.

### **1.10.1 Research Design and Method**

Features in which one could gather, scrutinize, infer data via quantitative, qualitative or Mixed Method designs is perceived as research design (Crewell, 2012, p. 293). In addition to this, Pandey and Pandey (2015, p.18) postulate that research design is a framework, blueprint followed, and a map usually developed to direct the whole research. Hence, to explore principals' leadership practices and students' pass rate, a Mixed Method design is more appropriate, and the researcher deemed to utilize it. Hence, among mixed research sub-designs listed under it, it was decided that the best specific design that fits for this study is **Explanatory Sequential Mixed Method Design**. According to Creswell (2014, p.16), the Explanatory Sequential Method is where in a researcher initially carries out quantitative research, examines the outcomes and then followed by qualitative data to describe in detail. That is why the researcher first collected quantitative data to have a broader image of the research and then followed by the qualitative data to purify, expand, and give detail explanation.

### **1.10.2 Population and Sample Size**

The population of this study is based on the data from Oromia Education Bureau statistical and data Processing Department. Thus, according to the 2012 census and quick statistical data (unpublished), there were 20 zones and 3 special zones in the Oromia Regional State. Among these

zones, AZ is selected using Purposive Sampling technique because there was no study conducted with this topic in the study area as far as the researcher best of knowledge. Moreover, according to the WAZ Planning and Economic Development (2019, p.41), there are 56 secondary and preparatory school among which 45 are general and 11 are preparatory schools in the zone.

Hence, the population of the study in WAZ were from general secondary and preparatory school 1308 teachers, 672 Heads of Department, 47 school principals, 36 vice-principals, 13 school supervisors currently working in WAZ (WAZ Planning and Economic Development office, 2019, p.41). It is worth mentioning that the total population mentioned above is the total of the WAZ. In the presented sampling method below, it was further mentioned the population and sample size of each participant from the selected Woredas.

WAZ Planning and Economic Development (2019, p.1) showed that there are 13 Woredas and 4 administrative towns in WAZ. Out of this, 4 Woredas and 2 administrative towns were selected using Multistage Random Sampling techniques to cover large size. In this zone, there are four agro climatic zones: warm temperature, temperature, cool temperature, and cool. Based on such temperature zones, Shala Woreda were selected from warm; Heban Arsi Woreda and Negelle Arsi town from temperature zone; Kofale Woreda and Dodola Town from cool temperature; and Gadab Hasasa Woreda were selected from cool using Simple Random Sampling techniques.

There are 19 general and preparatory schools in these selected research areas. By taking one secondary and one preparatory school from each four sampled Woredas and two administrative towns except Heban Arsi who do not have preparatory and Shala Woreda who have three secondary schools, 11 general and preparatory schools were selected. Hence, the population of the study from sampled Woredas and selected secondary and preparatory schools were: 604 teachers, 128 Heads of Department, 11 school principals, 10 vice-principals, and 5 school supervisors, currently working in study areas. For detail information see Table 4.2 of Chapter Four under section 4.3.4.

### **Sample size or subject of the study**

Using Cochran's sample size determination formula, the sample size for quantitative data were from 604 teachers in four and two administrative towns, 241 teachers which is 40% of the total

population were selected. In addition, there are 12 departments available in most selected schools. From the selected 11 schools thus, the researcher selected a total of 128 Heads of Department using Purposive Sampling techniques. Regarding qualitative stage of data collection, all 11 school principals, 10 vice-principals, and 5 school supervisors were selected purposively. See the detail of Table 4.2 of Chapter Four section 4.3.4.2 and 4.3.4.3.

### **1.10.3 Instruments of data collection**

As this research is applying Mixed Research Approach, the researcher used questionnaire for quantitative data and one-on-one interview and telephonic interview, and Document Analysis for qualitative data as the instruments of data compilation.

In this research, so as to collect data on current level of leadership practices of principals, the association between principals' leadership practices and students' pass rate, and challenges faced by the school leaders during implementing such practices in secondary schools, and strategies adopted by the school principals to enhance learner throughput rate, questionnaire was administered to 241 teachers and 128 Head of Departments. The self-developed closed-ended items with five points Likert scales to explore the degree and extent of agreement on principals' leadership practices to use an advantage of it to collect big data were administered. Under each close-ended item, the unlimited items were provided to give chance for the respondents to include the detail information that was not included in closed-ended items. Hence, based on the context of this thesis, the questionnaire was distributed to teachers and Heads of Department in selected secondary and preparatory schools of WAZ through partially mailed questionnaire and paper-pencil questionnaire administration, while keeping the social distance and necessary medical care in adherence to the COVID-19 or Corona Virus regulations. It was noted that mail questionnaire and online questionnaires are opted in such context as a current solution for the corona virus pandemic.

To triangulate and crosscheck the results of questionnaire, the researcher utilized **one-on-one interview and telephonic interview**, so as to keep the social distance, due to the Corona virus (COVID-19) pandemic, with principals, vice-principals and educational supervisors in this study. The type of interview is semi-structured and it takes one hour and half in each school with

participants. During the interview process, field notes are taken, and all interviews are recorded digitally or tape recorder in order to easily transcribe data. All the data from interview were coded into four core leadership-practices for simplifying the analysis part. Interview questions are attached as Appendix G.

In addition to the interviews, the researcher analysed documents such as academic Minutes of Meetings, policy documents, academic bulletins and students' records from registrar about the students' pass rate of the academic year 2011E.Cor 2019 G.C prior to data collection time as there was no exam administered in the year 2012 E.C/2020 G.C. The researcher focused mainly on the students' results of national exam of Grade 10 and entrance exam of the then preparatory students from respective schools' Records Keeper and WAZ Education Office. The quality of documents was maintained by the researcher through triangulating each schools' Records Keeper data with the overall pass rate report of WAZ Education office in that year. To avoid bias of selection of documents, the researcher carefully evaluated and examined the subjectivity of documents so that trustworthiness of the research was kept. The more detail discussion of Document Analysis is in Chapter Four section 4.3.5.3.

#### 1.10.4 Data Analysis Tools and Interpretation

A Mixed Method analysis techniques were utilized in this study. A type of Mixed Method design applied in this study as indicated in Chapter Four is Explanatory Sequential Mixed Method design. The quantitative and qualitative data were independently analysed, interpreted and then integrated towards the end. Hence, the quantitative data collected with questionnaire were categorized and frequencies were tallied and finally feed into Statistical Software Packages for Social Sciences (SPSS) v.25. This study employs inferential statistics such as independent sample t-test, mean score, standard deviation and Pearson Product-moment correlation analysis to identify association between principals' leadership practices and students' pass rate in general secondary and preparatory schools.

To analyse qualitative data, the following steps were followed. Data gathered by one-on-one interview and Document Analysis were transliterate and written in words. Then the researcher read all the transcribed data for comprehending the general impression of the idea. Next, each theme

were coded in to similar topics together. This means, it is clustering similar topic together using abbreviations. After coding, it was followed by identifying common themes based on basic research questions. In addition, summary sheets were prepared for each secondary school type and using table's familiar themes combined together.

In this study the researcher interpreted the follow-up data in discussion part of Chapter 5. The interpretation on the starting stage report quantitative results and it was followed by qualitative results in the second stage. In this manner, the qualitative data helped to enlarge or explain the quantitative findings (Creswell, 2014, p.226). As it was indicated in Chapter Five, all the data were analysed applying such basic scrutiny methods in order to answer the leading research objectives in this thesis.

Finally, transcribed telephonic interview and one-on-one interview notes and Document Analysis were stored on a computer, memory disk, and digital tape-recorder as a backup mechanism for retrieving data. Completed open-ended questionnaires and Likert scale questionnaires would be kept securely in sealed envelopes for easy access to the raw data for at least five years after the analysis.

### **1.11. Delimitation of the Study**

The thesis pertains to exploring principals' leadership practices and students' pass rate in Secondary Schools of WAZ, Oromia Regional State of Ethiopia. Principals' leadership practices possibly investigated from the perspectives of leaders' specific roles, behaviours, leadership styles, and many others which are not commensurate with this case. But this study emphasized only to the four central leadership-practices such as: 'setting direction', 'developing people', 'developing school' and 'teaching and learning program management'. This study does not cover principals' leadership behaviours and styles and their effects on teaches' performance in literature review. This study delimited to principals' leadership practices and students' academic achievement in terms of pass rate of Grades 10 and 12. It was not the concern of this study to focus on impact of quality of education on students reading ability; mathematical education performance; and performance on the job after graduation of students from higher education et cetera.

This study is limited to WAZ of Oromia Regional State. The delimitation of the study was founded on the realities and facts on the ground. Oromia is the biggest among the states in Ethiopia. It comprises 20 governmental zones, 30 urban admin, 287 countryside and 46 urban Woredas (districts) in it. In country wide, there are 3688 secondary schools among which 1,278 which is 34.7% found in Oromia region (FDRE MoE, 2020, p.58). Taking this population vastness into account and due to limited time constraints, the human, material and financial constraints, the researcher was obligated to WAZ. Even this zone has 13 Woredas and two administrative towns. Thus, the study is delimited to 11 secondary and preparatory schools selected from four Woredas and two administrative towns in WAZ. Nongovernmental high schools were excluded in this thesis as it was observed that significant problems were mostly in government-owned schools rather than private ones on the national exam results.

This study also focuses on the questionnaire survey from teachers and HoDs. But students, parents and the Woreda educational expert were excluded. However, interview was conducted with principals, vice-principals and supervisors. A Focus Group Interview and observation were not included due to the prevalence of COVID-19.

## **1.12 Ethical Issues**

Ethical considerations in conducting research are very vital. Any researcher who gets involved in any types of research should be aware of ethical issues prior to the data collection. Hence, some ethical issues considered in this thesis were: permission and clued-up approval, anonymity and confidentiality, harm to participants, fabrication and falsification of data, reporting, sharing and storing data. The researcher by permission from UNISA ethical committee in order to conduct research in the study cite. Then the researcher requested a memo from the Hawassa University College of Education to write a support letter to WAZ Education Department to collect main data from respondents. Based on this, WAZ wrote a permission letter to sampled Woredas in which secondary and preparatory schools governing bodies found to facilitate actual data collection from sampled respondents and participants. The Woredas wrote a letter of permission to each secondary and preparatory schools and supervisors. After letters of permission from respective concerned bodies were secured, each respondent to questionnaire and participants in an interview signed a Consent Form after they had read instruction on Participant Information Sheet. With regards to



anonymity, all participants for qualitative response were not linked to their name and each participant were given codes to protect them. The detail information on ethical issues is discussed in Chapter Four.

### **1.13 Outlines of Chapters**

This study was outlined into seven chapters except preliminary parts such as abstracts, other necessary information to make the thesis complete.

#### **1.13.1. Chapter One: Introduction and Orientation of the Study**

The first chapter consists of study background, the main reason of the thesis, study problems, hypotheses, research inquiries ,aims and specific goals of the study. Furthermore, an attempt made to show the research paradigm and reseach approach of the thesis. Moreover, implication of the thesis towards the development of theory and practice are included. An overview also being made on the reliability, validity and trustworthness of the study. Defintion of key concepts, conceptual framework, an overview of design and methodological aspects, scope, ethical considerations, an outline of all chapters and conclusion of this chapter are included.

#### **1.13.2. Chapter Two: Literature review on School leadership and Student Academic Performance**

The second chapter rigorously discusses literature review on defining leadership; school leadership; core leadership-practices of school leaders, namely: ‘setting directions’, ‘developing people’, ‘developing school’, and ‘teaching-learning program management’. In addition, also discussed are the detailed subtitles under each four-core leadership-practices, namely: ‘features of effective school principals’ leadership-practices, ‘quality education’ and ‘core leadership-practices’, and, finally, students’ pass rate.

#### **1.13.3. Chapter Three: Thesis Context and Research Framework**

The third chapter handles the thesis context and research framework. The researcher starts unpacking the chapter by providing the unique features of WAZ. It is followed by the framework of the study, which includes the Integrative Leadership Model and conceptual framework of the thesis. Here, the relationship between principals’ core leadership-practices such as ‘setting

directions', 'developing people'; 'developing school', and 'teaching-learning program management' and its relation to quality education in terms of student pass rate, are discussed.

#### 1.13.4. Chapter Four: Research Paradigm, Approach, Design and Methodology

The fourth chapter outlines the research paradigms with philosophical underpinnings, research approach and design in detail. In this chapter, the key aspects of empirical research such as research methodology comprising study sites, sampling like population and sample size; research methods such as questionnaire, interview and document analysis; research procedures; data analysis interpretation techniques; ethical issues; enhancing quality of the research through reliability, validity and trustworthiness of the research, are discussed in detail.

#### 1.13.5. Chapter Five: Data Presentation, Analysis, and Interpretation

Fifth chapter presents and analyse data from both quantitative and qualitative data results collected through diverse instruments such as questionnaires, interviews, and document analysis. An analysis of the respondents' demographics in terms of sex, age, and educational qualification are presented in Chapter Five. An in-depth analysis and discussion of research finding from the collected data are included.

#### 1.13.6. Chapter Six: Discussion of the Research Findings

The sixth chapter discusses the interpretation and integration of quantitative and qualitative data found on leading questions of first chapter. The model of school leadership, which intends to improve the students' pass rate in secondary schools, is discussed.

#### 1.13.7. Chapter Seven: Summary of Key Findings, Conclusions and Recommendations

The seventh and last chapter summarizes the research findings and forwards conclusions and recommendations drawn from the research findings as guided by leading questions. The chapter ends with a concluding remark.

Reference and appendices, which include questionnaire, interview guides, and other relevant documents, are annexed for evidence.

## **1.14 Summary of the Chapter**

To sum up, in opening section of this chapter, the researcher has supplied an eye-opening information about the current level of quality education in Ethiopia. The main reasons to conduct this study is explained, as well as the problem statement, followed by formulating hypotheses, study enquiries, aims and specific objectives. In this chapter, the significance of the study is clearly stated. In addition to this, there is clarification of the concepts utilized in this thesis. A brief description of the conceptual framework of the study, delimitations are included. Ethical considerations in conducting this research and steps to be followed in UNISA were included. Finally, the whole outline of what each chapter is presented. This paves the way for second chapter about school leadership and student academic performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW ON SCHOOL LEADERSHIP AND STUDENT ACADEMIC PERFORMANCE**

#### **2.1. Introduction**

Chapter One gives an orientation of the thesis. In the present chapter, a scholastic consideration of literature is presented. An attempt is made to conceptualize and define leadership, school leadership, and school effectiveness. Leadership types for successful school such as instructional, transformational, and distributed are discussed. This literature review also discusses the international perspectives of the roles of school principals and school principals in Ethiopia which includes core principals' leadership-practices. Major school leadership challenges experienced and the impact of leadership practices on students' academic performance are discussed. This discussion of literature further focuses on school leadership and quality education, factors inhibiting academic performance and quality of education as well as the education system in Ethiopia. Towards this end of the chapter, the research gaps are identified and summary.

#### **2.2. Leadership**

##### **2.2.1 Concept and Definition of Leadership**

In Chapter One, the researcher acknowledged that leadership is a concept with many interpretations. Robbins and Judge (2013,p.368) describe 'leadership' as the capability to persuade a team toward the accomplishment of a given dream or mission. The authors define 'leadership' as working as a team to achieve the organizational objective. By the same token, Northouse (2016,p.6); and Yukl (2014, p.7) state that 'leadership' is a process wherein one person persuades a collection of persons to attain familiar objectives individually and as a team. In this definition, 'process' implies that a person who is a leader in this case is affected by a group of persons who are the followers. The second word is 'persuasion' or 'influence', which deals with the way a leader affects followers. The third concept is 'collection of persons' which means leadership persuades individuals who agree on familiar objectives. A common understanding of the meaning of leadership is that it entails leaders and followers working together for mutual benefit.

The single meaning of a leader is an important person who owns supporters (Drucker, 1996, p. 54). This definition implies that the main precondition for a given leader is to have their followers. For Maxwell (1998, p.3), leadership is all about influence, nothing more or less. Here influence may be positive or negative. That is why Mango (2018, p.74) contends that leadership is the solitary field that defines good work and bad work likewise. But many people are not dreaming of whatever kinds of persuasion but they are claiming the right and valuable leadership. According to Drouillard and Kleiner (1996, p.30), right or valuable leadership is the influencing of others, employing reason and inclusion, to achieve organizational goals that are in the long-term best interest of all involved, with the wellbeing of society in mind. Thus, though there is no single definition of leadership, to all authors leadership is all about having followers, influencing relationships, and being ethical or good leadership. From the foregoing definitions of the various authors, the meaning of 'leadership' that guided this study is, namely, leadership is about how school principals influence teachers and other stakeholders directly or indirectly in achieving quality education.

### **2.2.2 School Leadership**

The focus of this thesis is school leadership. School leadership has appeared as a main policy concern in the new fourth Sustainable Development Goal (SDG) of education, which aims at guaranteeing all-encompassing reasonable quality education and encouraging enduring learning prospects for all humanity (UNESCO, 2016, p.10). To accomplish the SDG of education, necessary skills, knowledge, training and growth professionally is mandatory for the school leadership. In support of this, Morgan (2015, p.4) stated that school leadership necessitates understanding, groundwork, training, preparation and sustained specialized improvement to make possible the outgoing involvement of learners. Moreover, Morgan, (2015, pp.20-21) further expound that school leaders who are in schools chiefly heading to poor educational performance require school principals who make considerable decision to bring change. It is such school leadership that forces the school leaders to focus on enhancing academic performance. In addition to enhancing quality education, UNESCO (2014, p.53) focuses on constructing the capability of teachers and school principals, over and above providing financing to make certain of the development of sustainability practices, principles, implementation schedules and joint ventures, in addition to helping schools to insert sustainability into their respective teaching rooms. It seems,

from mentioned reports, that successful school leadership is based on the capacity of school leaders to develop teachers and seek collaborative support from other stakeholders. On the contrary, according to the World Bank (2018, p.11), unsuccessful school leaders are featured school leaders who are inactive in supporting teachers in resolving the daily challenges teachers faced. Such principals do not give proper teaching and learning support, and lack aims and specific objectives that give direction for the improvement of students. The school principal should have the ability to work in partnership with parents and local societies in discovering resolutions for inconveniences in their schools.

The researcher in this study challenges that the success in any school leadership practice has an enormous worth in boosting the school's effectiveness and in improving the students' pass rate. Thus, to possess excellent leadership all over the instructional institutions, administration and middle-level educational leaders at various levels are expected to generate a mutual environment toward common objectives.

In summary, school leadership requires the necessary skills, leadership knowledge, preparation, continuous training, and professional development to bring significant change to the school. Thus, school principals as school leaders should acquire such understanding, skills and training for successful leadership to lead their school successfully. Hence, reconsidering school leadership assists to explore the current practices of school principals in utilizing core leadership practices.

### 2.2.3 School Effectiveness

School effectiveness is among the features of successful school leader. The concept school effectiveness is perceived in different ways. Effective school is generally defined as one that encourages better student outcomes than would be predicted based on student intake distinctiveness (Day, Gu & Sammons, 2016, p.224). Day, Gu and Sammons (2016, p.223) also assert that even though it is recognized that an increase in students' pass rate and success are the main significant signs for school “effectiveness”, they are not enough to describe “successful” schools. This shows that effective schools are not necessarily successful. But school effectiveness can be measured in terms of whether the students pass rate increase or not.

Hansen (2016, p.16) is of the opinion that effectiveness can be conceptualized from the point of view of principals' abilities in accomplishing some activities such as carrying out and implementing government issues; overseeing students, teachers and supportive staffs; controlling financial issues; and being present in frequent meetings. In connection with this, Dos and Savas (2015, pp.5-6) point out that school leaders are responsible mainly for the supervision of instruction; programme of study; exam administration series; teachers' appraisal; building positive human interactions; assessing and employing order; designing strategic sketch for crucial assets; and the entire school infrastructure supervision. School leaders' roles currently demands deeply thoughtful of school funding, program of study, youngsters growth, personnel administration, time utilization, society and school associations, and successful communication skilfulness (Hansen, 2016, p.16). One can understand that school success is possibly evaluated by means of the school leaders' capacity to manage school finances; capacity to manage students' whole growth; and capacity to manage teachers and supportive staff, in addition to teaching and learning. School effectiveness is presumed as the schools' ability in achieving and meeting its objectives. In this study, the major view is that effective schools are those that mainly focuses on promoting a high level of students' academic achievement in terms of pass rate in the school. Apart from establishing the meaning of 'school effectiveness', it is important to discuss the determinants of school effectiveness to have a holistic view of the concept.

Most researchers assess leadership effectiveness in relation to the influence on one individual, team and institution. For instance, the first significant indicators of leadership success are based on whether the team or school members attainment increased, and objectives of the school accomplished or not (Kaiser, Hogan & Craig, 2008, p.102). This kind of effectiveness can be measured by ratings from the superior of those leaders, peers, and subordinates such as teachers.

The second indicator of leadership effectiveness, according to Yukl (2014, p.9), is the followers' attitude and opinions of the leader. The real position and opinions of followers, (in this case, the teachers and Heads of Department) can be a measure of school leader's effectiveness in their respective schools. Yukl (2014) further added the third measuring tools for leader's effectiveness is the role they play towards the excellence of group development as believed by supporters and outside observers. The question to be asked on this aspect is - does the leaders really increase the

group cohesiveness, member collaboration, member dedication, member self-reliance to achieve the institutional goals? (ibid, 2014, p.9). The final leadership effectiveness criterion is the degree to which an individual leader is successful in his/ her leadership profession (ibid, 2014, p.9). That means if the school leaders promoted quickly to the position of higher power, stay long on the position without being removed or forced to resign, and seek to be re-elected or not.

In this section, the researcher concludes that the determinants of school effectiveness are varied with many dimensions. Due to the diverse means where effectiveness can be measured, in this thesis, the effectiveness of school leaders depends on whether the school leaders successfully implementing the four principals' leadership-practices, namely: 'setting directions', 'developing people', 'developing schools' and 'teaching-learning program management' properly or not. After thorough discussion of such determinants of school effectiveness, in the following section the researcher expounds on some of the characteristics and features of effective school leadership.

#### 2.2.4 Characteristics of Effective School Leadership

Schools have their own features of successful school leadership. One of the characteristics of effective leadership is having school leaders who set goals and expectations of what needs to be achieved at their schools. Setting goals with teachers and aiming to accomplish quality learning relate to the highest levels of student learning through which effective school leadership enhances the quality of teacher-learner interactions (Fryer, 2017, p.38). School leaders are expected to develop brilliant foundational competence, be familiar with effective teaching-learning approaches, and comprehend subject matter as well as having classroom management skills (Farr, 2011, n.p). The skills and attributes identified by Farr (2011, n.p) are aspects of instructional leadership. Furthermore, Herrera (2010, p.13) indicates that successful instructional leadership is measured against three main dimensions namely: instituting a joint vision, passing that vision to the stakeholders, establishing a customs and authorizing others. It means that effective school leaders set attainable objectives with teachers, work hard to make students successful, and finally institute a common vision, create a supportive school culture, and empower for the advantage of the school.



Day et al., (2010, p.4 ) propose the characteristics of effective school leadership to include : (a) defining crucial standards and vision to boost expectations ; (b) remodelling the teaching and learning circumstances ; (c) reshuffling institutional structures and reshape roles and tasks of leadership; (d) inspiring the programme of study; (e) improving each teacher excellence in teaching; (f) improving teaching and learning excellence; (g) edifying relationship within the institution, and (h) constructing strong associations with external surrounding society. These characteristics are, in other words, expected of an instructional leader who is school leader. It seems successful principals in secondary schools usually focus on vision and value development; care for teaching environment; re-structuring of the leadership responsibilities; development of subject matters; boost each teacher's quality in teaching; and build collaborative work and positive internal relations among the academic staffs. Thus, school leaders are expected to implement in one way or another such characteristics of effective leadership so that the capacities of teaching staff increase and, at the end, students could be able to achieve high academic performance. Consequently, this thesis envisaged to investigate the implementation of such characteristics of school leaders in the selected secondary schools involved in the study. After exploring such features of effective school leadership, an attempt is made to explore the following selected types of school leadership relevant to successful schools.

### **2.3. Types of Leadership that could be Applied to Successful Schools**

There are multiple leadership theories or types of leadership that are directly related with successful schools. To begin with, among them the most frequently quoted and read theories of educational leadership are instructional leadership and TL (Robinson et al., 2008, p. 641). Both Instructional leadership and TL types are appropriate leadership models for successful school leaders (Shatzer, Caldarella, Hallam & Brown, 2014, p.448). Although these leadership theories overlap in literature, there are some peculiar differences.

In the following sections, the researcher discusses the different leadership types and how each types link to the current study.

### 2.3.1. Instructional Leadership

Instructional leadership appeared as practice-based instruction sooner than theory-driven in USA for the period of 1950s. Later, Hallinger and Wang (2015, p.4), during the 1970s, began to research the reason for why several schools are proficient in surmounting the confronting hurdles against accomplishing better for their students' academic results than others. In other words, why some schools are effective while others are ineffective were the debates which lead to the development of instructional leadership. To a great extent, instructional leadership guided successful principals' leadership school of thoughts during 1980s and early in 1990 globally (Hallinger, 2003, pp.329-330). Soon after, commencing 2000 until now, instructional leadership re-emerged academia and practices (Hallinger & Wang, 2015, p. 11). Hallinger and Wang (2015) further added it is just in the past ten years, instructional leadership and leadership for learning have achieved attention globally (ibid, 2015, p.13). Neumerski (2012, p.9) as in the past years noted that the focal point of this approach changed from instructional management to instructional leaders focus on teaching practice in successful schools. Researchers like Leithwood et al. (2006, p.20); Robinson et al. (2008, p.665) and Hallinger(2011b, p.130) assert that among leadership models, instructional leadership has verified the most confirmed leadership area that have influence on students' academic results. The authors further expound that instructional leadership model offers a rationale for why the school leaders must centre on increasing competence for instructional leadership as a standard for school level enhancement.

There is different conception on the meanings of instructional leadership. Instructional leadership has meant anything and everything an administrator attempting to be an instructional leader and has had little direction in determining just what it means to do so (Hallinger & Murphy, 1985, p.217). Instructional leadership means combinations of leadership practices that entails scheduling, appraisal, synchronization, and advancement of classroom activities (Robinson,2010, p.2). Moreover, instructional leadership is an effort of the principals in supporting teaching and learning process in schools (OECD, 2016, p.46). In all the definitions, the core theme of instructional leadership focused on instructional activities. More recently, instructional leader is viewed currently as the one who is making possible and supporting strong attention on teaching and learning and also encouraging specialized advancement of teachers to guarantee that every teacher holds and maintain the teaching ability for increasing student achievement (OECD, 2016,

p.60). In relation to this view, for Cruickshank (2017, p.116), instructional leadership mainly focus on scholastic advancement of students.

Cruickshank (2017) further added that the main emphasis includes the worth of creating understandable instructional goals, scheduling the content to be learnt, and appraising the teachers' quality and teaching. Instructional leadership is all about dealing with the critical school functions such as working on teachers' professional development, producing targeted goals, and monitoring and evaluation of teaching quality. In the process of understanding the meaning and areas of focus of instructional leadership, it is very important to give attention to how to conceptualize and measure instructional leadership from the educational frame of understanding. In their comprehensive analysis of specific classification of instructional leadership, Hallinger and Murphy (1985, p.220); Hallinger (2003, p.332) identified: defining the school mission, managing the instructional time and developing a positive school learning climate as the main categories of Instructional leadership. The detail of each sub-practices is discussed in section 2.7.1- 2.7.4 below. In order to have an apparent perception of instructional leadership, it is better to comprehend it from the perspectives of its characteristics.

Hallinger and Wang (2015, p. 7) perceive instructional leaders as culture builders. Supporting this argument, Day et al., (2016, p.253) concluded that successful principals in this instructional leadership model construct customs that meaningfully engage academic staff and learner towards increasing students' success level in terms of adding worth to student in national examination given. Moreover, Instructional leadership centralized on the responsibilities of principals like coordinating, monitoring, and developing what to be taught in the school (Hallinger & Murphy, 1985, p. 222). Principals as teaching-learning leaders are objective targeted, mainly for upgrading of students' academic results (Hallinger, 2003, p.332). It is in this characteristic school leaders can define meaningful direction and inspire others to partake in success of overall school vision. Similarly, Bush (2013, p.6) suggested that instructional leadership model is very important due to its focus on the school's vital functions which are teaching and learning. He further explained it is peculiar from other models in focusing on the course of persuasion instead of its nature of the subject matter and from where it is originated. Such characteristics recently focus on the principals as an instructional leader which is the emphasis of the following section. Principals as instructional

leaders plays major roles and responsibilities in capacitating teachers. As instructional leaders, principals must assist teachers to preserve attention on the reason school survives (Mestry, 2017, p.3). This is the dimension called supporting and collaboration among teachers in which principals as instructional leaders in schools to cultivate an atmosphere of creating novel information and practices which are keenly included into the school system.

Effective and successful school leadership activities involve implementing appropriate the instructional leadership styles that results in formation of a mutual vision and inspiration of everyone to work in harmony with for the advancement of students' academic achievement in terms of pass rate. Harchar and Hyle (1996, p.26) also aver that brilliant instructional leader are incredibly serious and they are crucial component of successful schools in carrying the school to the stage of high standards of student accomplishment as required by many educational societies. For this to happen, instructional leaders expected to guide teachers, learners, and academic societies for making excellent schools through creating joint vision, constructing up trust , obtaining admiration from all school societies. Thus, the issues mainly considered under instructional leadership are producing a clear vision and mission, organizing what the students learn and teachers teach in an organized manner and building smooth relationship among the school stakeholders to improve the academic progress of learners. After core duty of school principals which is instructional leadership, portion of the next section would be TL to more comprehend the successful secondary schools.

### 2.3.2. Transformational Leadership

According to Northouse (2016, p.162), the term ‘Transformational Leadership’ (TL) was initially coined by Burns in 1978 and Bass 1985. Burns (1978, p.18) tried to link the role of leadership and followership. Hence, TL to Burns is steps in which an individual connects with others and produces a bond that increases the standard of inspiration and integrity between the leader and supporters. In support of this, Yukl (2014, p.321) states that TL pleas to ethical values of supporters in trying to elevate their awareness concerning moral matters and activate their vigour and possessions to transform institutions. In TL, the supporters experience trust, appreciation, faithfulness, and esteem toward the leader, and they are inspired to go extra mile than they initially anticipated to do (Yukl, 2014, p.321). From the above authors, if leaders are visionary or transformational and

can create a trusting relationship among their followers and thus the followers can produce more due to their being motivated and interested to their work. This kind of leader is considerate to the desires and intentions of supporters and attempts to help supporters to achieve their fullest potential. In relation to this, Buenvenida and Ramos (2019, p.800) state that TL inspires and encourages the subordinates to keep up a positive feeling to execute tasks given to him/her to the best of his/her ability. To Buenvenida and Ramos (2019), Transformational Leaders generate an environment where in the subordinates feel accepted and protected. It means that such leaders adjust to a type of relationship that enables followers to feel the need to give more, and this type of collaborate is likely to add to the accomplishment of the institution like schools. TL in an educational setting can be contextualized when school leaders enhance the interest and morality of teachers (followers) and other stakeholders to achieve school objectives.

TL can be better explained further through selected dimensions or behaviours. Buenvenida and Ramos (2019, p.800); Susilo (2018, p.126); and Sun and Leithwood(2015, p.500) identified the key areas or dimensions of Transformational School Leadership (TSL) to include the following: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence. Buenvenida and Ramos (2019, p.800) further explain that intellectual stimulation is the Transformational Leader's behaviour that challenges the status quo and encourages creativity among followers while individualized consideration refers to Transformational Leader's ability to support and persuade individual followers. Inspirational motivation is when Transformational Leaders comprise a comprehensive visualization, and express subordinates and in personal influence as an exemplary for subordinates (Ibid, 2019, p.800).This is the most important feature of leadership as subordinates are offered an opportunity to modify, renovate, and in the course of study enlarge themselves as contributors is TL (Aruzie, Adjei, Mensah, Nkansah, Anorkyewaa & Frimpong, 2018, p.805). TL is predominantly appropriate for quick-rate, change-driven atmosphere that require innovative problem solving and making certain client promise.

In an effective school, the school leaders act as a Transformational Leader who acts as leaders expected to successfully and constantly communicates the school's main duty to the academic and supportive staffs, parents and learners (Arokiasamy, 2017, p.600). Among the stakeholders' teachers are the dominant players in an endeavour to uphold school culture and school excellence.

Raman, Mey, Don, Daud and Khalid (2015, p.221) found that teachers' commitment is very important activity in the process of school success, and it has to be given due attention for successful leadership which produce high level of teachers' performance. A school leader who practices TL can motivate and arouse the mind of other teachers simultaneously concerned about the teachers. Thus, it is found crucial to expound about TL in this literature review. After an effort made in illustrating the meaning and importance of TL, it is worth mentioning distributive leadership for successful schools under the part of literature discussion.

### 2.3.3. Distributed Leadership

An effective school leader cannot accomplish school tasks sole handed but shares with others through distribution of task. According to Yukl (2014, p.294), distributed leadership is an alternative view in which influence allotment and political actions are unavoidable in an institution and cannot be comprehended by depending solely on each leaders' decisions. Yukl (2014, p.294) further states that distributed leadership entails several leaders with individual, however, interconnected duties. As a theoretical framework, distributed leadership is helpful for investigating how headship tasks and roles are mutual and implemented via different departments or positions (Anthony, Gimbert, Luke & Hurt, 2019, p. 61). This means that leaders empower and delegate responsibilities instead of doing major of the activities alone. Likewise, Northouse (2016, p.365) comprehended distributed leadership is about involving and distribution of power or persuasion ability by group members. Group members move onward while circumstances necessitate leadership needed and then comeback to permit others to lead (Northouse, 2016, p. 365).

According to OECD (2016, p.16), a strong centre of attention on distributed leadership is concerned with a better feeling of rational inside each school, in every educational structures. Their findings implied that participating students and their parents or custodians, in addition to the supportive staff and teachers, generate a culture of mutual accountability for school matters, which are illustrated by joint support among every stakeholder. OECD further concluded that in all educational institutions including secondary schools, there is positive teacher- student relationships in schools characterized with distributed leadership. Goksoy (2015, p.115) concluded that in complex school process where tasks and duties are too multidimensional and complex, it is

difficult for the school principal to handle all activities of influencing alone. That is why distribution of leadership at secondary schools is inevitable. In support of this, Jambo and Hongde (2020, p.193) showed that, nowadays, the responsibilities of school leader have been shifted from personal dominance to delegating power and influence by motivating vision and participating supporters through interaction and decision-making process. It is very hard for the school principal to realize the schools' goals alone.

Thus, as one of the school leadership-practices, principals can influence teachers and relevant stakeholders through distributing and delegating roles to improve students' academic achievement. This, in other terms, implies that there is a demand for investigating how principals' leadership-practices, including their responsibilities in sharing powers and activities, influence students' pass rate in secondary schools.

## **2.4. Leadership Roles of the School Principals**

The term 'roles', according to Robbins and Judge (2013, p.277), means a set of projected behaviour patterns credited to someone holding a given position in a social unit such as a school. In this section, an attempt made to describe the principals' leadership roles on the first part from international perspective. The role of school leaders in general and from selected countries are presented in this review. In the second part of the literature review, the roles and responsibilities of principals in Ethiopia is discussed.

### **2.4.1. Leadership Roles of School Principal: An International Perspective**

Principals generally carry out three broad exchangeable roles in school. According to Naidoo (2019, p.1), principals play the role of manager, leader, and administrator. He further expounds that as managers, principals' centre on supervising and controlling individuals, material, and monetary possessions. Meanwhile, principals as leaders make the vision of their school and centre on school progress and enhancement. The administrative responsibility of principals involves dealing with everyday functioning issues and constantly swinging amid leadership and management activities (Kowalski, 2010, p.23).

The leadership role of the principal is the one in which it is in regular condition of transition, wavering from being an instructional leader to that of a transactional leader, who at the same time holds the thought of also Transformational Leader (DeMatthews, 2014, p.194; Tingle, Corrales & Peters, 2019, p.8). The 21<sup>st</sup> century Principals perform diversified roles and their responsibilities during intricate, burdened, and uncertainties are much required (Mestry,2017, p.1; and Bush,2013, p.253). Mestry (2017, p.1) further added that principals' daily routines filled with administrative functions such as preparing timetable, reporting, working on parents and society relationships, and resolving unplanned numerous student and teachers' disagreement. In addition, Grant, Gardner, Kajee, Moodley and Somaroo (2010, p.404) forwarded that constructing the customs of responsibility, reciprocated trust and admiration between the school leader and teachers are an additional principals' roles. These view simply that school principals could involve themselves in managerial role, leadership role and administrative roles. The principals can be either transactional leader, instructional, and transformational. It is such a diversified and multi-phase role that makes the role of school leaders challenging.

Literature from different countries highlights the roles expected to be accomplished by school principals. In this literature review, studies done in China, USA, Hungary, Turkey, Ghana, and Nigeria are presented to show the role of the school principal internationally. The study conducted by Chan, Jiang, Chandler, Morris, Rebisz, Turan, Shu and Kpeglo (2019, p.38) has mentioned the school leader's role of China. Principals in China had the roles of supreme control of administrative affairs as they are responsible for executing government policies using authoritarian leadership styles (Chan et al., (2019, p. 38). While Principals in the USA, according to National Policy Board for Educational Administration (2002, pp.20-23), the school principals' roles and responsibilities are: (1) focus on school visualization of instruction, (2) on school customs enhancing teaching/learning, (3) resource operation and secure education atmosphere, (4) collaboration with parents and school communities, (5) professional Code of Conduct, and (6) full awareness about political, social, financial, rules and regulations, and cultural background. Similarly, Chan et al., (2019, p. 41) the foci of school principals' roles and responsibilities in USA seem to be placed on student performance and safety in school. Therefore, most USA principals are striving to be more of instructional leaders than administrative roles.



School leaders in Hungary are identified as Education change agents (Lowe, 2009). Moreover, according to Chan et al. (2019, p.39), school principals played a role of decision makers, curriculum and instruction leaders, public relation officers, and fiscal managers. One can infer that principal in Hungary are expected to participate in decision making in curriculum and instruction, public relations and financial management. While in Turkey as Karatas (2016, p.53) stated the core responsibilities of the school administrators are instructional leaders which includes instructive and teaching-learning leadership activities of teachers, students, guardians, and community. Principals also take decisions regarding enhancing efficiency, creating team spirit among the stakeholders, integrating the school and society over and above enhancing schoolworking customs. In general, school administrators keep the school ready for service. According to Chan et al. (2019, p.40), besides administrative duties, all school principals' work also a weekly actual class teaching load of six hours minimum. In addition to instructional leadership, school leaders are required to do administrative functions, for instance, service supervision; examining; direction and appraisal; teacher supervision; institutional and professional enhancement; financial administration; technological management; and building associations with society (Karatas, 2016, p.54). Therefore, it seems that, in the Turkish schools, leaders are more of accomplishing the management functions of a leader than focusing on instructional roles.

In the African perspective, a country like Ghana took initiative to empower teachers and school leaders. Norviewu-Morthy (2012, p.21) found that the main criterion applied was to assign principals who have teaching experience and excellent behaviour without previous management training in institutions. Norviewu-Morthy (2012, p.77) is of the opinion that factors to be considered before appointing school principals in Ghana should include personal attributes like the principals' ability to effectively employ their instructional, collegial and community partnership, and competency in their leadership roles. This shows that in highly effective school principals in Ghana are expected share the vision; possess optimistic individual qualities; excellent teaching and administrative leader; labour for collegial leadership; fruitful in making joint venture with the surrounding society; novel material and human resourcing; and generating helpful principles.

In Nigeria, Kotirde, Yunos and Anaf (2014, pp.2-3) state that secondary principals can play a role of managing school administration and finance in which school leaders are accountable for managing instructional and accounting skills; providing and maintaining of physical facilities; principals as motivator through changing attitude of staff and motivating teachers to achieve educational goals; and principals as curriculum instructional supervisor. The presented literature on the role of principals as perceived in different countries shows that, internationally, there are some common roles. Even though there is difference in cultural orientation, political views and development needs, all principals in the six countries reviewed need training and orientation into their principalship role. It seems, from the reviewed literature, that there is an assumption that principals have many competencies and roles such as capacity building, or team building etc. to improve quality education. These are very few among the dozens of schools' leaders' roles in different countries. In the following section, I present the roles of school principals in Ethiopia.

#### 2.4.2. Leadership Roles of Ethiopian Principals

Currently, school principals are very important personnel in promoting effective leadership and bringing changes to the school in the existing challenging environment. Hence, according to MoE (2002, p.31), as it is translated from Amharic version, the major functions of a principal was stated under nine major areas, namely: planning, organizing, leading, coordinating, following and controlling, research work, teachers' appraisal, report writing and other activities. Under each major areas, the secondary school principals play their roles both in administrative and educational aspects are about sixty-three (63) activities.

MoE (2002, p.33) in its guideline described twenty-two roles of school leaders among which the dominant ones are: preparing yearly plan and implementing budgets after approved; motivates teachers and HoDs to prepare their annual plan in harmony with the school plan, national and regional goals; prepares and arranges training for teachers on novel ways of teaching and professional development; and also organize extra-curricular duties in collaboration with parent-teacher-student associates in and out of school compound. As instructional process is a daily activity, the leaders' functions at the school level should continuously responsible. In Ethiopia, principals are likely an instructional leader.

During the arrival of PGDSL in 2013, MoE has developed principals' role and professional standard expected of them to be accomplished in the school they are being assigned. Based on this, Ministry of Ethiopian Education on MoE, (2013, pp. 11-14) on its document has approved five standards/ competences which should serve as a foundation in preparation, qualifications and licensing, and professional development of principals. These competences were categorized under three major domains namely: **School vision and community leadership, instructional leadership, and administrative leadership.**

#### *2.4.2.1. School Vision and Community Leadership Role*

According to MoE (2013, p.12), under the first domain there are two sub-competencies, namely: 'leading and facilitating vision of learning,' and 'developing and managing school-community relations. Principals in relations with leading and facilitating vision of learning expected to: assist the enunciation and understanding of a mutual vision of uninterrupted school enhancement, guide the procedure of situation, monitoring and realizing specific and challenging aims that reveal elevated expectations for every students and staff; guide the change process for constant enhancement and foresee, scrutinize and take action to instructive advancements that influence school matters and atmosphere. MoE(2013, p.12) has also further expound that, in connection with developing and managing school-community relations, principals are highly anticipated to link the school with the society; engage parents and society components in enhancing student education; utilize society possessions for advancing student learning and set up expectations for the sole benefit of culturally-responsive activities that recognize and worth variety.

#### *2.4.2.2. Instructional Leadership Roles*

The second main domain, according to MoE (2013, p.12), is instructional leadership. As an instructional leader, principal plays a critical role in influencing directly the student academic achievement. For instance, Hallinger (2011b, p.126) comprehend such as an endeavour to realize well the habits wherein school leadership, chiefly principals' influence on students' learning. Leithwood, Jantzi and Steinbach (1999, p.8) assumed that as instructional leader, principals' critical consideration is each teachers conduct while they participate in duties focusing on influencing students' development. In the same vein, MoE (2013, p.13) had coined two sub-competences under this domain of school leadership, namely: 'guiding and supervising

instruction’, and ‘guiding and developing individuals and team’. MoE (2013) further added principals in connection with guiding and supervising instruction expected to : make sure that the subject matters being educated associated with standardized nationwide framework, contents; make sure that teaching methods are successful and convene all students' desires as well as exceptional and students exposed to risks; promote high standard of each students' education, including both exceptional and exposed students to risks; recognize, promote, and contribute important research; know, persuade and make easy and efficient utilization of database by staff; and supervise and appraise the excellence of instructional activities.

According to Yimer (2017, p. 17), the school leaders play as facilitator's role for course of study's functioning and its advancement. They participate in managing learning and teaching specifically as set of courses implementer in which he/she pays attention to particular originality, where there would be a greater interest of teachers in implementation of the curriculum in the school. This implies that a school leader has the accountability to offer guidance and directions, and guarantee that teachers own the required teaching-learning tools to perform their obligation. In the absence of school leader support, the possibility of effective operation of courses is very low.

In addition to this, MOE (2013, p.13) has also listed the following criteria that principals are expected to fulfil in relation to leading and developing individuals and teams. Under these sub-competences, principals are obliged to: identify and prioritize teachers and their own professional growth desires; build up persons and teams; scrutinize and appraise classroom learning; develop networks to support individuals and teams; help academic staff in planning and executing research-based specialized improvement.

#### *2.4.2.3. Administrative Leadership Role*

The third and the last domain for principals in secondary schools is related to principals' administrative leadership role. Principals control everyday activities and atmosphere through efficiently and effectively harmonizing resources with goals and vision. According to MoE (2013, pp.13-14), under the domain of principals as administrative leader, there is one competence which is leading and managing school operations and resources. Principals in this competence is expected to : ascertain and sustain secure school atmosphere; generate a fostering learning atmosphere that

deals with the physical and intellectual vigour desires of every students and teachers ; mobilize, allocate and utilize resources, together with technology, to help student and staff learning ; establish procedures and policies that is favourable to education ; comprehend, maintain and replicate an excellent professional code of ethics; encourage and accept diversity of school society and being transparent on effectively and efficiently utilizing school resources.

In conclusion, roles of school leaders in secondary schools of Ethiopia is multiple and many. However, the Ministry of Education has selected few of the competencies in to three major categories. It starts with developing school vision and community leadership; serving as an instructional leader; and, finally, playing the role of administrative leadership. Principals are expected to accomplish and execute each competence as described by MoE so as to enhance students' pass rate.

## **2.5. Progress of School Leadership in Ethiopia**

It is presumed that principalship in institutions like schools is among the most influential administrators position in the process of school success. The development of school leadership in Ethiopia has a connection with the history of its education system. Gurmu, (2019, p.9) asserts that the emergence of Ethiopia basically connected with western education. According to the qualitative analysis of secondary sources like former scholars, written documents and related historical sources, the progress of educational system categorizes the school leadership into seven phases in modern education system.

### **2.5.1. Phase One: Emergence of School Principalship as Detach Profession**

The history of education system in Ethiopia shows, principalship goes back to the beginning of the period of ruler Ezana about fourth century A.D settled that Ethiopia in old time established schools for children of ruling bodies. Several parties, particularly missionaries had attempted to make famous western education than that of Ethiopia. For instance, Wagaw(1979, p.28) stated that Menelik II had resumed the school in the palace mainly for the descendant of the then higher officials in 1905. Moreover, training for the kids of governors officially launched with the execution of Menelik II, which was an introduction of modern education formally in Addis Ababa, Ethiopia in 1908. According to Negesh (1996, p.101), a special arrangement was made between the

Ethiopian church and Egyptians in assigning the first teachers from Egypt who are also responsible for school administration. To be specific, according to Pankhurst (1998, n.p), Hanna Saleb was the first teacher who took the leadership appointment in that first school.

Even though the beginning seems insignificant, the progression can be assumed as the initial stage in developmental period of school leadership of Ethiopia, which proclaimed its emergence as detach profession. Until 1935, it was sole responsibilities of expatriates from Coptic Egypt and French headmasters and French head mistress leading the country's institutions, including secondary schools of the time (Bishaw & Lasser, 2012, p.56). In this phase, there was no leadership training given. But, according to Gurmu (2019, p.10), even in the process of staff adaptation for the position of secondary school leaders, orientation training was highly demanded to familiarize them with the Ethiopian context and its education system. Gurmu (2019) further added that such orientation cost stipulated the need to initiate the country to plan for internal principal training. Shibeshi (2008, p.76) noted that there was a proposal along with previous things the 'Ethiopianization of staff' which comprised an internal assignment and trainings of school leaders who knows the real culture and context of Ethiopia. Nevertheless, Shibeshi (2008) further expound that no action was taken to implement the proposal, maybe because of easy going and lack of attention from the then governmental concerned bodies of the nation.

It is believed that there was unintended occurrence that gave way to provide principals preparation within the country. Pankhurst (1998, n.p) stated that the chief media of training was French. He further implied that the utilization of French as a media of instruction itself pave the way for French base to be school leaders, in addition to the Coptic of Egypt in the nation schools. After that, in the period of 1936 to 1941, there was Italian invasion of the country, who made schools either armed forces camp or being shut down. Hence, the education system had, at an early stage, been distorted and several teaching materials and educated intellectuals were cruelly slaughtered to alter everything possible to make it suitable for implementing their objectives (Shibeshi, 2008, pp.78-79). Bishaw and Lasser (2012, p.57) add that there was absence of the Ethiopian element in the teaching/learning and managerial areas, except for some Ethiopian teachers who spoke local languages. Tsagaye (2018, p.83) noted that invaders (specifically Italians) eliminated educated

Ethiopian and had closed the schools for armed forces reason and there were scarcity of academic staffs and teaching supplies.

The conclusion drawn by Gurmu (2019, pp.11-12) was that regardless of unintentional constructive results, the effect of profession on Ethiopian educational development and leadership progress were negative. The researcher in this research regard Phase One as the beginning of school leadership as a profession.

### 2.5.2. Phase Two: Ethiopian Replacement of Expatriate Staffs

The occupation of Fascist Italy of Ethiopia was not without consequences. Wagaw (1979, p. 48) states that more than 50 percent of the Ethiopian teachers were killed, and the rest were left the country. Because of this, it was impossible to replace and develop its human power. Consequently, many of the principals' posts were occupied by principals from British, Indian, in most schools of Addis Ababa.

At the beginning of 1946, school leaders' development of the nation resumed through graduating from teachers-training schools. Few years after the country is restored from occupation, priority was given to education that resulted in an opportunity of opening of schools in various states of the country. According to Wagaw (1979, p.62), the development started with the graduation of twenty-four (24) Ethiopian teachers taking the responsibility of management, financial issues, society guidance besides teaching activities. Ali (2012, p.31) specified that the job of the principals covered not only one school but also the whole educational system of the society where the school found. This shows that an attempt might be assumed as the second stage in the development phase of school leadership of Ethiopia while for first time Ethiopian principals' names appeared on the list for leading the schools. For instance, Menelik II School was led by Ethiopian priests. In addition to this, Wagaw(1979, p.34) says Hakim [Doctor] Workineh Ishete took the headship of Teferi Mekonnen II governmental school in 1925 and was later replaced by French principals. It can be supposed that there is a ground break as an indication to resume home-based principals to start taking leadership positions in schools.

### 2.5.3. Phase Three: The Ethiopian Principals Preparation Commenced

The third phase in the Ethiopian school leadership development is the commencement of principals' preparation. Tekleselassie (2002, p.58) highlighted that the major elements that contributed to formal training and preparation of institution in this phase the most are the immediate growth of schools in numbers, increase of student enrolment, continuous requirements from schools, and the demand for successful leading roles in each school. While Gurmu (2019, p.13) was more concerned among the challenges in terms of financial, psychological and educational connotation for the country to be free from foreign staff influence called for entire substitution of foreign principals. Furthermore, Kebede (2006, p.10) stated that during those time, there was managerial and academic puzzlement that was institutionalized initially extracted from staff of diverse nations from the planet. Therefore, to solve such a puzzle, domestic training of principals; and mobilizing substitution for expatriate leaders and teachers are possibly the main influencing challenges for Phase Three.

Administrative officials training was taken place with the training of the then inspectors in teachers' training schools (TTS) of Addis Ababa. Gurmu (2019, p.14) stated that for one month and two weeks, inspection professionals' preparation, who are former graduate of TTS experienced teachers were selected. He further added after the training centre relocated to Harar about 24 inspectors were graduated. According to Mamo (2019, p.28), in 1964, Ethiopians who were immediately assigned as principals of primary school from amongst the teachers without competition had started to replace the expatriates. The training program re-opened again in 1955 teachers and principals enrolled in one-year inspection course in Haile Selassie I (HSI) school which is now Kokebe Atsebha (Ali, 2012, p.31). After 1960's and when the first university, Hailesilassie I University, started functioning in 1950, the country started to graduate first degree in any field of study and MoE head officials were assigning them as school principals (MoE, 2002). Ali (2012, p.31) strengthened this by Ethiopian schools' heads were directly assigned to elementary schools in the absence of competition among the candidates. The major selection criteria were their work experience on teaching and their educational qualification.

Furthermore, Asayehgn (1979, p.48) also reported that one year and a summer on-the-job training program was made possible at the HSI University in Faculty of Education during an academic year



1962/63 for primary school principals and supervisors. He further added in those time the training courses mainly focused on school management, secondary school syllabus with each subjects' courses. After such an attempt at the HSI University (now Addis Ababa University), a training program that was arranged for both elementary and high school principals, educational supervisors, and still teachers' training institute leaders were continued operating (MoE, 1994, p.30). Nevertheless, Gurmu (2019, p.18) maintains that the training of educational administrators meanwhile started in the early 1970s at the former Academy of Pedagogy, which was developed to Bahir Dar Teachers College (now Bahir Dar University), from where they were directly assigned to various secondary schools as principals.

During 1973-1976, career structure that was preferred was first degree in the education management field by then Educational Administration (EdAD) and those teachers who have an experience of unit leader and Heads of Department were assume the school leadership position. In addition to this, Tsegaye (2018, p.85) stated that secondary school leaders and supervisors adequate training experience was included in professional list of job duties of MoE in 1989 as a criterion for selection. This shows that the training of school leaders that was offered at the HSI University and Academy of Pedagogy was not sufficient in training the kind of leaders needed. This will lead to the next phase of school leadership development.

#### 2.5.4. Phase Four: Principal Preparation Reduced

During this phase, there was scarce of literature on Ethiopian school leadership except some developments in 1970s and 1980s. Gurmu (2019, p.16) stated that there are only some existing sources commenting that there were various peculiar advancements which had brought concerning leaders' duty escalation, beginning around 1976 that in other round stimulated the demand for enhancing the principals' training. Gurmu (2019) also added the formation of managerial preparation for society involvement in school governance and always escalating magnitude and intricacy of the system were among the reasons.

During the Darge regime, there was an arrangement in bringing about adopting educational decentralization. In the same manner, the educational structure broke through the class level where local authority vested in the school administration committees. As example for this, Kiros (1990,

p.77) mentioned that the Ethiopian government has proclaimed, in proclamation No. 103/1976, to amalgamate education among the lives of the general population and to increase well-liked involvement in the administration of schools. He further explained governmental owned schools were under the auspices of the 'government school committee', whereas private-owned schools were put under government possession through proclamation No. 54/1975 were again kept below public-school administration and management team.

Such involvement of community in school management thus had commenced a novel stage in the educational management of Ethiopia and also supplied a great deal to the acceleration of the volume and difficulty of the job of the school leaders. According to MoE (1987, n.p), community participation was not without challenges. These are as MoE mentioned, namely: lack of easy communication with society, agreement with them based on their situations, connecting society members to their need and capabilities, and ever-growing size and intricacy of the system. The implementation of the community participation in school leadership administration and increased complexity of the system demanded the working of principals to get further training to capacitate them to bear such big double responsibilities. Due to this, Tekleselassie (2002, p.58) Addis Ababa University's capacity was limited to fill such newly created vacant position of principals.

The Ethiopian government responded to such need of development with contradictory leadership preparation reduction. Consequently, to Tekleselassie (2002, p.58), a program of the Addis Ababa University that was offering training for primary school leaders, was terminated in 1979, although that of upper primary and secondary school leaders' training at diploma and degree levels continued being offered at the university. Because of such disruption, the Addis Ababa University (2014, p.3) was encouraged to unexpectedly restructure its Faculty of Education in 1978, with the re-opening of Educational Administration (EdAD) as a completely developed department. Gurmu (2019, p.19) revealed that based on the guidelines suggested during the 10<sup>th</sup> Educational Management Annual Symposium, the interrupted training was substituted with one month and half short period training as originated by MoE in 1981. As for Gurmu (2019), the responsibility of training was given back to TTS wherein additional twelve thousand leaders offered training. However, Tekelesilassie (2002, p.60) criticized such six-week training for short time of training, inclusion of irrelevant training themes, ineffectiveness of some instructors, insensitiveness and

unqualified learners, and absence of congruence between training offered and the type of professional outline by MoE required. Hence, it can be concluded that, during this phase, due to the factors mentioned above, the training and preparation of principals were halted.

#### 2.5.5. Phase Five: Deprofessionalisation of the Principalship

Immediately after the downfall of Derge and establishment of a federal government system in 1991, the Ethiopian Educational Administration and management including education was decentralized. Moreover, MOE (1994, pp.29-30) in its newly formulated educational policy designated that schooling management organization should be delegated to the lower levels to make compulsory situation for enlarging, enhancing, and advancing the significance, ensuring excellence, ease of access as well as fairness of education and training. Moreover, on similar policy, article 3.8.3 stated that Educational Administration would be autonomous, specialized, synchronized, proficient and successful, and will promote the involvement of women. Hence, the policy clearly asserted that the principals were expected to be professional regardless of other expectations mentioned. Regardless of all these attempts to develop school leadership during its new policy of 1994, there was still lack of quality leadership. To improve leadership quality, one of the remarkable measures by MoE is the introduction of periodic set of five years of ESDP that comprises four intermediate durations among them, wherein ESDP I runs from 1995- 2000, ESDP II (2001-2005), ESDP III (2005-2010), ESDP IV (2010-2015), that is, till the end of MDG, ESDP V (2015-2020), which is the second growth and transformation plan. To mention some of them, ESDP I, for instance, had agreed with this policy as one of its aims is enhancing the planning/management capacities of each region in the nation. In this regard, MoE (1998, pp.9-10) projected that school leaders and officials will be trained in school administration, for guiding schools to the better level. Though there are hopeful guidelines in training leaders to make them professionals, which was practised in reality from 2001/02 onwards, however, that did not transpire in harmony with the directions.

Throughout this time, the school leadership position prepared to be held during the implementation of appointment. According to Gurmu (2019, p.21), any individual teacher might be appointed school principals provided that he/she gains acceptance from his/her colleague in spite of any educational leadership profession training. He further added the primary responsibilities of that

staff member is to nominate three individuals by ranking them against their interest. To this end, the last choice after that can be made by educational leaders at Woreda level so as to decide the one to take school principal position based on the order which academic staff recommended. Therefore Tekleselassie (2002, p.57) called it 'de-professionalization of the school principalship' the situation that opened the fifth development phase.

The arrangement by Ministry of Education had many negative effects. In Tekleselassie(2002, p.59), some of the effects are, namely: 1) discontinuation of qualified principals from their jobs and consequently ended up with wastage of resources for their preparation as well as loss of their experience; 2) it fetched up unprofessional persons to the post that inferred extra investment for training. This is to mean bringing unqualified principals to the post further brings down a school effectiveness' that results in students' success being in danger;3) it concealed principal school leader adherence to the profession. The author contended that appointed school leaders in this phase are basically either excellent in their teaching profession, or those who are admired amongst their teaching staff and committed to their bosses in the cost of their professional roles and commitments. Thus, whatever the motive of ministry for such de-professionalization to apply the education training policy of 1994 on its page 30 to make educational leadership democratic, without question that was mistaken understanding of the policy in to practice.

Following several years of its highest promotion, de-professionalization planning was neither thoroughly imposed nor formally stopped. Principals were assigned in various schools whereas available posts of leadership were completed by relocating from different schools or by appointing principals from among the teachers. Therefore, one does not know which guideline they were implementing. Nevertheless, Education for All (EFA) aims were incorporated in to educational schema of the country and were put into action by subsequent ESDPs. Different growth alliances were participated, in addition to further issues, including preparation of school principals. For instance, ESDP I was financed depending on concerted agreement made between the Ethiopian government and growth supporters. In similar manner, throughout ESDP II (2002/03-2004/05) preparation of about 434 secondary school principals was planned so as to make school leadership efficient, professional and democratic (MoE, 1998, p. 28). This seems the principalship was given attention again after some silences.

#### 2.5.6. Phase Six: Reemphasis of the Principals' Training

Very soon after the school leaders' de-professionalization manifested, the arrangement faced very rough condemnation from several educational stakeholders and, due to this, MoE issued 2007 blueprint for professionalized principalship. According to MoE (2007, p.25), it was affirmed that Educational Management is a distinctive and huge profession by itself. MoE added it has its own distinctive scientific theories and execution procedures. Thus, the professionals were given the accountability of educational leadership and will be trained in this invaluable occupation.

On the verge of this development episode of the school leadership in Phase Six, the Ethiopian government compatibility took practical measure to realize it. Therefore, according to the Addis Ababa University (2014, p.3), the University has taken the first move to take initiatives in opening MA and PhD programs in leadership and management fields. Gurmu (2019, p.24) noted that following Addis Ababa University, other public universities were also opened various programs including undergraduate degree level in the Educational Planning and Management Department. Furthermore, MoE (2014, p.6) there was also an agreement at regional State colleges for the training of primary school principals at diploma status. In all those periods, an attempt has been made to grow the school leadership capacity. One of the evidence for the reemphasis of the principalship profession, for instance, according to MoE (2015, p.20), for the period of ESDP IV, the leadership and management program was redesigned and hence above 25,000 school principals and supervisors were trained and qualified.

All such training arrangements were planned to professionalize school leadership and improve schools' capability to correctly handle and guide diverse school activities (MoE, 2014, p.6). As part of the efforts, the priority program by ESDP V, according to MoE (2015, p.34), the first key area was capability development for enhanced management. The aim for convalescing management in education segment is: to enhance the management of the education system in order that the decisions are made and executed that would also enhance instruction performance and learner attainment. This shows that the overall intention of the education management is to offer quality education services for all learners at all levels including secondary education. For that reason, an attempt was made by many universities in the country by Ministry of Education.

In all those attempts, the phase was not without problems. The ministry had discovered that one of the problems was related with enrolling secondary school completers without enough teaching experience while executing newly arranged program. In relation to this, MoE (2013, p.4) MoE itself stated the regions articulated high fear of the graduates who faced trouble to accept teaching position when they were separated from principalship place, although there is no recognized research proof indicating the issue at stake. In addition to facing difficulty of teaching responsibility, the ministry added that, the other problem is content replication since some courses could possibly be opposing with others. Thus, the contribution of this phase is big and constructive though the quality of education at schools were still at risk which opens a way for the next phase in school leadership development.

#### 2.5.7. Phase Seven: Emergence of the Post Graduate Diploma in School Leadership (PGDSL) Training

In 2013, MoE has replaced blueprint of the Ethiopian teacher's development programme guideline with the revised blue print of Ethiopian teachers, principals and supervision development guideline. The induction of school principals and supervision in the revised blueprint paves the way for the emergence of the seventh phase. According to MoE (2013, p.4), the revised blueprint prescribed that elementary and secondary school principals required to hold undergraduate and master's degree correspondingly and both posts should have attended specialized training in school leadership. This document also stated that principals for secondary schools should have one of their degrees in Educational Management. To cope with such arrangement, both elementary and high school principals prepared to take the training of PGDSL in two summers in both conventional programs and combination of face-to-face and distance modalities after recruitment to the post. The Ministry of Education added that, from 2013 onwards, different training programs in certificate level such as Higher Diploma Program (HDP) for higher education lecturers, Post Graduate Program in School Leadership (PGDSL) after having BA in EdPM, Post Graduate Certificate in Primary School Supervision (PGCPS) after having BA in EdPM, Post Graduate Certificate in Secondary School Supervision (PGCSS) after PGDSL or MA in School Leadership are all under way currently in almost 14 public universities to cover the gap in school leadership positions to assign educational planning and management in all primary and secondary education even including higher education leadership positions. According to MoE(2013, p.4), the strength

of the program extension also confirmed the consideration school leadership has received and governments' acknowledgement extreme significance of school leadership in enhancing the quality of teaching and learning in schools.

MoE (2013, p.4) further debated that, although such programs are proposed to professionalize school leadership and improve schools' capability to appropriately manage and guide diverse school practices and enhance students' learning, a recent revision of the Blueprint called for the ongoing school leadership programs to be reviewed. They further explained that, according to the revised Ministry of Education Blueprint (2013a, p.10), secondary school principals required to hold MA degree in any of academic subjects and successfully taught for a minimum of five years, whereas elementary school principals are demanded to possess BA degree in the school subjects and must have taught for an experience of also five years in teaching in one of those subjects in primary schools.

It is assumed that such training of school principals was not welcomed by the candidates. From the researcher's personal observation as lecturer, most principals requested to be given MA degree in Educational Leadership and Management (generic) instead of MA in School Leadership as they have already BA in one of the subjects. Strengthening this, Gorfe and Teferi (2015, p.185) found that the readiness, eagerness and training interest of trainees in PGDSL program was poor. They also added secondary school principals are also not interested in the naming of the degree MA in School Leadership (ScL), but had preferred MA degree in Educational Leadership and Management (EdPM). This shows that students are inclined towards MA in EDLM instead of MA in ScL.

In conclusion, the progress of Ethiopian school leadership was directly related with traditional church education. The school leadership has passed through seven phases in modern education of the nation: principalship evolved into separate position; Ethiopian replacement of expatriate staffs; the Ethiopian Principals Preparation Commenced; principal preparation reduced; Deprofessionalization of the principalship; re-emergence of principals training; the start of the PGDSL training. In addition, due to unknown reasons the policy makers are changing their decision on the training frequently and hence any changes executed as the consequence of such

decisions were short of constancy. As a result of such circumstances, the development of the Ethiopian leadership vacillated, instead of consistently moving forward. It would also believe that as current educational road mapping is in progress and change in preparation and trainings of school leadership would still be expected.

## **2.6. Views of Principals and Other Stakeholders on Principals' Leadership Practices**

Successful school leadership practices advance school institution, instruction, and learner success. As it is mentioned under section 2.7 below, the central practices of school leaders are, namely, 'setting directions', 'developing people', 'developing school', and 'management of teaching-learning program'. Day et al., (2016, p.225) postulate that 'the quality of principal leadership' is the second most influential school-connected effect on learner achievement, next to 'instructional leadership'. However, the question on the table of some researchers is how principals perceive or rate their leadership practices, and how do other stakeholders (in this case, teachers), rate them. Tiuraniemi (2008, p.34) forwarded that researcher within the areas of personnel resources and managerial institutions disclose that leader self confidence in which leader self-evaluation agrees with what subordinate view is unswervingly associated with leadership success. That means the extent to which school leaders rate themselves more greatly than do followers associates with reduced institutional effects like weaken follower job contentment and production (Tiuraniemi,2008, p.34). Additionally, Park and Ham (2016, p.455) found negative teachers' view of school leadership associated with teacher suffering exhaustion and diminished teacher cooperation. This implies that school leaders who have positively viewed themselves could be successful in their leadership. On one hand, if teachers perceive their leaders negatively, it will minimize their motivation toward achieving high in their work.

The study conducted by Tosh and Doss (2019, p.2) found that principals, almost universally, agreed that among leadership practices they communicate plain vision for their school, lay down to excel in teaching and elucidate to staff expectation for attaining learning objectives. This shows that school leaders almost perceive/rate their principals leadership position highly. On one hand, Tosh and Doss (2019, p.2) assert that when teachers asked to rate their principals on leadership practices, majority of teachers in the survey agreed principals implement the practices. However,



there is considerably small number of teachers who disagree with principals' self-perception, thus signifying possible obstacles to consistent school culture. Thus, principals' rate themselves high (99%) on implementing leadership practices where as teachers rate them slightly less (78%) in which the reason for disparities on rating need further study.

## **2.7. Best Practices of School Leadership**

After a series of studies, Leithwood and Jantiz, (2006, p.205) identified what they call “core practices” or “basics” of effective school leadership. Leithwood, Day, Sammons, Harris and Hopkins (2006, p.18) articulated that successful school leadership is characterized by four general central practices, namely, 'setting directions', 'developing people', 'developing school' and 'teaching-learning programme management'. Leithwood et al., (2006, p.35) further added that core practices are having critical and considerable effect on institutional aims. This is to say that school principals need to be competent and willing to accept these core practices and implement them as effective practices of an instructional leader. Each core practices for successful school leadership would be elaborated as follows.

### **2.7.1. Setting Directions**

As it is elaborated in Chapter Two, setting direction is among the core components of principals' leadership practices. According to Sun and Leithwood(2015, p.500), terms such as 'goal setting', 'framing goals', or 'producing a mutual vision', are utilized to make principals' leadership practices focused on setting direction, which is a critical task of leadership in various institutional segments including schools. This sub-category of leadership practice plays a major role in encouraging persons to stimulate them to action (Hallinger & Heck, 1998, p.169). In a similar vein, Leithwood et al., (2006, pp.35-37) have included three more specific set of practices that mainly focused on both individual and supportive staff members in the school. These particular practices are: producing a mutual vision, establishing common goals, constructing high performance expectation, and communicating the vision and goals.

#### *2.7.1.1. Producing Mutual Vision*

A successful vision states what the organization practices and the reason for its existence. Sun and Leithwood (2015, p.502) state that a vision provides activities with meaning and assists make sure

consistency in effort of other school members. In relation to this, Yukl (2014, p.90) expresses that an effective vision notifies you not only what the institution put in to practice, but also why it is valuable and exciting to do that practice. He also elaborated that a victorious vision makes the distinctive uninteresting mission statement meaningful through inculcating it with enthusiasm, affecting feeling, and motivating creativity to accomplish it. Supporting this statement Day, Sammons, Leithwood, Hopkins, Brown and Ahtaridou (2011, p.22), commend that constructing and communicating a requirement vision of the organization's future is a most important duty. Harris and Chapman (2002, p.6) on their qualitative study of effective school leadership facing confronting circumstance concluded that the cooperation and alignment of teaching staffs and students on school leaders' set of values and vision have the greater significance. In addition, Day et al., (2011, p.64) strongly support this finding of Harris and Chapman (2002, p.6) by mentioning that effective principals deliberately interpret their values, viewpoints and morals into their vision, purpose, strategy and practice whether they are extensively communicated, plainly understood and supported by academic staffs and students and the outside society.

Goal setting helps in providing a consistency to several activities and efforts by aligning them toward the student safety and their education (Robinson, 2011, p.45). Robinson further added that goal setting entails about the kinds of goals to be set, connecting others to goal setting process so as to build up belongingness among stakeholders about the aims and communicating extensively amongst the concerned members of the society. According to Jacobsen and Andersen (2019, p.111), school principals who attempt to produce the institutional vision are required to guide every action toward the overall and long-term aims of the institution or the school.

It can be assumed that school leaders who are while building a shared vision expected to start with knowing the meaning of it and attach the meaning to the value of it. Instead of merely trying to impose the vision for short time only, focusing on the biggest umbrella is required. Thus, as the determinants of highly successful school leaders of the school, principals are expected to build a vision for ten years and further categorize them into a year or five years to improve student pass rate.

### *2.7.1.2. Establishing Common Goals*

For school leaders who are setting vision and mission and sharing it with the staff members by itself is not enough. Launching common goals is very important. Robinson and Gray (2019, p.5) aver that leader are able to formulate goals, nevertheless they will remain unfulfilled ordinary words except they encourage those who are required to attain the goals. They further added that goals that are comprehensible, precise, and seemingly demanding but achievable, concentrate all its effort and encourage continual goal-relevant performance. School leaders are expected to set goals by strongly establishing academic and supportive staff relationship. In relation to this, Podsakoff, MacKenzie, Moorman and Fetter (1990, p.112) view the practice of establishing common goals visa-vis school leaders relationship behaviour which are working in the direction of promoting collaboration amongst educators and supportive staff enabling them to cooperate with each other so as to attain common goals. Leithwood et al., (2006, p.35) contended that this critical practice would not be effective without promoting the acceptance of group goals in their respective schools. In support of this, goals at the school standard uprightly integrated into the goals of each subject of departments, annual level organized teams and each teachers in order that the unequal assistance of groups and individuals are synchronized in ways that provide goal achievement (Robinson et al., 2017, p.11). Thus, to achieve the school goals, school leaders personalize organizational goals by encouraging teachers in harmony with those goals and build a trust relationship between teaching staff and supportive staff including themselves toward the goal that is true and accepted by for all.

### *2.7.1.3. Creating High Performance Expectations*

A school leader who sets school goals would also be expected to make the goals challenging and expects high performance from teachers and supportive staffs. Before delving into detail description, it is very essential to elucidate the meaning of the term High performance expectations (HPEs). According to Jacobsen and Andersen (2019, p.109), conveying HPEs means that school leaders set motivated goals and demonstrate teachers and supportive staff what they expect from them. Jacobsen and Anderson (2019) further explain that performance expectations are understood anticipations of the excellence of teachers' prospect performance. This is significant because those workers will contribute extra if the worth of their contributions is anticipated to be high.

The rationale for spotlighting on HPEs is originally related to research results of goal-setting theory which is giving attention to particular means linked to high and thus challenging goals. This view is supported by Favero, Meier and O'Toole (2016, p.329) who write those difficult goals are those that demand institution members to put forth substantial attempt to realize; such goals plainly spout into workers' intrinsic inspiration to execute well on their work and hold in attractive work. Recently, Favero et al., (2016, p.341) explained that setting goals has a positive influence on institutional results in schools. These scholars illustrated that member of staff's view of leadership setting of challenging goals is very significant in making educational outcomes, and they also postulate that those concerned with enhancing performance in community secondary education, establishing and communicating high expectations are predominantly vital. Thus, it can be concluded that HPE can be understood as the extent to which school leaders are successful in communicating motivated expectations to their workers' attainment on performance standard set and is understood as the workers' view of whether their leader articulates these HPEs. HPE is the leaders' self-reported echelon of formulation and communication of expectations of high workers performance.

Finally, Day et al., (2011, p.22) conclude that if establishing a mutual vision, promoting the acceptance of common goals, and HPE are knowledgably implemented by setting the direction as leadership practice could motivate and inspire the teachers and supportive staff to accomplish school planned activities. It can be concluded that school leaders can create high performance expectation through making the common goals more challenging so that everyone could be attracted to achieve it.

#### *2.7.1.4. Communicating the Vision and Goals*

The fourth and the last sub-categories of settings direction in core leadership-practices is communicating the direction or the vision and goals. This dimension under setting direction was added by Leithwood et al., (2006, p.21) as communication. They further explained the significance of communication that is an unquestionably vital skill and conduct for persons in various parts of living surely for those in school leadership position and they have selected to centre on conducts particular in that position. There is no importance of knowing the vision and goals without beautifully passing to the followers being understood.

## 2.7.2. Developing People

The second categories of school leaders' core practices in secondary education are, namely, professional development of teachers in schools. Singh (2016, p.33) stated that the main aim of developing teachers and supportive staff in schools is constructing not only the knowledge and skills that teachers and other staff desire to attain better the institutional goals, but also to boost devotion, capability, and flexibility to persevere in applying suitable knowledge and skills. According to Robinson (2011, p.104), the main influential means through which school principals possibly make a significant difference to the achievement of their students is via promoting and facilitating teachers' specialization training and development. Robinson and Gray (2019, p.10) found that the quality of instruction or teaching that is generally dominant at a school level influences student results, hence leaders who focused on this aspect are more prone to advance teaching activities and student results than those without that quality. Robinson and Gray (2019) also added that this research finding is possibility enhanced, nevertheless, if school leaders offer teaching-learning chances that meet the circumstances for effectiveness suggested by current study on the effect of teacher professional knowledge on learner results. Moos and Johansson (2009, p.770) also concede that, as teachers are critical members in the course of learning, the situation where they perform is expected to be favourable in order to advance vigorous relationship with students. For instance, Singh (2016, p.33) compiled the more detail specific practices within this dimension of building and developing people comprises offering personal support, scholastic inspiration, and the copying of appropriate values and practices.

### 2.7.2.1. *Offering Personal Support*

As one of the parts of motivating the teaching staff, offering individualized support is the first specific practices under developing people. Day and Sammons, (2016, p.18) contended that the meaning of this specific practices as leaders' potential in being friendly, understanding and encouraging, attentive to teachers' information, and by and large watching out individual teachers' professional wellbeing. Buenvenida and Ramos (2019, p.800) are of the view that individualized support or personal support is when the school leaders offer support and encouragement for each individual follower (in this case, the teachers and other supportive staff). Buenvenida and Ramos (2019) further explained that in enhancing supportive relationships, school leaders as Transformational Leader can keep the line of communication transparent in order that each teacher

can share their exceptional ideas by directly acknowledging them. Similarly, Berkovich and Eyal (2019, p.5) say that Transformational School Leaders are quick to respond to the unique call of each follower. Thus, one can imply that when school leaders are accepting the comments and attending individual need of supporting staff and academic staffs including teachers, they can be encouraged and perform beyond expectation by improving the students pass rate.

#### *2.7.2.2. Providing Scholastic Inspiration*

Offering individualized support cannot help teachers to fully engage in their academic activities. It is the about encouraging or motivating them. Hallinger Model of Instructional leadership in Hallinger (2003, p.331) call this category as promoting professional development. Day and Sammons (2016, p.19) comprehended that providing scholastic inspiration is leaders acknowledgment and rewarding teachers for excellent job and giving them timely comment about their duties and also presents constructive operational environment for each teacher in that particular school. For Parag (2014, p.65), scholastic inspiration refers to the situation of leadership practice that reflects on the degree to which leaders cross-examine those suppositions, involve in risk taking and initiates new ideas for the people he is leading. Similarly, Susilo (2018, p.130) scholastic inspiration is the introduction of an original, coherent, and careful way of solving problems in order that one can think about problems in new ways that result in creative solutions. That is, an important scholarly stimulus grown by the school leader is appreciating ideas, developing rationality, respecting dissent, and making careful decisions. According to Buenvenida and Ramos (2019, p.800), school leaders should not only challenge status quo, they are expected to persuade their followers to be creative in their activities. In the same manner, Parag (2014, p.66) contends that successful school leaders enjoy stimulating and encouraging creativity in their people. He added that all personals in the school environment including teachers in the school are encouraged to think intensely, solicit enquiries and device improved way to perform responsibilities. According to Berkovich and Eyal (2019, p.7), scholastic inspiration is school leaders' ability in encouraging subordinates to assume novel mental viewpoints. In relation to this, Northose (2016, p.169) states that a leader with this category of leadership holds up the subordinates as they attempt novel approaches and expand innovative means of dealing with school matters. He also suggests that this leader initiates the followers to think things out of their own without the influence of other people and being engaged in vigilant problem solving.

Regarding the significance of this practices Susilo, (2018, p.130) contended that this sub-category of influence provides great benefit for the teachers for the reason that by a strong sense of self usefulness, employees will be better able to work and succeed in performing various tasks. Thus, it can be assumed that, as one of the specific successful leadership practices of building relationships and developing people, scholastic inspiration is all about leaders' ability to encourage followers to bring novel ideas and utilize them in their academic endeavour so as to improve the teaching and learning process of their students.

### *2.7.2.3. Copying of Appropriate Values and Practices*

After the successful school leader provide scholastic inspiration to employees (particularly teachers), then the copying of appropriate values and practices is of paramount importance. To begin with, Yukl (2014, p.334) holds that one of the means in which a leader persuades his/her followers' obligation is by becoming an example through exemplary behaviour he/she shows in daily relationships with them. Yukl (2014) calls this exemplary work as a leader is role modelling. On the other hand, Kouzes and Posner (2017, p.14) explain 'model the way' as the first description of five practices of exemplary leadership. They expound that excellent leader recognize that, if they want to achieve commitment and attain the utmost values, they should be set the model of the deeds they anticipate in other followers. For Kouzes and Posner (2017), in order to lead by example, through expressing the behaviour they want to see in others, the leaders are expected to be clear about the school-guiding principles and make brief the values. Such leaders generate standards of quality and then set a model for others to follow. In supporting this, Yukl (2014, p.334) asserts that managers who requires his/her followers to see some particular standard must also watch the same standard. He further explained that a leader who asks followers to make exceptional commitment must set an example by acting similar.

On the other hand, Kouzes and Posner (2017, p.14) assert that actions are far more vital than verbal skill when constituents desire to decide how serious leaders truly concerned about what they speak. They added that what one talks about must coincide with what he/she did practically. In strengthening this, Day and Sammons (2016, p.19) conclude that school principals support the job of teachers, moreover, when they offer them with unrestricted freedom; encourage continual

access to the series of professional training and improvement chances; share out leadership across the school; and practice what they talk. Thus, a successful school leader should find a particular workable value in the school and then show that expected behaviour from the teachers by doing that act himself/herself.

### 2.7.3. Developing the Organization/school

As it is mentioned in section 3.2.2 of the third chapter under conceptual framework of this thesis, developing the school is the third core leadership-practices of successful secondary school leaders. Leithwood et al., (2006, p.38) mention developing the organization/school as the situation or working condition. According to Leithwood et al. (2006), not much can be attained by enhancing peoples' motivation and their ability in the absence of peoples' working conducive conditions for effective application.

Leithwood et al., (2006, pp.39-41); Day and Sammons (2016, p.19), elaborate and subcategorize developing the school in to four practices such as building collaborative customs at school, adjusting institutional formation to team work, constructing fruitful relations with children parents and other society, and linking the school to the larger area. In the same vein, Parag (2014, p.68) commended that effective school leaders possess the capability to promote their school aims by reshuffling the working atmosphere, constructing joint cultures, and creating vigorous associations with outside communities. He further explained that such practices have the likely to produce work atmosphere that would inspire academic staff to optimize their inspiration and abilities. However, the recent study by Leithwood, Harris and Hopkins (2019, p.4) accordingly mentions the following sub-categories: 'constructing joint culture and distribute leadership'; 'arranging the institution to facilitate partnership' ; 'constructing fruitful relationships with guardians, families, and societies'; 'linking the school to its wider environment'; 'maintaining a secure and healthy school atmosphere'; and 'assigning proper resources to support of the school's mission and aims'. Dutta and Sahey (2016) discovered that there is an indirect effect of school leadership on student success by improving working environment like teacher career contentment, school culture, and environment. In the process of attempting to identify the leadership practices that contribute to the development of effective organizational structure to support desired practices, the four sub-practices coined by Leithwood et al., (2006, pp.39-41) are adopted, which are, namely: 'building



collaborative customs at school’, ‘adjusting institutional formation to team work’, ‘constructing fruitful relations with children parents and other society’, and ‘linking the school to the larger area’ all of which are elaborated upon more in the next sections.

#### *2.7.3.1. Building Collaborative Customs at school*

Successful school leaders are expected to build collaborative customs or cultures at schools which are determinant for high student achievement. According to Maseko (2017, p.3), understood organizational customs as “a company's orientation towards its internal stakeholders, which forms the basic rules that guide employees” behaviours, developed and shared within an organization.” Moreover, Serpa (2016, p.51) sees organizational culture as “a shared way of being, thinking and acting in a collective and coordinated people with reciprocal expectations”. In addition, Odor (2018, p.33) concluded that a strong custom survives when each member of the institution agrees and follows the decided model of conduct that has verified to be valuable, both in content and circumstance, to the entire institution. Supporting this, Bendak, Shikhli and Abdel-Rezek (2020, p. 2) institutional customs recently determined more on intangible qualities like values, conducts and attitudes which support in decision- making and development processes. It is therefore this set of educational values, namely, the positive perceptions and behaviours developed by the school leaders among the school community, which make a school successful.

After the meaning of organizational culture elaborated, understanding the concepts of collaborative culture is crucial. For instance, Parag, (2014, p.69) collaborative culture is about working together with teachers, students, parents, and other stakeholders of school with the purpose of producing synergy. Moreover, Sanzo, Sherman and Clayton (2011, p.41) demonstrated that school leaders cannot lead schools in the absence of staff partnership and consequently every staff component must be allowed to make their own decisions. Thus, collaborative culture is a situation in which school leaders and the whole staff work together in decision making in relation to improving their student academic achievement. The school leaders build collaborative culture though trust, teamwork and communication skill among some list.

## **Trust**

According to Heathfield (2019, p.1), trust inside the institution, like to among people, has to be gained by doing and communicating. Leadership plays a huge responsibility in mobilizing the essential customs for promoting trust. She further added that school leaders have an obligation to build the first trusting relationship among their workers. To develop this trust, Heathfield (2019) recommends that leaders can provide information about the reason for the existence of that organization, background, and thinking process in decisions is very important aspect of stabilizing trust. That means, if workers clear with criterion on decision making and process, they are more opt to trust in their leadership's decisions. Thus, it is assumed that school leaders ought to shape the relationships among the workers in his/her institution to have strong trust relationships since this has further a positive impact on workers satisfaction and reduce turnover.

Institutional trust is intended for enhancement of providing fairness within the institution, helping the top administration, advancement of the relationships inside the institution, supporting and providing the needs and desires of the workers and providing the joint work among workers in attaining individual and institutional goals (Neves & Ceatano, 2007, p. 355). On the other hand, Northose (2016, p.173) claims that in an institutions, leaders can construct trust through communicating and guiding and also then time and again implementing that guidance though vision may require a high extent of ambiguity. This means leaders can easily construct a trusting relationship a paving a way by constantly putting into practice what they direct themselves.

According to Singh (2016, p.28), educators and learners are greatly persuaded by values, attitudes, associations and socialization actions instead by rules and policies obliged from external. In this study, 'trust' is assumed as a teacher's belief that the behaviour of principals, colleagues, parents, and students will be helpful, honest, accountable, ethical, just, and reliable in consideration of the school's objective. Therefore, the main job of school principals, in this case, is to centre on the cultural aspects of school life that are more unofficial, delicate and figurative, with the outlook to enhancing a strong practical culture in building trust for student achievement.

## **Teamwork**

Prior to defining 'teamwork', it is better to define team in general. To begin with, Northose (2016, p.363) defined a team as a type of organizational group which contains members who are mutually dependent, who share familiar objectives, and who must organize their actions to complete those objectives. Parag (2014, p.69) recommends that to establish and cultivate a productive team in schools, school leaders are suggested to heed and implement behaviour that foster cohesive, harmonious, clear objectives, trust, two-way communication and respect. On one hand, teams that possess definite goals, standards, successful structure, and decision making would have greater task accomplishment (Northose, 2016, p.377). It can be assumed that the school leaders expected to create a team that is supportive and willing to work together instead of making the things intricate.

## **Communication skill**

Communication is part and parcel of organizational element which binds together all the members in that group. In relation to its meaning, Francis and Oluwatoyin (2019, p.82) forwarded that communication skill refers to the ability that principals used to pass on information to the teachers. They added principals or school leaders utilizes communication skill to persuade his/her teaching staff to progress their efficiency in the classroom. On the other hand, Yukl (2014, p.98) contended that all leaders in the organization, including the school ones, require to communicate and copy values relevant for a learning culture. Put it in other words, for Francis and Oluwatoyin (2019, p.82), communication is the organizing stick or means for all practices and functions of the school. It was emphasized that it is mandatory and crucial for the school leader to communicate any information to the teachers and supportive staffs including students frequently.

Classroom practices can be improved when school leaders hold in conversation with their staff. In relation to this, Francis and Oluwatoyin (2019, p.82) postulate that a school leader who makes teachers free to speak, communicate their own beliefs and obtain information at suitable time might encourage teachers to do their work successfully. Thus, school leaders are obliged to give and receive quality information from teachers and other stakeholders in order to build a collaborative culture through communication. This effort of school leaders in turn creates an atmosphere of effective work through motivating the school community including teachers.

In summary, a successful school leader build and establish a collaborative culture that is important values and positive perceptions by the means of creating trusting relationships, a team who works as together for common goal, and communicate smoothly and influencing relationships among academic and supportive staffs.

#### *2.7.3.2. Adjusting Institutional Formation to Teamwork*

Adjusting institutional formation or restructuring is an important duty of the school leaders. In this regard, Leithwood et al., (2006, p.40) describe restructuring as a duty or conduct familiar to nearly all information of administration and leadership practice. Leithwood et al., (2006, p.40) strengthened developing and maintaining collaborative customs mainly based on putting in place harmonizing structures, specifically somewhat demanding leadership scheme. School leaders decisively and gradually reshuffling their institutional structures, restructured and advanced roles and distributed leadership, occasionally, and in the means through which increased better staff commitment and ownership, would result in a better chance for student education (Day & Sammons, 2016, p.27). They added though the character and school schedule varied from school to school, there was unswerving pattern of broadening contribution in decision-making at every levels.

Moreover, Leithwood et al., (2006, p.40) suggested that developing and maintaining joint customs is based on setting subsequent structures, characteristically somewhat demanding leadership scheme. Thus, adjusting the institutional formation (in this case, restructuring) demands advanced leadership skills of someone who works day and night to arrange the team that will fill the gap by solving the contemporary problems in the school. However, having adjusted institutional formation is not only enough for the leaders, but also important is the skill of constructing productive relations with parents and society, which brings change in an institution.

#### *2.7.3.3. Constructing Fruitful Relations with Children Parents and Other Society*

In developing schools or reshuffling the institutions, it is a crucial duty of the school leaders to construct productive relations with the family of the school students and their society. It is an open secret that the best relationship between or among the principals, teachers, students and other

supportive staff would determine effectiveness of instruction. In similar fashion, for instance, Day et al., (2011, pp.118-121) revealed that school leaders are expected to : set up positive relationships within schools; supportive of their staff made them feel be valued; should be approachable; engage in discussion about prospective scheduling and strategic thoughts; motivate staff through involving in leadership roles and showing concern and support; displaying communal esteem; identifying names of the students and finally build trust within all staff and learners. Similarly, Day and Sammons (2016, p.28) postulate that school leaders are expected to build up and maintain constructive associations with academic staffs at the entire levels, making them feel appreciated and concerned. They further expound that the association between school leaders and the whole team of staff inside the school in particular showed trust and mutual respect. It is inferred that all teaching staff are expected to be encircled by a working relationship that is supportive and full of care and trust. The positive relationship among the school leaders, teachers and students are not the only precondition for quality teaching without the involvement of external relation to the school which is the next point of discussion below.

#### *2.7.3.4. Linking the School to the Larger Area*

External relationships that a given school holds has a crucial issue to be dealt with. Leithwood et al., (2006, p.41) introduce that school leaders use up considerable quantity of time to get in touch with external people of their schools looking for information and opinion, keeping in harmony with policy modification, forecasting novel demands and inclinations possibly to persuade their schools and the like. The hub of this issue is on the hard work of principals for the improvement of the whole staff performance as a team. However, the inferences of the leaders' actions for external units or linking their school to larger organizations are overtly well thought-out(Yukl,2014, p.17). In addition, Day and Sammons (2016, p.28) concluded that constructing and convalescing the status of the school and having a link with the larger society were realizing as critical for achieving enduring victory particularly the student achievement. Day and Sammons (2016) further indicated that powerful links or associations of the school leaders with major stakeholders in the neighbouring society were assumed to put the school at great advantage. Wilcox and Angelis (2011, p.62) showed that external community and parental participation is naturally gained by involving them through connecting them with school via channels such as

lettering, mobile phone, parents' meetings, short trainings, member of the Parent Teacher Student Associations and personal visits.

Moreover, Day et al., (2011, p.123) strengthened that principal must go a far distance to communicate with parents and give them feedback about the status of their children schoolings. Close relatives of children are motivated to be participated in school functions though setting high expectation for their own children. In addition to this, Day et al., (2011) further suggested school leaders should not only ensure to link the school with external relations such as parents only, they also should establish sound relationships with higher education for the objectives of conducting research and giving strong training for the whole staff members. Hence, it can be concluded that school leaders strive towards building positive and attractive relationship of the school with external communities such as parents and higher institution could enhance the quality of student learning.

#### 2.7.4. Teaching-Learning Program Management

As an attempt was made to describe in section 3.2.2, the teaching-learning program management was the fourth and last leadership practices of successful schools. This practice gives attention mainly to teaching-learning process. According to Hallinger and Wang (2015, p.31), although principals delegate day-to-day tasks to participate in instructional evaluation and enhancement, the synchronization and managing of the educational program of the school is a key leadership duty of the school leader. Hallinger and Wang (2015) further added that these functions also require the school leaders to be proficient in teaching, over and above a dedication to school's enhancement. In other words, according to Day and Sammons (2016, p.11), the aim of this practice is mainly to create fruitful operational conditions for teachers in schools, specifically through promoting institutional firmness and strengthening the school's infrastructure. As the fourth core leadership-practice, leading and managing instructional program has a direct link with instructional leadership model as mentioned on section 2.3.1. Hitt and Tucker (2016, pp.555-556) state that this leadership practice was named as 'facilitating an excellent learning experience for students'.

Hitt and Tucker (2016) further listed specific leadership practices such as sustaining security and neatness; contextualizing the atmosphere to reflect students' backgrounds; developing and

supervising the curricular program; developing and supervising the teaching-learning program; and at last, developing and controlling the measurement and evaluation program. However, Day and Sammons (2016, p.11) compiled further detailed specific leadership practices, namely: staffing the school, granting teaching-learning support, supervising school duties, and safeguarding worker from interruption to their work. These practices was given attention below in detail as they are directly related with teaching-learning process in secondary schools.

#### *2.7.4.1. Staffing the School*

As one of the components of human resource management, staffing basically concerned with recruiting, selecting and maintaining teachers with keen interest to run the school towards the school objective. According to Leithwood et al. (2006, p.75), obtaining teachers with curiosity and capability is mandatory to advance the school's effort in achieving the school activity. Teachers' willingness and ability should be combined to gain the presumed objectives. On the other hand, Parag (2014, p.75) stated that choosing and assigning quality staff is a critical point of departure in the pursuit for excellence in education. In the words of Crum and Sherman (2008, p.568), the most efficient and effective school leaders consider the issue of getting accurate workers as being decisive to the accomplishment of every school, still prior to developing the spirit of teamwork and easing the leadership. Although it is not the mandate of principals in selecting secondary school teachers, he/she has a privilege to recommend and assign capable and committed teachers to his/her in school so as to become successful in the school. In other words, the principals can assign the teachers based on their profession of their interest.

#### *2.7.4.2. Granting Teaching-Learning Support*

Selecting, recruiting, and assigning competent and qualified teachers is not enough. While teaching and learning management activity, offering the teaching-learning support is critical sub-element. This set of practice in Leithwood et al., (2006, p.42) adopted specific elements such as “supervising and evaluating instruction”, “coordinating the curriculum” and providing resources in support of curriculum, instruction and assessment activity. In this regard, Day and Sammons (2016, p.17) say successful school leaders persistently seem to be for novel ways to progress teaching, learning and student achievement. Day and Sammons (2016) further added that school leaders can achieve

this by granting secure atmosphere for teachers to attempt innovative optional methods and models that may be successful.

Similarly, Leithwood et al., (2006, p.42) aver that granting teaching and learning support comprises monitoring performance, advancing self-confidence and discussion and pay attention to students. Leithwood et al., (2006) further expound that this practice may further embrace influencing students and teachers to put much weight on student academic achievement. Therefore, it can be inferred that school leaders could boost each students' academic success by offering individual teachers a new method of teaching which may be effective for them, securing an attractive atmosphere, and providing the necessary support to be successful in secondary schools.

#### *2.7.4.3. Supervising School Duties*

In the process of granting teaching-learning support, school leaders are expected to monitor or supervise the effectiveness of school aims. Yukl (2014, p.61) generalize that monitoring involves getting-together information regarding the operation of the school leaders institutional component, for example, the development of the job, attainment of each teachers, and effectiveness of teaching and learning. As to the importance of monitoring, Yukl (2014, p.61) described monitoring gives the information required to assess teacher's performance, identify accomplishments, discover performance insufficiency, assess training needs, offer teaching and support, and assign incentives, for instance, salary increment or promotion. However, Hitt and Tucker (2016, p.558) assert that effective leaders consider evaluation as crucial for measuring learner development, in addition to the improvement of data from where to make programmatic modification needed. Thus, monitoring the school activities has the benefit of knowing the teacher's current performance, knowing their skill gap for technical training to offer reward to encourage them to accomplish better.

Conversely, according to Hallinger and Wang (2015, pp.31-32), the core work of the school leader is to make sure that the aim and objectives of the school are being implemented at the classroom level. This means the work of monitoring can be possible through synchronizing the classroom objectives of each teacher with actual standard of the school and assessing teaching and learning in the classroom. To make monitoring and evaluation successful, the school leaders required



necessary skills and expertise on this area. For instance, Agih (2015, p.68) supervision is perceived as an administrative process in which the school leaders ensure that his/her teachers and other subordinates are all contributing towards effective learning process. The monitoring of instructional activities of schoolteachers becomes unsuccessful due to the problem of school leaders or supervisors who inefficiently carry out evaluation, negative feedback towards teachers' objective and teachers being lesser concerned with being evaluated during their teaching-learning activities (Darishah, Daud & Omar Fauzee, 2017, p.1368). The operation instructional supervision in the classroom has direct effect on school enhancement in teaching occupation (Darishah et al., 2017, p.1368).

Hence, Darishah et al., (2017, p.1368) claim that school leaders should perform the duty of supervision on continual basis to support teachers in the classroom, in addition to boosting the teachers' inspiration with positive comments. To this end, one can assume that teachers can raise the proficiency of teaching in the classroom with the capability to deliver instructional subjects in an organized and arranged way, by utilizing uncomplicated language for students at different standards in their potential, giving plain descriptions and exemplar, giving emphasis significant subject matters and connecting with learners familiar knowledge and also utilizing instructional techniques that are successful in describing each courses at that level if school principals to control overall school functions.

#### *2.7.4.4. Safeguarding Workers from Interruptions to Their Work*

The final practice in teaching-learning management program of successful school leaders in schools is safeguarding workers from interruptions to their work. This sub-practice, according to Hallinger and Wang (2015, p.33), was included in Principal Instructional Management Rating Scale (PIMRS) under element three which is developing a constructive school education environment and was termed as "protecting instructional time". However, Leithwood et al., (2006, p.43); and Leithwood et al., (2019, p.4) later included this term under their fourth dimension which is managing teaching and learning program. This sub-practice that is called "safeguarding staff from distractions to their work" was adopted in this study.

Leithwood et al., (2006, p.43) indicated the worth of successful institutional leader who avert workers from being dragged in opposite direction to established goals. They further added teaching staff should be protected from external distractions such as expectation from children's families, the mass media, unique interest crowd and governments. Alternatively, the major internal disruptions originated from excessive student disciplinary activities and leaders untimely resource provisions. If teachers are always interrupted by some announcements from school leaders, sluggish students, and constant demand from the office, classroom management and instructional skills of teachers will be hampered (Hallinger & Wang, 2015, p.33).

Hitt and Tucker (2016, p.558) suggested that teachers teaching schedule can be safeguarded by practices like keeping out the arrangement of non-academic school situations throughout the school day, motivating learner and teacher presence, and restraining the time of individual teachers and students being pulled out of their classrooms. Similarly, Day and Sammons (2016, p.19) suggest school leaders should provide enough resources demanded by teachers and at the same time minimize students' misconduct or chaos in the school by greatly improve work circumstances of teachers. Thus, for the school leaders to be victorious, they are expected to protect teachers and students from any activities that can consume the teaching and learning process by all the means. In a nutshell, an attempt was made to describe four core school leaders' practices which are: setting directions; developing people; developing the organization or schools and teaching-learning program management. Almost fifteen specific sub-practices were given due attention. The first core practice is 'setting direction', which was conceptualized with specific sub-practices such as 'producing a mutual vision', 'establishing common aims', 'creating high attainment expectation', and 'communicating the vision and goals.

The second core practice, namely, 'developing people', was explained from the perspective of offering personal support; scholastic inspiration; and copying of appropriate values and practices. This practice mainly deals with building academic staff relationships and overall staff development.

The third major practice was developing the schools which was further described in terms of building collaborative customs at school, adjusting institutional formation to teamwork,

constructing fruitful relations with children's parents and other society, and linking the school to the larger area. There is an indirect effect of school leadership on student success by improving working circumstances like teachers' work contentment, school customs and atmosphere. At the end, teaching-learning management program in terms of staffing the school, granting teaching-learning support, supervising school duties, and safeguarding workers from interruptions to their work were described. Assigning competent and qualified teachers; providing them with necessary resources; and protecting teachers from distractions arising from internal and external sources, will help the teachers to be effective and in turn, influence student achievement.

## **2.8. School Leadership Challenges**

School leadership roles of high school leaders have a significant role to play in the attainment of educational objectives. However, in the process of carrying out the practices of leadership, school leaders mostly face a lot of challenges. Based on this, different researchers and authors came up with list of different challenges that affects school leader's responsibility. In this particular study, the centre of attention is given to lack of training and skills on school leadership and management, shortage of resources, the stress of duties, the individual excellence of the school leader, scarcity of time, and nature of the given school.

### **2.8.1. Lack of Training and Skills on School Leadership and Management**

As the school administration, principals in implementing leadership obligations, required to possess necessary skills and preparation to make them effective and efficient. According to Robbins and Judge (2013, p.396), leadership training of any kind is possibly to be more effective with high self-monitors. They also added training areas could be implementation skills, trust building and monitoring, situational analysis skills, and behavioural training through modelling exercises that can increase an individual ability to exhibit charismatic leadership qualities and TL skills. Moreover, McEwan (2003, p.12) stated that while several institutions are reshuffling their management program to offer extra chances to leadership skills as well as scholastic knowledge, there is a clear gap remain between the scholastic and current situations. Effective school principals must build up necessary skills so as to effectively and efficiently implement their institution or school activities. Therefore, the absence of skills and preparation may be the frequent challenges to educational leadership success in secondary schools as well as other institutions.

### 2.8.2. Shortage of Resources

Resources are the means in which organizations such as schools achieve their objectives. According to MoE (2013, p.2), resources are defined in terms of monetary and non-monetary provisions that support to fulfil institutional needs. The resources comprise money, practical aid, personnel resources, material/goods and free of charge service and facilities. All these resources are significant for school enhancement and long-range success. According to Hailemichael (2019, p.36), a shortage of resources extremely a barrier to principal. Gorton (1983, p.264) suggested that a school leader who want to lead through different circumstances and expectations of others which may demand his/her leadership without the presence of resources, his/her leadership are inadequate. The lack of resources either financial or non-financial would challenge the school leaders from achieving their school objectives.

### 2.8.3. The Workload of School Leaders

School leaders have so many roles to play in addition to their instructional leadership roles. In this regard, Hailemichael(2019, p.37) expounds that assignments rather than instructional leadership would commonly press the school leaders time and consumes his/her vigour leaving him/her with the sentiment that the leader spending very insignificant time to an instructional leader and he/she does not have the time to do what he/she mean. According to Herrera (2010, p.35),most principals aimed at directing their endeavours toward instructional affairs, however, they were unable to do it because of the character and arrangement of the duty. He further explained that the workload of the principals may be never ending since the principals' responsibilities are constantly escalating and burning issues would frequently take precedents. Therefore, as it was mentioned under the leadership core practices and roles of principals, the workload is huge and due to this hardness factor, it would challenge them in accomplishing the main objectives of the school.

### 2.8.4. The Individual Excellence of the Principal

The effectiveness of any given school depends on the personal quality of the principal. The old adage in Ethiopia said, "the school resembles its principals". This means, every school, whether strong or weak, effective or ineffective, well managed or disorganized and the like, are just like the school principals' individual excellence. In this manner, Ubben and Hughes (1997, p.104) aver

that a school can make a significant variation in the success of the learners, however, most frequently, schools are merely labelled as good or bad, as creative or hygienic like individual serving as leader of that school. In other words, the principals' self-qualities, being visionary, degree of dedication, personnel relationship skills, communications, ability to build trust and the like can challenge the functions of principals. Similarly, Hailemichael(2019, p.37) asserts that the absence of leaders' individual excellence required and lack of good conduct can hinder them from implementing leadership functions accurately. In other words, leaders without personal qualities will fail to accomplish their activities. One can thus conclude that the individual excellence of principals could be among the challenges of school leadership that, in another way, may hamper a school's effectiveness.

#### 2.8.5. Scarcity of Time

As it was mentioned in sections 2.4.1 and 2.4.2 above, school leaders have many roles to play in schools. This role would add further workload and create shortage of time. Yimer, (2017, p.20) selected the challenges of school leaders which is insufficient time the principals have due to the workload. In addition to this, Ubben and Hughes (1997, p.327) state that the school leaders' days are usually known by their interaction with academic staffs; learners; parents and guardians; society members; governmental officials; other individuals with their personal issues; and all who have questions and problems would require the principals' time. Moreover, McEwan (2003, p.13) stated that lack of school leaders time due to variety of tasks, would be the other biggest challenges affecting school leadership. Thus, it can be assumed that if school leaders who spend their time on many other responsibilities other than their instructional leadership role, the academic achievement of students would be at high stake.

#### 2.8.6. Nature of the School

Schools are among the institutions that serves humanity in different capacities. Schools are obviously different from other social institutions as they deal with human beings with diversified interest. For example, Hailemichael (2019, p.38) accordingly expound that as opposed to related formal institutions, the school has its own personnel that usually the reason for the emergence of exceptional problems of institution and administration. Hailemichael (2019, p.38) also added that this is why the key participant in the school organization are: parents and guardians, learners,

teachers, principals and other supportive staff with diverse backgrounds and interests. It is assumed that the communication of such groupings and persons in the ever-changing school circumstances might face conflict or quarrel and therefore the school governance may become complex. Therefore, the complexity of the nature of school, would be a challenge for the school leadership to run the school system smoothly.

The school-leadership's effectiveness is still challenged by the absence of training and skills among school leadership and management; lack of resource, which are monetary and non-monetary; the school leaders' stress of job; the individual excellence of principals; insufficient time the school leaders have in schools; and the nature of each school, which is full of intricate interests.

## **2.9. Leadership and Student Academic Performance**

Prior to the issue of mentioning the connection between leadership and student academic performance, it is preferred to define leadership and student academic performance separately. It was discussed in section 2.2.1 above the concept and definition of leadership. It was assumed that leadership is about how school principals influence teachers and other stakeholders directly or indirectly in achieving quality education.

Academic performance is another important topic worth defined. To begin with, Narad and Abdullah (2016, p.12) academic performance is defined as the knowledge gained and selected by results allotted by teachers. In learning perspective, the term is described as the achievement of educational goals by student, teacher or institution over specified time frame and is calculated by exams or regular tests and the objectives might vary on personal or institution to another (Narad & Abdullah, 2016, pp.12-13). From this, academic performance is the result of education either the degree to which students has achieved in tests, major exams such as mid and final or not. Furthermore, Omran and Saleh (2019, p.1) also indicated that the most reliable predictor of student success in the university or college is the academic preparation of students in secondary schools. This study intends to focus on secondary school students' academic performance.

Getahun and Jibat(2018, p.18) expound that students' academic performance are used to measure the excellence in education. In relation to this, the academic performance of the students can be

calculated from achievement in tests and course work (Getahun & Jibat, 2018, p.18). They also added that the most significant and suitable way to measure the performance is the Cumulative Grade Point Average (CGPA). Thus, academic performance is one of the factors that determine and give a chance for students to enhance their talents; and ultimately show progress in their average results to be ready for their respective subsequent academic structures.

The researcher in this study postulates that the students' academic performance can be benchmarked using former exam results such as midterms, tests, final exams and nationwide exam given remarking secondary school achievements. In Ethiopia, the CGPA measures the performance of students in university and at the end of Grades 10 and 12, which is a measure also used in this thesis to determine students' pass rate.

The association between school leadership and student academic performance is also discussed. For instance, Liebowitz and Porter (2019, p.786) had conducted the research on the association between principals' behaviour, the student, and teachers' outcomes. Leadership in terms of five principals' behaviours: teaching-learning administration, inner affairs, institutional supervision, administration, and outside relationships are measured (Liebowitz & Porter, 2019, p.78). The authors found that there is evidence that portrays direct association between principals' behaviours and students' academic success with standard deviation of 0.08–0.16. In addition to this, they highlighted the importance of principals' behaviour outside teaching-learning administration as possible instruments to advance learner academic achievements. The researcher concludes that school principals are among the vital determinants contributing to changeability of students' educational success in all schools and overtime.

## **2.10. Impact of Leadership Practices on Students Achievement**

In past 30 years, different researchers and authors propose and studied how to enhance the achievement level of students. From amongst them, Day, Gu and Sammons, (2016, p.223); Karadag (2020, p.51) postulate that leadership in schools becomes the epicentre of scholars working in the educational profession globally since it is gradually acknowledged as a crucial function in enhancing students' results. Heck and Hallinger (2014, p.657); and Dhuey and Smith (2014, p.634) explained that the effects of teacher quality on student achievement is great. But

school leaders who directly or indirectly influence teachers must be given attention. Within the same vein, Sun and Leithwood (2015, p.516) pointed out that school principals specifically have the medium or not direct positive effects on student achievement. The author tried his best to show how school leaders' impact indirectly affects student achievement through building a positive working environment so as to influence teachers, general staff and community.

Shatzer et al., (2014, p.447) assumed that school leadership focused on principals' leadership style that could create a considerable variation to the excellence of instructional activities in schools, and at the same time student accomplishment, through convalescing the operational situation of their academic staffs, and the environment and situation of their school. Leithwood et al., (2006, p.6) has commented that leadership in school is next to classroom teaching and has the biggest influence in affecting learners' education. Originally, Leithwood, Harris and Hopkins (2008, pp.28-29) in their Claim One, among the seven study claims, hold that school leadership is just next to classroom teaching in effective school management in affecting students' success. The authors concluded that school leadership has incredibly momentous sound effects on the excellence of school and student success. They further concluded that there is no study recognized in the case of successful school whose students' attainment curve changed due to lack of capable leadership for the reason that leadership serves as a channel in creating a condition to use the prospective capabilities already present in the institution.

Nevertheless, Leithwood et al., (2019, p.2) Claim "1" was revisited due to some relevant evidence over the duration of a decade. First, the original Claim "1" restricted influences on student education to challenges inside the school's compound. Secondly, Leithwood et al., (2019, p.2) stated that the original Claim "1" was limited because it limits the influence of classroom teaching on student success to the everyday, instant-to-instant communications that occurs amongst teachers and students. That implies there are other external factors which affect student achievement. Thirdly, they further suggest currently there is a superior amount of quantitative proof existing that display the medium but constantly considerable indirect support of school leadership to student learning, in addition to facilitating effects of such leadership on other significant characteristics of the school and its society (Grissom, Loeb & Master, 2013, p.19). Thus, due to the above evidence, Leithwood et al., (2019, p.2) revised Claim One as school leadership



has a considerable consequence on characteristics of the school institution which optimistically affects the excellence of teaching and learning. They further revised the claim, although moderate in size, that this leadership effect is critical to the achievement of most school enhancement endeavours. Thus, school leadership in contemporary studies shows that it has a vital effect on a school's excellence of instruction, and medium effect on most improvement happening in schools. The other effect of school leadership on learner success can be observed from the angle of school leaders' ability to properly manage their leadership practices. According to Leithwood et al., (2019, p.3); and Leithwood et al., (2008, p.29), on their Claim "2", said that the greater part of victorious leaders portrays on similar list of fundamental leadership-practices. In the beginning, Leithwood et al., (2008, p.29) justified that the reason for this Claim "2" is that the main job for leadership is to facilitate advancing the worker performance; and that performance is the task of workers' attitude, ethics, inspiration, skills and understanding and the circumstances wherein they work. Effective school leadership, thus, incorporated practices useful in dealing with every of these internal and noticeable proportions of performance –predominantly corresponding to teachers, whose performance is vital to what content students learn.

Hence, Leithwood et al., (2006, p.18); and Leithwood and Jantiz, (2006, p.205) have identified four set of effective practices or dimensions of 'setting directions', 'developing people', 'developing schools', and 'teaching-learning program management', with their specific practices as mentioned in detail above in section 2.7 and their relation with student achievement. For instance, Louis (2015, p.15); and Day et al., (2011, p.36) have confirmed the impact that each of sub-practices has on student achievement. More recently, additional research evidence is existing five comprehensive framework by Hitt and Tucker (2016, p.561); a continuous studies of meta-analytic comprehensive re-examination by Leithwood and Sun (2012, p.400); Sun and Leithwood(2015, p.517); and Sun and Leithwood(2017, p.92) concluded that part or all of the leadership practices of school leaders have effects on students' achievement. Therefore, at the back of each successful schools, there are leadership practices of school leaders that have direct or indirect impact on student achievement by influencing the working relationships, guiding the school with vision and mission, arranging the structure to bring the needed change through guiding instructional activities. It is from this keen interest that this particular research focuses on what

relationship exists between school leaders' leadership practices and their relation to student pass rate in secondary schools.

## **2.11. Relationship between School Leadership and Quality Education**

In this section, an endeavour is made to elucidate the relationship between quality education and school leadership. However, prior to explaining the association between school leadership and quality education, it seems mandatory to conceptualize and understand the meaning of the word's 'quality' and 'quality of education'.

Hence, quality or excellence is the hub of instruction. It manipulates what students are taught, how fit they learn and what profits they draw from their education. Harvey and Green (1993, pp.11-26) defined quality education in five discrete groups: quality as exceptional, as exactness or steadiness, as fitness for purpose, as value for money and as transformative. It was further explained that 'quality as exceptional' is perceived as the one that is without benchmark to measure, achieving high standard, the one qualified set of standardized measures. 'Quality as perfection' can be defined as promoting quality customs so as to attain nil deficiency in which everyone in the given institution accountable for quality. The third definition of 'quality as appropriateness for intention' define quality is evaluated by either customer specification which are service user (students) or those compensate for the provision such as administration, managers, guardians and an academic staff upon achieving its objectives. 'Quality as value for money' mean, it considers effectiveness in terms of performance indicators. Finally, 'quality as transformation view' is embedded in the conception of qualitative alteration, a basic change of structure. This can be true in education by enhancing the participants through added value and empowering the participants through involving them in decision making on the change expected. It is assumed that quality is presumed from diversified perspective.

On the other hand, according to MoE (2013, p.81), 'quality' is defined in relation to education, as the standard of education that produce knowledgeable, skilful, competent, confident and committed citizens for personal and national development. The term 'quality education' may also be defined as the assurance, qualification and accreditation, and recognition of the qualification of a person. The overall quality of education of a given country is often determined by the manner of

deliverance and talents of teachers; provision of teaching supplies; teacher-student ratio; the level of educational wastage; rate of literacy and status of adult and non-formal education; etc.

UNICEF (2000, p.4) states that the quality of education can be measured from five dimensions, namely: students, atmosphere, subject matters, process and results established on holistic rights of every child. Strengthening this, UNESCO (2017, p.18) puts the quality of education as the fourth SDG goals or agenda 2030 and on its behavioural objectives expected the learner to understand the task of education and enduring knowledge chances for everyone, education as open good or international all-purpose goods, unfairness in access and accomplishment of education, the importance of role of culture, and understands education is able to assist in producing sustainable, impartial and peaceable world. This means, quality education includes understanding the importance of education for all people; regard education as public good; minimize inequality; improve own skills and life in their culture; and create equitable and peaceful environment. Thus, quality education, as it was also mentioned in Chapter One, encompasses multifaceted and require learner to be holistic including the nature of the learner him/herself, environment which is suitable for the learner, relevant content, process such as quality teaching, and finally outcomes.

Palmer et al., (2014, p.39) explained that effective instruction makes possible, education and development of learners instead of dealing with them as object of curriculum functioning. Teachers are expected to comprehend the method how students gain knowledge and enable them to devise, educate, execute, and right to use novel means that agree with every student's interests. In this case, the task of a school leader distinguishes teachers who authorize learners to deploy responsibility and trustworthy knowledge of teaching-learning practices.

To achieve such multi-dimensions of quality education mentioned on the above paragraphs, the association between school leadership and quality education is paramount. To begin with, according to Avolio (2011, p.30), effective leadership should not only be restricted to the heads of institutions or to one best way of leading. Study by Day et al., (2016, p.239) suggested that the school leadership influence would work best when chiefly focused on teachers' professional enhancement, enhancing teaching quality, and encouraging a constructive school atmosphere and customs that stress high expectation and scholastic results. Similarly, Schleicher (2012, p.14)

report shows that the principals' headship can have a direct impact through enhancing teaching and learning process or an indirect impact through constructing situation favourable to better learning academic attainment. Schleicher (2012, p.14) further concluded that effective school leadership is one of the determinants, which brings considerable effect on education quality. In this thesis, the researcher intently further explores what principals, in the context of secondary schools of WAZ, Oromia Region of Ethiopia, do or do not do to enhance the quality of education at their schools through student pass rate. The underlying assumption is that the role of a principal may have a positive or negative influence on students' pass rate, which is one of the measures of the quality of education in secondary schools.

## **2.12. Factors Inhibiting Academic Performance and Quality of Education (i.e., Pass Rate)**

There are various factors that affect the quality of education in broad-spectrum and academic performance of students specifically. For example, in the study by Kieti (2017, pp.77-78), learning resources, leadership practices, teacher-related factors, and socio-economic backgrounds, are the significant factors influencing students' academic performance. In addition to the inhibiting factors mentioned, Getahun and Jibat (2018, p.18) have found that the teaching method as the additional factor influencing the academic performance of students. The study is carried out to analyse whether interactive teaching method was more effective towards academic performance and thus their students result revealed that interactive teaching method associated with a better gain in test scores. Thus, learning resources, leadership practices, teacher-related factors, socio-economic background, and teaching methods are inhibiting factors for academic performance of students' which, in turn, has a significant impact on the quality of education in terms of pass rate.

Academic performance can be determined by different factors. Anbesse (2018, p.9) among the most common determinants, the one combining demographic, socioeconomic and environmental factors such as parental educational level; occupational status and income level. Different researchers have been coming out with many problems that influence academic achievement of students. Among such factors, the dominant ones were student related, home-environment related, and school-environment related problems that were selected.

### 2.12.1. Student-Related Problems

Individual student effort exerted on their education can be one of effective measure used to evaluate student performance. Omran and Saleh (2019, p.6) have made student factors challenging the academic performance of learners at schools. They found that English language ability and communication, academic anxiety, teaching style, method of assessment and scholastic self-concept have a predictable positive association with student learners' academic performance in any academic institution or organizations including secondary schools. They further concluded that English language proficiency (students' self-expression issue and convenience in discussion) were found to be the top ranked sub-factors. Academic stress was expressed in terms of pressure from parents' involvement, which was significantly associated with students' academic performance. It can be assumed that English proficiency and communication and stress are student related, whereas teaching style and method of assessment relate to school-related problems.

The second students' related factor is their attitude. According to Anbesse (2018, p.10), students' attitude refers to student well-being, motivation, involvement in scholastic and co-curricular activities. It also refers to efforts of students, perception of students on parental support and involvement has significant effects on students' academic achievement. Moreover, students' amount of time invested on homework and other related activities has also found to be strongly related to a students' motivation to achieve and their positive feelings with achievements have positive effect on actual academic achievement. Thus, one can say that an attitude a certain student develops towards his/her education due to strong backup from the parents, and their involvement on doing projects and other additional activities in secondary schools have positive effects on students' achievement.

The other area under student-related problems in influencing academic achievement of student is their motivation. Sivrikaya (2019, p.310) points out that academic enthusiasm is an essential idea in education since it produces inspirational results. As an associate of the learning procedure, learners desire to play an active function in classroom. For Sivrikaya (2019, p.310), motivation is the behaviour to be accomplished by the teacher. This can be done by recognizing or focusing on the interest of students within the classroom. The unenthusiastic behaviour and disappointment of the learner is strongly associated to the unhelpfulness of the learning atmosphere formed for

him/her. He further added that when the students lack motivation, they fail to take hold of the material and their response often rage, revolt and even physical symptoms such as anxiousness, anxiety and illness. Thus, teachers in respective schools are expected to reward them and make their subject attractive in order that the students exert their energy and achieve better.

### 2.12.2. Home-Environment Related Problems

The home-environment related problems also affect the academic performance of students. Among many home-related problems, an attempt was made to elaborate and focus on parental involvement, socioeconomic status, and parental education.

Parental involvement can play significant role towards students' academic achievement. To Anbesse (2018, p.13), parental involvement or encouragement shows action supplied by parents to their children in the type of guidance, concern, proper care, an approval for what they did and can perform as a motivating strength for the offspring to acquire a specific choice in their lives. Ngussa and Grundula (2019, p.356) reported that families who talk about day-to-day activities in home with their offspring communicate importance of education and thus enhance learners' outlook and prospects about education. That means Parents' encouragement in about any form creates significant increase in students' achievement. Therefore, the smart act of school leaders in encouraging parents to approve and encourage the day-to-day activities of their children, can have momentous effect on students' success.

Besides parental involvement socioeconomic status is one of the most studied and debated factor among educational scholars who contribute towards the academic performance of students. One of the known contests is that socioeconomic status of student affects the quality of their academic performances. In this regard, Meyer (2002, p.40) concluded that the parental earnings have a constructive association on children's results. She appended that small income earning families are incapable to afford their children's college education expenditure which averagely on the high side. Moreover, Meyer (2002, p.41) also concluded that the raise in education expenses affects parents' decision in selecting the best school, which, in turn, boosts students' grades and potential to advance easily to university status.

Lastly, parental education is one of the home-environment related problems for student academic achievement. The study by Ngussa and Grundula (2019, p.358) showed that the sub-factors of family-related problems, comprising parental academic level, had considerable correlation with students' attainment. Ngussa and Grundula (2019) further added that students with parents who were both college-educated tended to achieve at the highest level. Correspondingly, Kainuwa and Yusuf (2013, p.5) concluded that student academic achievement was affected with the level of education of their parents, and it is reflected in the high aspirations of the more educated for the education of their own children. It is presumed that parental education influences students' academic performance. Therefore, it is an open secret that students who belong with academically educated parents would gain intellectual advice and academic guidance that opens the way for high performance of students in their future endeavours.

### 2.12.3. School-Environment Related Problems

The third factor that influence academic performance of students is school-environment related problems. According to Zais (2011, n.p), school environment is the degree to which learner security and health as supported by school contexts: infrastructures, the academic atmosphere, accessibility of support and services that encourage safety of learners and provisions of just and sufficient corrective rules and policy. Similarly, Makewa, Role and Yegoh (2011, p.94) agreed that a school atmosphere can play a major role in encouraging the holistic growth of the child. Makewa et al.,(2011) concluded that school environment had a momentous influence on the academic achievement of learners. Thus, from the above literature, school plant such as textbooks, library and laboratory facilities; leadership behaviour of principals; and teachers' characteristics such as training, teacher's certification, professional commitment, experience and transfer index, are discussed under school environment as follows. 'School plant' is defined as physical expression of the school programs and activities (Anbesse, 2018, p.16). From such definition, one can learn that 'school plant' comprises the totality of activities, permanent and semi-structures in the school environment for smooth running of the system to achieve its objectives.

The other sub-factors that categorized under the school-environment related problems is school leadership. School leadership is important in creating a safe atmosphere in which instructional activities take place. The influence of school leadership (in this case, the principal) plays a

significant role in influencing the academic success of learners. The findings by Iileka (2017, p.66) were that the inside associations and supervisory approaches of principals role are the ones accountable for the reduced performance of students. On a similar fashion, Diaz (2011, p.88) find that school leaders also have supervisory roles that are alarmed with helping and enhancing the academic workers who can control instructions in the classroom, stimulating, hearting, congratulating and giving admire to education to simplify student education and improve teaching-learning activities for the advantage of the learner.

The final sub-factor in school-environment related problems to influence academic achievement of students is teachers' characteristics. Some of the teachers' characteristics, according to Anbesse (2018, p.17), are, namely: training, teachers' certification, professional commitment, experience, and transfer index. He found that teachers with quality training and certified for it, who are committed to wards their profession, gained enough experience in the area, and stable has a positive influence on students' academic achievement. MoE(2017, p.5) reported from its GEQUIP program appraisal document of Ethiopia, that poor teacher quality is the main provider to less student achievement. It was explained that, although Ethiopia has strived toward spending huge sums of money and resources for teachers' advancement; and brought a significant result in escalating the number of qualified teachers in schools, the confirmation, as shown by exit exam for licensing teachers, indicated that there is still low quality in achievements in terms of teachers entering into profession. To be specific, some of the factors for poor quality are, namely, the continuation of teacher-training program that neither attend to the training of subject matter gaps of trainees nor passing on essential instructive skills and permitting underperforming nominee to diploma and undergraduate degree programs.

In contrast, under this sub-category teachers' characteristics such as teachers' awareness of the content to be taught and instruction method are discussed in relation to student academic attainment. Teachers' understanding of the content under discussion has been recognized by various investigators as a factor that persuade teachers' excellence and also impacts learners' academic attainment. For example, according to Ekperi (2019, p.515), teachers' mastery of the contents to be taught is the most important quality of a teacher. Ekperi (2019) suggested that a teacher must possess a rational understanding of his/her contents of the subjects if she /he is to



secure the reverence of the learners. In similar fashion, Adediwura and Tayo (2007, p.168) implied that learners' observation of teachers' ability and skills of mastering their subjects they are teaching, their mind-set of the teaching occupation and skills were dominantly associated with learners' academic achievement.

There are some evidences of researchers showing the influence of teachers learning experience on learners' achievement. To begin with, Isa, Mamman, Badar and Bala (2020, p. 37384) found that teaching technique has an enormous outcome on learners' academic achievement and the investigation portrays that the conversation and demonstration teaching techniques significantly advance the learners' academic performance than the lecture technique which was inactive and only teacher focused. Moreover, the study by Adeoti and Olufunke (2016, p.7) that was made in junior secondary schools showed that there was a considerable correlation between teachers' teaching technique and students' academic performance. Thus, if the teachers have relevant knowledge about the subject being taught and follow proper teaching method, students will recognize his potential and follow the subject attentively. This in turn might result in high student academic achievement.

To sum up, so far, the reviewed literature focused on problems influencing academic performance that comprise student-related problems, such as attitude and motivation, home-related environment (the likes of parental involvement, socioeconomic status and parental education) and school-related problems (like 'school plant', leadership behaviour of principals, teachers' characteristics, including subject matter and teaching method, in addition to training and professional commitment, experience and transfer history). Each factor, if treated correctly, would influence students' academic performance positively.

### **2.13. Gaps in Scholastic Review**

Liebowitz and Porter (2019, pp.1-62) have made an organized assessment and meta-analysis of the experimental scholastic study on the impact of school leaders' conducts on learner, teacher, and school results. Grissom and Loeb (2011, p.9) measured principal behaviours in terms of five categories, namely: teaching-learning administration; inside relationships; institutional administration; supervision; and outside affairs and its effect on learner, teacher and school results.

This study focused on such five principals' effectiveness-dimensions and its relation on school improvement. This study is very broad, and attention was not given to what principals do to influence teachers to improve the student achievement in terms of students' pass rate. An attempt has been made to crosscheck the studies being conducted in Ethiopia in relation to quality education. To mention few amongst many studies, Bekalu (2012) examined the status of the quality of education in general secondary school of Debremarkos town in the Amhara Regional State, and his finding showed that the effort made to ensure quality education is significantly affected by parental involvement. This study only focused on parental involvement as a determinant of the quality of education. Moreover, Geleta (2012) and Abdisa's (2012) studies centred at exploring factors affecting the quality of secondary schools' education in East Wollega Zone and their finding indicated that the role of community participation in their children's education is negligible. Both studies of Geleta (2012) and Abdisa (2012) were delimited to the function of society participation as the sole factor of quality education indicator in secondary schools.

In addition, Wayu(2014) also studied leadership in enhancing school: a scrutiny of trends and challenges in WAZ, and the findings discovered that school leaders' duties and practices were medium in instructional activities, school administration and society involvement except building vigorous school atmosphere. Wayu (2014) studied leadership practices in terms of the teaching-learning process, health school environment, school management and community participation aspects only. More recently, Husen, Melkato and Tenkegna (2017, pp.153-160) have conducted a study on exploratory factors of family-hood for learners' academic achievement in selected high schools of Oromia. Their findings indicated that the attitude parents have towards their offspring's teaching ; lack of training, time and interest of parents; socio-economic status; as well as socio-cultural factors, are responsible for low academic student performance. Husen et al., (2017) were focused on parental attitude, their training, time and interest, and socio-economic status in the absence of principals' practices and teachers' contribution to the students' academic achievement. However, none of them investigated the association between school leaders' practices and quality education in terms of students' pass rate in secondary schools of WAZ. In this thesis, school leaders' practices were measured in terms of 'setting directions', 'developing people', 'developing schools', and 'teaching-learning program management', all of which have detail indicator under

each. Students' pass rate was calculated in terms of student passing rate on national exam both in Grades 10 and 12. Moreover, this study utilizes Mixed Research Method, and it was conducted in secondary schools. Thus, this study has been designed in such a way to close the above-mentioned gaps in scholastic review.

## **2.14. Summary of Scholastic Review**

This chapter was designed in such a way that it discussed scientific meaning and empirical findings were analysed. The chapter starts with the definition of leadership, which is, namely, how school principals influence teachers and other stakeholders directly or indirectly in achieving quality education. School leadership which includes principals' activities to develop teachers and seek collaborative help from the whole community. School effectiveness which is based on better student outcome were given attention. The chapter is followed by discussing major determinants of school effectiveness as measured by school leaders' potential in managing finance; attending each students' holistic growth; managing teaching staff; monitoring instructional time; and effective communication with external relations. In addition, some of the major characteristics of effective school leadership were listed. It also uncovered main types of leadership utilized in successful schools, namely: instructional, transformative, distributed, and integrated leadership. The chapter was also followed by roles of school principals from the point of international perspective in the Ethiopian context. Development of school leadership position from their own perspective has been explained.

In this chapter, the core practices of school leaders firstly setting directions which was described in terms of setting goals, framing goals, and creating shared vision. The second major practice selected was 'building relationships and developing people' in specific terms such as offering personal support; scholastic inspiration; and copying of relevant values and practices. The third one is 'redesigning the organization' on behalf of building collaborative customs at school, adjusting institutional formation of teamwork, constructing productive relations with stakeholders, and linking school with larger area. The fourth one is 'teaching-learning program management' with: recruitment of the staff, granting instructional help, supervising activities of the school, and safeguarding staff from distractions.

In this scholastic review, major hindrances of school leadership were carefully selected and discussed. At the end of the chapter, the association between leadership and learner academic achievement; the impact of leadership practices on student attainment; the relationship between school leadership and quality education; factors inhabiting academic performance and quality of education; and gaps in the scholastic review, to some extent, were the topics elaborated. The subsequent part of the thesis considers the thesis context and framework of the study that was employed.

## **CHAPTER THREE**

### **CONTEXT OF THE STUDY AND RESEARCH FRAMEWORK**

#### **3.1 Introduction**

In the earlier chapter, literature analysis on school leadership and student academic performance is examined in detail. Here in Chapter Three, the context of the thesis which includes the education system of Ethiopia, as well as the physical features of the area in which the study was carried – WAZ is presented. The framework of the study whereby the Integrative Leadership Model and conceptual framework of the study are included are discussed. In the conceptual framework of the thesis, the relationship among variables such as setting directions, developing people, developing school, and teaching-learning program management are discussed. The role of the school leaders as a core implementer, and the influence of such a role on teachers in relation to desirable outcome of students (pass rate), are explained. The components of the CIPP Model are highlighted in this chapter. In the following section, the researcher describes the education system in Ethiopia.

#### **3.2. An Overview of Ethiopian Education System**

Educational system of Ethiopia started as a traditional school in the church. However, this particular review gives an overview of the early period of Ethiopian modern education to current education system.

##### **3.2.1 Early Period of Ethiopian Modern Education**

The education system in Ethiopia started to change from traditional models to modern during the sovereignty of Emperor Menelik II between the years 1889-1913. During the early period of modern education, the aims of education, according to Zewdie (2000, p.105), were to contribute towards maintaining Ethiopia's sovereignty and policy makers like ruler, nobility and oversee advisors interested in internationalization of and modernizing Ethiopia; and training global translators to communicate with foreigners. According to Teshome (1979, p.28); and Pankhurst (1968, p.676), the earliest contemporary school commenced in Addis Ababa in 1908 by Menelik II, with the curriculum dominated by French, Italian, Greek, English, Arabic and Amharic languages. Moreover, the leading intention of education in the duration of 1908 to 1935 was to master diverse foreign and local languages (Bishaw & Lasser, 2012, p. 54). Due to this fact, the

curriculum components like objective of education, content to be taught, school leadership and management, and the means of appraisal were chiefly impacted by the French schooling arrangement. Bishaw and Lasser (2012, p.54) further added the subject matter nomination and arrangements were still fall under the dominance of French headmasters and hence the medium of teaching and learning process of Ethiopia was French till 1935.

During the Italian occupation (1935-1941) in Ethiopia, the development of the education system of many schools were closed and used for military purpose. The few schools that were opened had emphasized on reading, writing, and easy mathematics, semi-vocational skill preparation and adopting Fascist ideals to encourage allegiance to the Italian government (Bishaw&Lasser, 2012, p.57). They argued that local languages teaching like Amharic, Afan Oromo, and Tigrigna to create disunity among the various ethnic groups to maintain their power.

During the Italian occupation, education emphasis on Italian ideology. Moreover, all modules and Course Books were framed and published in Italian languages to indicate their history. During those epochs, the Ethiopian citizens officially was limited to Grade 4, while Italian follow citizens were enjoying fully fledged education in their home country (Bishaw & Lasser, 2012, p.57). Bishaw and Lasser (2012, p.57) added that, during this Italian time, there was neither consistent, harmonized set of courses, nor uniform evaluation techniques in schools. Thus, there was no clear education system during the early years of the beginning of modern education.

### 3.2.2. Reconstruction Period (1941-1955)

After liberation of the country from short liven occupation of Italy in 1941, Ethiopian government believed the only means to ensure the country's freedom could be by the means of educating its own citizens. According to Bishaw and Lasser (2012, p.57), the regime expectant of the progress of education. During this time, the then called "MoE and Fine Arts" for the first time was commenced in 1942 as part of an attempt to rejuvenate the entire country all over again. Great Britain, who helped Ethiopian in earning freedom from Italian, show the enthusiasm in education system of the country and thus offered an advisory status from MoE in 1942 (Bishaw&Lasser, 2012, p.57). Moreover, during the years 1942-1954 the education system was greatly dominated by the influence from the England consultants (Bishaw&Lasser, 2012, p.57). The consultants

significantly affected the educational structure of Ethiopia, the intermediate teaching language, and the measurement and assessment system. Additionally, there was continuing improvement of curriculum advancement occurred throughout this period. The foremost officially published curriculum was available in academic year of 1947/48. During those times, the educational structure of the whole nation education system was altered on the foundation of the professed interests of the governing bodies by then.

In 1953, MoE and Fine Arts under the leadership of the deputy head had organized a long-range strategic plan crew who came up with the suggestion of original rule in producing and executing school core curriculum which was based on the want and intent of Ethiopia people, with a scrupulous focal point on the cultural, societal and economic features of the country. It can be assumed that this stage was known by the development of various curriculum resources or materials.

According to Seyoum(1996, p.4), the structure of the education system during this period initially was designed triple-layered where by Grades 1-4 primary school was with four year duration; Grades 5-8 were with four years of intermediate; and, finally, Grades 9-12 were of four years secondary education, i.e., a 4+4+4 structure as suggested by the long term planning committee. Nevertheless, in 1947, Seyoum (1996) added the first ten years education sketch outlined as a 6+6+4 structure, i.e., six years duration in primary, six years in junior secondary education, and four years of higher secondary education was commenced. At the same year, the first authorized elementary school curriculum intended for Grades 1-6, that covered a broad collection of academic subjects, for instance, Amharic, English, Science, Art, Geography, History, Arithmetic, Music, Handicraft and Physical Education, was in print. Amharic was conventionally selected as the language of teaching-learning for Grades 1 and 2. On one hand, Grades 3-4 utilized English as the language of teaching of art, science, physical training, handicraft, music, geography, history, and arithmetic, whereas Grades 5 and 6 were taught in English for every subject, except Amharic which was taught as sole subject using itself. The usage of English as means of teaching-learning process were improved and advanced toward the end of 1949 to Grades 7 and 8.

By and large, the syllabus elements that were copied from foreign countries were not considering the financial, social, and cultural context of Ethiopia (Tekeste, 1990, p.4). Then, the teaching text taught in primary schools were a straight interpretation of foreign languages, with no inculcation of Ethiopian circumstances. The secondary school programme of study was benchmarked the London School terminal exam. In addition, the teaching methods and instructional aides were inadequate in classroom instruction and there was a deficiency of teaching books and supplementary readings. The adjusted story of the first syllabus, also identified as the second syllabus in full swing functioning beginning in the duration of 1949 to 1963. According to Seyoum(1996, p.5), in 1963/64, an attempt to change the grade structure from the two tier system 8+4 where the first eight years of elementary and the last four years of high school were changed to 6+2+4 system and was launched. Seyoum (1996) added the main reason behind the alteration of the programme of study was the call for expanding schooling and improve English language insufficiency. To cope up with such problems, the author added that English was the mechanisms of teaching and learning activities beginning as of Grade 4. In addition, according to Tekeste (1990, p.8), beginning around 1946 and early 1950s, all learners were supposed to sit for the common School Leaving Certificate Exam to mark the completion of Grade 12 similar with England syllabus and sentiment. An act started on declining with the consecutive expansion of the University College at country's capital Addis in 1951.

Finally, this period was culminated by the beginning of 6+6+4 school structure in 1963, and at the same time, a nationwide exam was laid down for weighing up the academic performance of learners at the end of Grades 6 and 8. According to Zewdie (2000, n.p), the national Grade 12 exam was introduced for the first time during 1954 and termed as Ethiopian School Leaving Certificate Examination (ESLCE) and ESLCE was all set by subjects professionals at the then HSI University now Addis Ababa University.

### 3.2.3. Modern Education from 1955 to 1972

Between 1950 and 1955 it was the period for the beginning of American influence and lessening of British influence. In 1955, Ethiopian regime had established the so called ten years strategic planning team focusing on widespread fast promotion of basic instruction, in addition to the significance of the syllabus to the needs of the people. Such American flavoured pressure on



Ethiopian education was mirrored are-grade structure of 6+2+4 wherein the combination mean that the learner had to stay at6 years in elementary, 2 years in junior secondary and 4 years in senior secondary school education.

Later on, Seyoum(1996, p.7) in 1971 Ethiopian administration started an all-inclusive study of Education segment called Education Sector Review (ESR) that was one of courageous endeavours on education transformation. Since several people supposed the Ethiopian education system to be overrun extremely by foreign involvements, the regime progressively started to “Ethiopianize” the education system. Following this, the Ethiopians struggled to restructure the education system. According to Bishaw and Lasser (2012, p.60),the 4+4+4 education system, which means 4 years of elementary(which is from Grades 1-4) in which smallest arrangement of schooling to be made accessible to every kids as swiftly as officially recognized by financial constraints; 4 years of middle school, i.e., Grades 5-8;and,finally, 4 years of higher secondary school that begins in 9<sup>th</sup> grade and ends at 12<sup>th</sup> grade and some degree of number enrolled from graduates of alternative basic education program. One can conclude that ESR was a creative means to make the education system further appropriate to the real Ethiopian culture and wants. That led the education system to evolve to the other period that is modern education, from 1974-1991.

#### 3.2.4. Derg Rule Era of Education since 1974-1991

The Derg Rule appeared on control in 1974 as military junta, magnifying socialism as a fundamental philosophy of the government. The schooling system of Derg government was dominated by communist ideology. For instance, Zewdie (2000, p.79) expound that Bulgaria, Hungary, East Germany and etcetera were advisors of Ethiopian education policy and nurture the socialist principle or Marxist- Leninist philosophy in the younger generation of the nation.

According to Seyoum(1996, p.8), one of the most important offerings of the Derg government commenced an energetic nationwide movement in opposition to illiteracy during 1979. He added due to such an effort in July 1990, during their 11<sup>th</sup> centenary of the Literacy fight, a 75.3% nationally reported as a big success. He further added in case of education spreading out, the quantity of elementary schools augmented at an elevated pace in the whole of Ethiopia. Though there is such expansion, MoE has mobilized a committee called The Evaluation Research on the

General Education System of Ethiopia (ERGESE) by two groups from MoE and the Addis Ababa University. Seyoum (1996, pp.11-12) reached findings such as the following: texts do not show countrywide educational objectives which centre on teaching methods instead of education contents; teaching courses undergo absence of precision, consistency, and constancy of content, and reduced mode of arrangement; difficulty of Amharic language for non-Amharic speaking learners as a medium of instruction in elementary schools; English being an obscurity for learners and teachers as a means of teaching language during Grades 7 to 12; and, finally, the drop of excellence in education as teachers were assigned after they had just completed Grade 12 without college training, are to mention but a few. All these problems led to the change in the structure of education system. The education structure thus, during Derg Regime was 6+2+4 which was similar to the educational structure of 1955-1972. Such vacillation of the education structure due the political unrest has led to the formulation of the current education system from 1994- present.

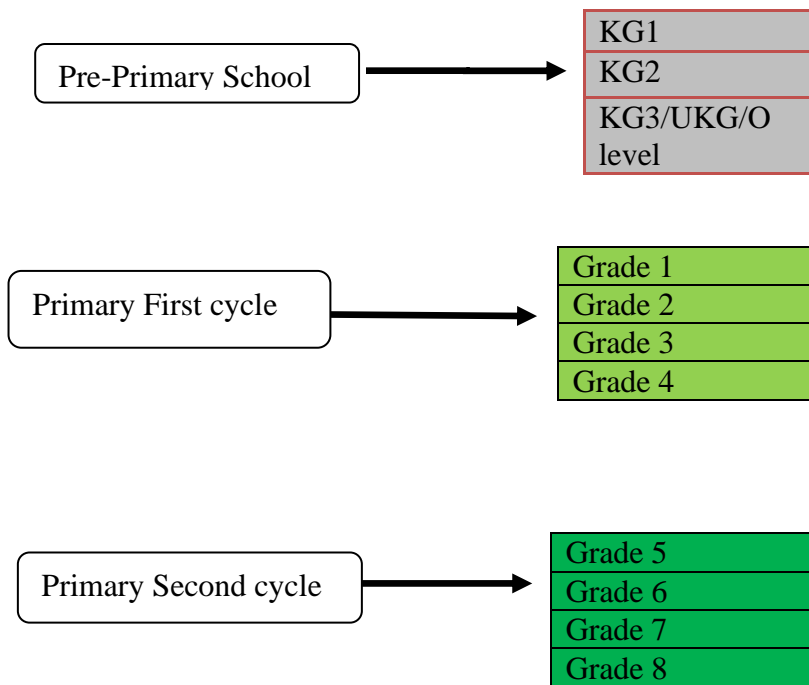
### 3.2.5. Education System from 1994- Present (FDRE)

After the fall of the Derg Regime, the Ethiopian government has formed new democratic country by the nomenclature of the Federal Democratic Republic of Ethiopia (FDRE). After passing through many problems, FDRE in MoE (1994, p.6) on its policy related with education has fixed the policy which envisions fetching up general public capable with compassionate attitude, nationwide accountability and autonomous standards having developed the essential, fruitful, inventive and grateful capability so as to contribute profitably developed and consumption of resources and the atmosphere at large. To accomplish such an outstanding general objective of the nation, it was recommended to produce new educational structure.

Hence, according to MoE (1994, pp.14-15), the educational structure which was recommended is 3+8+2+2. It was explained on its articles 3.2.1 to 3.2.4. The first 3 years in the structure refers to kindergarten (KG) teaching wherein children from age 4to 6 years stay in before entering primary education. The second is primary education, which would be of eight years of education in which one to four grades, called first cycle primary education: and Grades five to eight, second cycle primary. The third and the fourth structures are secondary education which is four years of duration in which the first two years are termed as secondary first cycle (Grades 9-10) or general secondary education that will permit students to recognize their interest for additional education, being

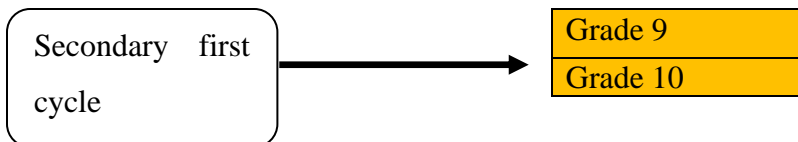
prepared for the given occupation and have particular preparation for that, and such would be terminated at the end of Grade 10. After Grade 10, and based on their results of the national exam, some are allowed into TVET while the remaining permitted to two years, which are known as second cycle of secondary education (Grades 11-12), which would make possible the students choose the dreamed areas of future training that would prepare them for universities: it is called preparatory school to be specific. Then advanced education at diploma, undergraduate and postgraduates' degrees will be research familiarized, thus permitting learner to be an analytic qualified leader in their respective field of study and, generally, community needs. In a nutshell, the educational system during FDRE time has the structure of 3+8+2+2 or 3 (Pre-primary) +8 (primary education) +4 (Secondary education). The structure of alternative education system was not included.

According to MoE (2015, p.13), the Ethiopian education system are summarized as follows:

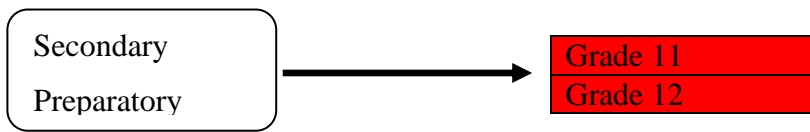


Primary school leaving certificate examination at Grade 8

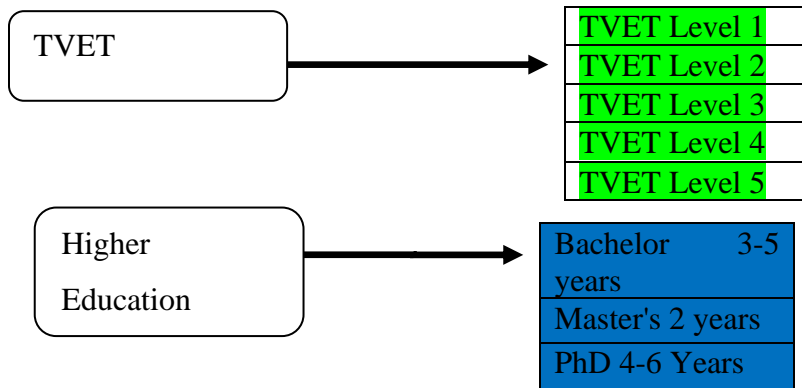
Ethiopian General Secondary



Ethiopian General Secondary Education Certificate Examination (EGSECE)



Ethiopian Higher Education Entrance Certificate Examination (EHEECE)



What one can learn from this evolutionary journey of the education system of Ethiopia is that the education system passed through different educational period, beginning from traditional school to modern education system. In all those periods, the education structure and system were influenced by foreign countries such as French, Italy, Britain, American and Western Europe in different eras. This shows that the nation was identifying with other countries without contextualizing her education system so that the needs and interests of the nation would be catered for.

Currently, the education system is on the verge of changing current educational structure mentioned above. On the newly established road map, the researcher found that regardless of hopeful prospects, the KG level education is still hampered by obstacles and problems connected with leadership, syllabus, teachers' training for the children, setting, conveniences and lack of budget (MoE, 2018, p.8). Similarly, the federal government had also revealed its promises to enlarge and advance the quality of KG level training program during ESDP-V and GTP-II in the years 2015-2020. To cope with the problems, for instance, MoE (2018,p.12) suggested considering two years of O-class (i.e., school readiness program) as a strategy for the midterm program, which later would be developed to three years. MoE (2018, p.17) also suggested the minimum age limit

for enrolling primary education to be age 6 year and above and continue the remaining six years from Grades 1 to 6. The Roadmap Committee has recommended that there be a preparation and administration of exam at regional levels at the end of primary school completion at Grade 6. On the other hand, there is also a preparation and administration of countrywide exam at the end of lower secondary completion at Grade 8. The MoE (2018,p.33) draft paper on the Ethiopian Roadmap that was planned for the year 2018-2030 has also recommended four years of Grades 9 to 12 secondary education, as it was recommended above the duration of lower primary end in six year and upper primary at eight year.

One can conclude that the current move of Ministry of Education through the Education Roadmap implied that there is a move to change educational structure of the nation to 6+2+4 starting 2020 which is back to the past of 1955-72 and the Derg regime. But this new Education Roadmap draft plan is already started being implemented in secondary education and higher education the year 2019/2020.

### **3.3 The Study Area**

#### **3.3.1 West Arsi Zone (WAZ)**

This study is carried out in WAZ of Oromia Region. West Arsi, which is "Mirab Arsi" in Amharic and "Arsi Lixa" in Afan Oromo, is among the zones in the Oromia Regional State of Ethiopia. The name was derived from Arsi Oromo clan who originally occupy that territory. The map and location of WAZ with its respective districts or Woredas is as indicated below.

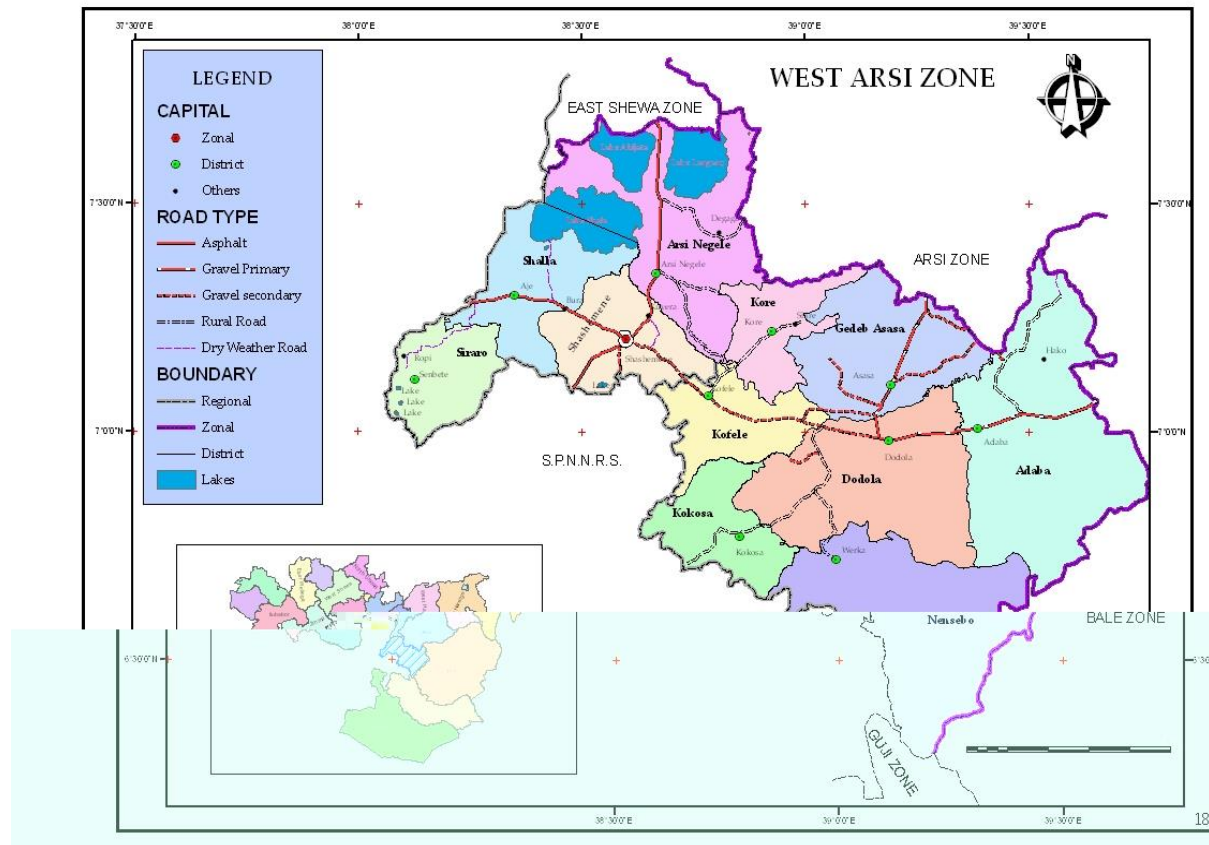


Fig. 3.1 Map of West Arsi Zone

WAZ is among the Oromia Regional State area that shares boundary to the North with East Shewa zone, Sidama Region to the west and south, Arsi to the northeast, Guji to the southeast and Bale zone to the east. For the most parts of the zone contain the altitude of 1500 to above 3300m. Shashemene town is the managerial hub of the zone and is situated at 250km from Addis Ababa and the whole area of Zone is 12,767km<sup>2</sup>. It is in the Great Rift Valley area. The astronomical location of West Arsi zone lies between 6°12'29" to 7°42'55" latitude and 38°04'04" to 39°46'08" longitude (WAZ Planning and Economic Development office, 2019, p.1). West Arsi Zone has 13 districts, 4 administrative towns. This makes the total 17 Administrations, 324 peasants associations. Although many parts of this area have been cleared for farming activations the land generally has high and level with fertility soils. This area is home to three lakes (viz., Langanu, Lake Shalla and Abjata) and Kaka Mountain, which is one of the largest mountains in Oromia, next to Tulu demtu and Chilalo. That is the best ecosystem of Afro Alpine vegetation. There is a

slight variation of temperature from month to months. The months between October to May are the hottest, whereas June to September are the coldest months.

Mean Annual Rainfall – for most of the areas, the rainy season starts in March and extends to November with the highest concentration in June, July and August. The number of rainy days varies from Dega to Weina Dega and this number slightly decreases as one goes down to the Kolla areas. The mean annual rainfall varies from Woreda to Woreda. Generally, WAZ receives abundant and well-distributed rainfall both in amount and season, which is conducive for different types of vegetation growth and agricultural activities. On average, the zone obtains yearly rain of 1300mm (ibid, 2019, p.10).

WAZ is connected with neighbouring zones and region by national or trunk road. The economy of the zone is mainly dominated by Agriculture. The zone is known by Maize, Teff, Wheat and Barley production. WAZ was established in 2005/06 or 1998 E.C., by partially combining Woredas formerly administered under Arsi, Bale, and East Shewa. In WAZ, like in other regions, there is lack of creative and supportive leadership to properly implement leadership practices to improve the huge gap in quality of education in secondary schools. WAZ Planning and Economic Development Office (2019, p.45) report showed that of government students who took EGSECE in the year 2017 in Grade 10, out of students registered for exam, those who were promoted to preparatory schools formed only 28.9%. Whereas, in the same year, out of students who were registered for higher education entrance examination, 56% was able to join the university. Furthermore, data collected from WAZ Economic and Development Office in the year 2018 further found that, out of students registered for EGSECE, only 43% was promoted to preparatory classes. With the same token, for the students who set for higher education entrance exam, only 57% was qualified for the public universities. This indicated that though there was an improvement in Grade 10 achievement, there is only slight difference between the years 2017 and 2018 in Grade 12. It is not clear if the role played by the leadership of school principals influenced learners' achievement.

Furthermore, from the personal observation of the researcher who has been serving over 14 years in different capacities in education sector in WAZ as secondary and preparatory schoolteacher,

vice-principal, college instructor and higher education lecturer, it seems that the problem of low student pass rate at secondary education level could be attributed to school leadership and, more particularly, the role of the principal. This observation and assumption created interest that motivated the researcher to explore the leadership practices of principals in WAZ of Oromia Region secondary schools and learner pass rate.

### 3.3.2. What is Unique about WAZ?

According to WAZ Planning and Economic Development Office (2019, p.3), the physical setting in terms of location found in Shashemene town administration 250km from Addis Ababa (finfinne) found on trans highway to Kenya through Hawassa. The agro climate zones were warm temperature in Afan Oromo language "gammojjii", temperature "badadaree", cool temperature "badda" and cool "dilala". The number of rainy days varies from temperature to cool temperature and this number slightly decreases as one goes to warm temperature. Generally, WAZ receives abundant and well distributed rainfall both in amount and season which is conducive to grow most cereals such as teff, wheat, barley and maize feeding the central Ethiopia.

WAZ uniquely contains partly three lakes, namely, Lake Langano (the place for recreation and fishery), Lake Abjata (soda ash and Falcons), Lake Shalla (the deepest lake in Ethiopia and hot springs for recreation) all for tourists' attraction in the country. WAZ Planning and Economic Development Office (2019, p.17) is situated among big mountains in Oromia Kaka Mountain, between Arsi Zone next to Tulu Deltu and Chilalo, is only found here in this zone. Over 20 streams arise within the Kaka Mountains. These joint to form larger rivers such as Laga Gurcha, Layea, Dabara KatarWorga, Burbura Hersha, Qaqawa, Tankaro, Sudani and others. These Rivers and springs are the only sources of water for the low laying land areas. For example, Laga Guracha and Layea for Nagele Arsi are for human consumption, livestock and irrigation, and they serve as an ecotourism area, for example, the Lephis Waterfall from Laga Guracha in Kore Woreda. It is also inhabitant for an endemic and endangered mountain nyala, Ethiopia wolf, Mineliks bushbuck that are only found in Ethiopia. One can conclude that most people would naturally desire to reside in the area and would create an opportunity to attract many NGOs and international organizations to develop and fund the education system and economic development of the zone.



As it was discussed under the description of WAZ, the economy of the zone is mainly dominated by agriculture and livestock production as most parts of the lands are fertile (WAZ Planning & Economic Development, 2019, p.1). Hence, most people in the area rely on farming and cattle production to lead their life. Based on this fact, students in secondary schools mainly spend their time in supporting their parents instead of emphasizing on their education. Moreover, in some parts of WAZ most people frequently affected by drought (Ibid, 2019, p.56). As the area is prone to drought, some secondary schools are affected by lack of facilities and consequently students rarely attend their classes. Based on this fact, the academic achievement of students would be affected as students' interest naturally shift towards helping the family earn a living.

### **3.4. Framework of the Study**

#### **3.4.1 Integrative Leadership Model**

Before directly describing the integrative model, it is essential to offer the concept and meaning of integrative leadership. Integrated leadership means an amalgamation of some leadership roles, executed by joining the attempts of workers and leaders at diverse status of ranking, for example duties, relationships, transformation, variety, and integrity (Fernandez, Cho & Perry, 2010, p.310). Integrative leadership thus mix one or two leadership roles, efforts of workers and models to bring desired results. This, in other words, paves the way for the emergence of Integrated Leadership model which was originally developed by Marks and Printy in the year 2003. It integrates both transformational and instructional models as better described by Hallinger (2007). According to Hallinger (2007, p.4), both models of instructional and transformational are similar in creating shared sense of purpose which is defining school mission in instructional leadership model, developing high expectation for students' academic achievement and school culture, organizing wide range of activities among different stakeholders, modelling the desired values and reflect sense of ownership among the teaching staff. In a similar fashion, Marks and Printy, (2003, p.393) emphasize the synergistic power of leadership extracting a teacher's capability in classroom teaching for improvement of students' achievement and overall school improvement through the collaborative and shared leadership activities of the stakeholders.

Day et al., (2016, p.225) concluded that in schools who maintained and enhanced the performance as evaluated by student academic results and outside assessment results, are with school leaders

who had executed in cooperation transformational and instructional leadership as they gradually created the customs and work of their schools in constructing teachers' dedication and capabilities throughout diverse phases of their schools' advancement voyages. Day et al., (2016, p.225) also added that by such integrated approach, adjustments had been launched and executed effectively and principles of teaching and learning constructed and continued. That means school leaders who frame/or centres their work and activities toward the achievement of student outcomes or results, they usually would form the customs and labour of the school in the course of integrating the motivation and capabilities of teachers with overall school improvement on their way of developing the entire school.

Leithwood and Sun, (2012, p.403) reached on the conclusion by supporting similarly this notion by claiming that enhancement necessitates school principals to endorse a broad series of functions. In addition to this, this author moves beyond this argument by supplying a "practice-specific" understanding of what they name "successful" school leadership that is articulated throughout the appliance and gathering of amalgamation of principle-oriented institutional, individual, and work-oriented approaches and accomplishments, which are based on their own study, collectively added to victorious student results. Properly applying and combining an institution's strong values, personal leadership abilities and teachers' competence, and practice-centred activities together have strongly added to the increment of students' pass rates or results.

Furthermore, OECD (2016, p.16) remarked that schools with leaders portraying integrated leadership wherein harmonizing some components of distributed, instructional and transformational are more frequently correlated with features of specialized learning group of people, for instance, teachers appealing in thoughtful conversation and partnership than schools with comprehensive leaders. Therefore, it is unfair to focus on only instructional leadership or TL independently. It is the combination of the two that demanded this study to select Integrated Leadership Model. Focusing on this model helped the researcher to explore the association between practices of principals' leadership and learners' pass rate using the core leadership-practices of school leaders. Moreover, this model best suits to study principals' leadership practices by integrating some elements of both instructional and transformational leadership models. That is why both quantitative and qualitative data were used. This model also helped the researcher to

choose mixed method that integrate quantitative data and qualitative data. It helped the researcher to analyze the quantitative data that informs the construction of qualitative data. That means it sets boundaries of the study instead of studying all the variables in integrated manner. It is because of such synergetic advantage that this research prefers the integrated leadership model as a guide during the gathering of data and data analysis in this thesis.

### 3.4.2 Conceptual Framework of the Study

To conceptualize the study, attention is given to what principals do to motivate teachers to achieve their respective schools’ major objective, which is, namely, effective instruction and learning. For the intention of this thesis, successful instructional activities are assumed to encompass direct influence on learners’ pass rate. The conceptual structure of this thesis is based on Leithwood and others’ (2006) Model for Core Leadership Practices for Successful Schools (CLPSS), which is integrated with the CIPP Model for evaluation developed by Stufflebeam (1983). CLPSS Model by Leithwood and others (2006) is based on key concepts, namely: ‘setting directions’, ‘developing people’, ‘developing schools’, and ‘teaching-learning program management’. The elements of the CIPP Model are, namely, ‘C’ for context, ‘I’ for input. ‘P’ for process and the second ‘P’ for product. The CIPP Model was used as part of the conceptual framework of this thesis to evaluate the practices of school leadership in influencing student pass rate in selected secondary schools. These concepts and their relationship to each other are discussed in the figure below.

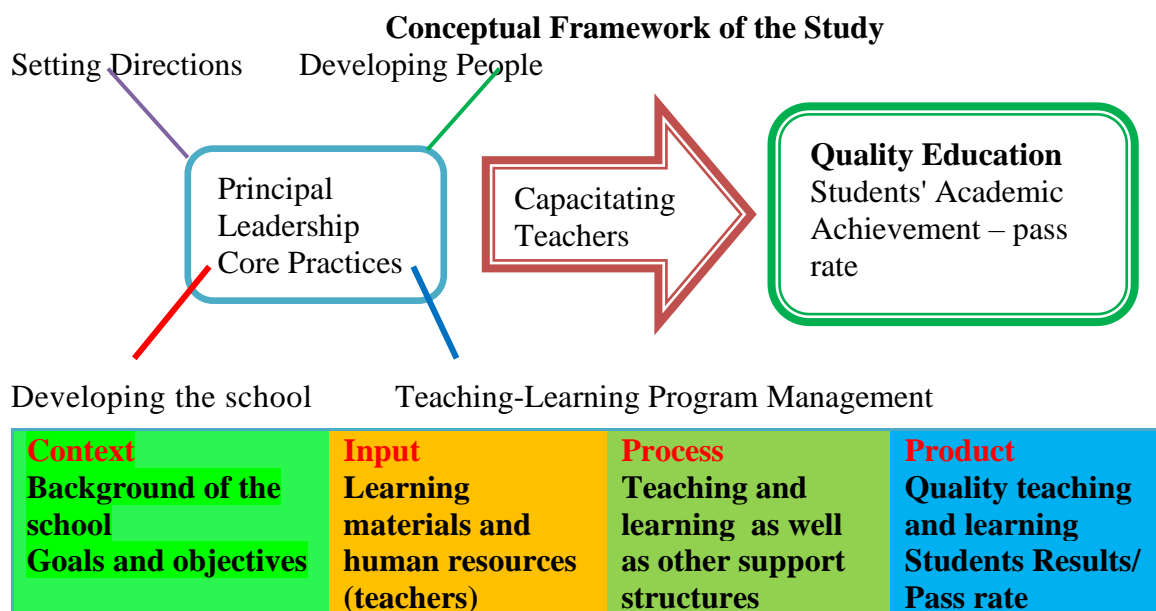


Figure 3.2 Conceptual framework on the Leadership Practices of School Leaders and students' achievement.

*Source: Slightly framed from Leithwood et al., (2006) Core Leadership Practices for Successful Schools and Stufflebeam and Shinkfield, (2007) CIPP Model on quality measuring tools.*

In Figure 3.2 above, on the Conceptual Framework of School Principals' Leadership Practices and its association with student achievement is expressed in terms of pass rate and explicably unpacked as follows:

### *Setting directions*

As one of the core components of leadership practices, setting direction involves the duty of school leaders in building a mutual dream, nurturing the reception of group aims, building highest-performance prospect and conveying on the whole direction of the school (Leithwood et al., 2006, p.35). Similarly, Robinson (2011, n.p) goal setting entails about settling on the kinds of goals to be situated, participating others in the process of goal setting so as to build up an ownership amongst the stakeholders concerning the goals and communicating commonly amongst the concerned components of the society. Thus, to accomplish the situated goals, the school principals' clear vision is expected to be communicated to stakeholders. Harris (2009, p.6) considers that absence of direction or familiar purpose can be a contributing aspect for the decline of performance among teaching staff in high poverty schools' context. To measure the implementation of setting directions as one of the core practices of school leadership, 5 items were prepared in the questionnaire as to whether the school principals build the vision, have goals, demonstrate high expectation to answer basic Question 1.

### *Developing People*

The second component among the leadership practices of school leaders focuses on Human Resource Development, which is very important for effective schools. Leithwood et al., (2006, p.6) operationalized leadership practices of school leaders in developing people by more specific terms such as offering personal support and scholastic inspiration; and the copying of appropriate ethics and practices. More recently, Leithwood (2012, pp.17-19); Day et al., (2010, p.4) and The Wallace Foundation (2013, p.4) use the term 'cultivating leadership qualities in others' instead of developing people. However, the term 'developing people' is preferred in this study. Effective

principals cultivate their leadership virtues in subordinates through encouraging partnership and their actions by participating teachers and related school members in making school-related issues decision and preparation, constructing active teaching-learning methods and headship capability, delivering personal support and rendering appropriate exemplary teachers or students as the best practices, and by making teacher and supportive staff the leadership chance (Leithwood, 2012, p.18 ; Day et al., 2010, p.5). Therefore, a school leader is expected to spend more time in generating the best opportunity for the teachers and all staff members to foster good relationships among themselves. For measuring the implementation of leadership practices in terms of developing people, school leaders in secondary schools sampled for this thesis were rated in the questionnaire from specific practices as to whether they offer personal support and demonstrating consideration for the teachers or not, modelling best practices, and building trusting relationship between teachers and students.

#### *Developing the school*

Thirdly, restructuring or organizing the institutions, (in this case, the school), by the school leaders is a very necessary condition for a successful school. According to Yukl (2014, p.77), the concept 'reorganizing the workflow or redesigning jobs' is used instead of redesigning the organization. Leithwood et al., (2006, p.7); and Klar and Brewer (2013,p.772) contend that redesigning the organization comprises sub-practices such as 'building collaborative customs at school', 'adjusting institutional formation to team work', 'constructing fruitful relationships with children's families and other society', and 'linking the school to the larger area'. In addition, Yukl (2014, p.77) stated that when job necessitate teachers to perform in a changed technique, they would adjust their mind-sets to be in harmony with the up-to-date activities. Thus, school leaders are expected to build working relations, change the structure that fits the teachers' participation, and connect the school with surrounding community to sustain the success for lifetime education. In this study, eight items of the questionnaire were prepared to measure developing the school in terms of 'building collaborative customs at schools'; 'building community participation'; 'encouraging staff for personal development'; 'modifying structure of the school'; and 'building collaborative process'.

### *Teaching-Learning Program Management*

Lastly, the main school leaders' practices dealt with managing the instructional programme. In studies by Hallinger (2003, p.332), as well as Day and Sammons (2016, p.11), this last practice mainly focused on effective working condition for teachers, through nurturing institutional permanence and amplification of the school's infrastructure. These researchers further illustrated the more detail specific tasks such as staffing each school; granting teaching-learning support; supervising school activity; safeguarding staff from distraction to their teaching activity. Day and Sammons (2013,p.11) assert that providing necessary support for teachers and reducing learners wrong behaviour or chaos in their learning compound are valuable situations for work, which school leaders are expected to render. Thus, school leaders' management of instructional activities benefits from the cooperation of teachers and learners for effective delivery. To measure and the existence of leadership practices in terms of improving teaching-learning program, ten items were used, each categorized under staffing the school, granting teaching-learning support, supervising school functions, and safeguarding employees from distraction to their job.

### *Quality Education*

In this study, quality education is measured in terms of students pass rate. The elements of Stufflebeam's (1983) Context, Input, Process and Product (CIPP) model also provided a skeleton for evaluations the school leaders' leadership practices that influences study pass rate. Aziz, Mahmood and Rehman (2018, p.192) argue that the most important thing about this model is that it gives the general picture of each element by evaluating context, input, process and output from each and every direction. Stufflebeam and Shinkfield (2007) elaborate on CIPP Model where Context evaluation is related to need assessment of the students.

In the current study, the researcher also included the objectives, mission and goals of the school. According to Stufflebeam and Zhang (2017, p.23), context assessment measures the desires, struggles, belongings and prospects, in addition to appropriate related circumstances and changes. Input stands for prescribing to address identified needs which covered resources such as time, human, physical, infrastructure, syllabus and context for evaluating the excellence of education at school (Aziz et al., 2018, p.193) and, on the other hand, the process relates to controls and ongoing check on whether the education is being done or implemented. Aziz et al., (2018, p.194) also noted

that the process of the school includes systematic approaches of teaching, teaching-learning activities, parent teacher meetings, annual plans. The processes in this thesis was evaluated by leadership practices of instructional management with its sub-practices. Finally, the product is meant to assess the students' outcome, which is their achievement. In this study, the products are secondary school pass rates in the 2019 academic year.

### ***Pass Rate***

Quality education in terms of pass rate can be conceptualized as the number of students who were successful in the national exam. According to Nieman and Monyai (2012, pp.19-20), students become particularly encouraged as they see relevance of what they have been taught and its application in practice, and be able to resolve novel troubles, to answer new enquiries and to make easy for learning novel subjects. According to Ethiopian context, pass rate in Grades 10 and 12 national exams are expressed in terms of pass and fail. Joshi and Verspoor (2013, p.36) World Bank Report document stated that national Grade 10 examination results can be expressed in terms of pass and fail. They further added that those who scored 50 percent or above were declared as passes. Thus, pass rate in this particular study can be perceived as quality measurement through quality teaching and improved outcome.

In nutshell, the relationship between each component of the CIPP Model can be measured from the following basic queries: What are the leadership practices of school principals in WAZ?, Is there an association between principals' leadership practices and student pass rate in secondary schools of WAZ?, What are the leadership challenges experienced by the principals in supporting student pass rate in secondary schools of WAZ?, and What are the strategies adopted by the school principal to maintain/improve learner throughput rate in secondary schools of WAZ? Thus, this study is framed by the school leaders' ability, skills, and knowledge of implementing the core leadership-practices and its impact on quality education which is manifested by the students' achievement that is the pass rate by the lens of CIPP Model.

## **3.5. Summary of the Chapter**

This chapter described the context of the thesis and research framework. The chapter begins by explaining the context of the study in terms of the education system of Ethiopia from early stages

to current education system. The chapter then presents the physical feature of study area. Here, the framework of the thesis in which Integrative Leadership Model and conceptual framework were discussed. The conceptual framework discussed the responsibility of school leaders in executing the leadership core practices in setting directions, developing people, developing the school and managing teaching-learning program. The influential role of principals in capacitating teachers to bring desirable outcome of students' pass rate were explained. To this end, the relationship among each variables, such as setting directions, developing people, developing school, managing teaching-learning program, quality of education in relation to CIPP Model, and pass rate, were described.

The succeeding chapter examines the research paradigm, approach, design and methodology engaged in accomplishing this study.



## CHAPTER FOUR

### RESEARCH PARADIGM, APPROACH, DESIGN AND METHODOLOGY

#### 4.1. Introduction

The earlier chapter has sought to discuss the situation and the framework of the study. The chapter has describes the education system in Ethiopia, the WAZ and the CIPP Model in connection with this thesis. This chapter presents the research assumptions and research paradigms; research approaches, namely, qualitative, quantitative, and mixed research; research designs; research methodology including, sampling, research methods, research procedures and data analysis techniques; ethical issues; some means of enhancing quality of the research.

#### 4.2. Research Paradigm

Shannon-Baker (2016, p.321) believes paradigms are the guide that the investigators can utilize to view their particular research. Creswell (2014, p.8) defined worldviews (a term utilized by Creswell) or paradigms as universal theoretical direction concerning the planet and the character of study that the investigator brings to a study. In these two definitions, some common terms characterized paradigm by the scholars. The first part emphasizes the knowledge part which is believed and philosophies that the researcher tries to bring to the study. The second part is the character of the study. In an earlier study, Hesse-Biber (2009) defined a paradigm as “a theory or hypothesis”, a paradigm is somewhat a skeleton inside which theories are constructed, that primarily persuades how someone perceives the world, verifies their standpoint, and forms their thoughtfulness of how things are associated. This shows that grasping a fastidious world observed persuades one's manners, specialized performance, and finally the decision to be taken concerning the subject of the research under study. In this study, the meaning of ‘paradigm’ is the keystone philosophy where the investigator views and comprehends the complicated nature of the current study.

The term ‘paradigm’ is perceived as fundamental assumptions or beliefs in which the researchers inquire about their study. Research assumptions can be seen from the perspective of ontology, epistemology and methodology. Before identifying the type of ontology used in this study, it is very vital to know the definition of the term ‘ontology’. For instance, to Crotty (2003, p.10),

ontology is “the study of being”. It deals with “what kind of world we are investigating, the nature of existence and the structure of reality”. In addition to this definition, in the social world perspective, ontology had the meaning of the types of objects that is real (Dieronitou, 2014, p.4). In the former study, Guba and Lincoln (1989, p.83) stated that ontological assumptions answer the inquiry ‘what is readily available that can be acknowledged?’ or ‘what is the natural world in which the reality survives?’ Hence, the ontological stance of the researcher in this study is that reality is both objective and subjective.

Maarouf (2019, p.7) states that reality is in the middle of an objective and subjective continuum which means that reality depends on the situation to live and keep on alive. In other words, there is an existence of multiple realities. In the world we are living, researchers have to assume the world they are researching is full of human beings who have their thought, interpretations and meanings. Thus, the researcher in the current study centers on particular circumstances wherein government secondary school leaders exist and work to comprehend their independence and motivate teachers in the teaching and learning activities in school. The investigator also recognizes that his educational conditions mold his explanations, and he puts himself in the study to recognize how his interpretations stream from his individual, educational background and specialized experiences. Moreover, to check the current principals' leadership practices in implementing the central leadership practices of ‘setting directions’, ‘developing people’, ‘developing schools’ and ‘managing teaching-learning programs’; and whether school leaders have understandable, quantifiable, time-bound aims, paying attention to the educational improvement of learners. The researcher switched between objective reality and subjective reality. That means, the researcher rated the extent to which principals in secondary schools implement those core practices objectively, and then measured the perception of principals' and teachers' views on those practices based on the contexts in which their respective secondary schools exist subjectively.

Epistemology is another aspect of the research paradigm. Dieronitou (2014, p.5) explains that the word ‘epistemology’ originated from the earliest Greek verb ‘episteme’ to mean to be acquainted with something extremely well; to adapt one's beliefs by familiarizing with it- signifying a close-up association of the knower and the object well-known. Epistemology, according to Crotty (2003, p.3), is a means of comprehending and elucidating how we understand what we understand.

Similarly, Bryman (2008, p.13) describes epistemology as “an issue concerns the question of what is (or should be) regarded as acceptable knowledge in a discipline”. Moreover, Cohen, Manion and Morrison (2007, p.7) state that a researcher’s epistemological beliefs influence how the knowledge of social behaviour is revealed. Hence, the epistemological stance the researcher derived in this thesis was knowledge creation through reflecting on his personal experience as an instructor, teaching the school leaders in higher education and from his own experience as a secondary teacher as well as the data from the participants.

After comprehending the paradigm, it is worth discussing the dominant categories of paradigms in research. Creswell (2014, p.9) discusses four widely used worldviews or paradigms by different scholars in various scholastic reviews. These paradigms are, namely: post-positivism, constructivism, transformative, and pragmatism. However, Hamersley (2012, p.1) suggested three significant main concerns from amongst the reasons that the educational researchers classify, namely: a) must the research be aimed mainly at creating knowledge about educational practices and institutions, or should it be planned directly to advance those practices and institutions? b) can it display "what works" in terms of policy and practice, or is it restricted to providing extensive understanding that is, at best, of only indirect use to policymakers, practitioners, and others? c) is qualitative confirmation greater than quantitative confirmation or vice versa? can and should these diverse methods be 'combined' or 'mixed'? Based on such priorities for effective utilization of paradigms, the three paradigms are discussed below as follows.

#### 4.2.1 Post-Positivism

According to Creswell (2014, p.9), post-positivists grasp a determinist viewpoint where causes verify consequences or results. Hence, the problems researched under post-positivists focus on the call for discovering and evaluating the causes that persuade results for example in experiments. Moreover, Matakala (2018, p.8) posits that the Post-Positivism Paradigm attempts to validate theories by using measurable and statistical data as is done in laboratories when an experiment is being conducted. Similarly, this paradigm is connected with quantitative study design where the researcher starts with a theory and collect pertinent data to support or defend the theory and make necessary adjustment and further test (Creswell, 2014, p.9). Since this paradigm is more for sole quantitative research, which is theory verification through empirical observation and

measurement, it cannot be applied in this study. In this study, the researcher does not aim at proving a hypothesis or rejecting a hypothesis.

#### 4.2.2 Constructivism Paradigm

For Creswell (2014, p.10), the constructivism paradigm is termed social constructivism and is categorized under the qualitative approach. Creswell (2014, p.10) states that social constructivists suppose that persons try to find comprehension of the world wherein they exist and operate. On the other hand, Adom, Yeboah and Ankrah (2016, p.5) constructivism paradigm look for comprehending an occurrence under investigation from the knowledge or viewpoint of the participants via diverse data gathering agents. These authors expound that a particular investigator creates implications from the occurrences under study through his understanding and that of the respondents in the study. Put it the other way, the researcher in this paradigm delves into extracting meanings and interpretations from situations and research respondents in the study.

Creswell (2014, p.8) points out that the researcher in the constructivist paradigm mainly focused on the context where people survive and work to comprehend the historical and cultural setting of the respondents. Creswell (2014, p.8) further added that because several realities, it is thus not likely to fully create the basic research question being investigated. This means a constructivist researcher gives attention to the specific context in their locality and hence participants' responses generalization of the conclusions of research being carried out inside this paradigm is not possible. Thus, it would be incorrect to declare that only qualitative methods are applied in this study. This study also utilized a quantitative method to collect data to measure some objective data on the execution of core leadership practices in secondary schools.

#### 4.2.3. Pragmatic Paradigm

Pragmatic paradigm is primarily concerned with the workable, practicable actions and practical solutions to problems faced during study (Creswell, 2014, p.12). Maarouf (2019, p.5) is of the opinion that pragmatism is entirely concerned with the concept of "what works". Shannon-Baker (2016, p.322) further expound that pragmatic investigator can sustain both subjectivity in their individual expressions on research and objectivity in data gathering and scrutiny. While Creswell (2014, p.12) asserts that pragmatic paradigm applies to Mixed Research Approach where a

researcher interested to view outcome of actions, problem oriented, multiple methods and real-world practice oriented. All of the authors mentioned in this paragraph agreed that pragmatic paradigm is suitable for giving practical solutions for any difficulties that may occur in the course of study.

As the current study is about exploring principals' leadership practices and student pass rate in WAZ, it is deemed acceptable to utilize pragmatic paradigm because what works for a particular school leader may not work for others as each school and school leader are in different context, have different views and experiences different problems. The actual behaviours and realities of the research participants, i.e., teachers and school leaders (viz., principals, vice-principals, and supervisors), are explored by using different data collection methods. In the next part, the investigator talks about research methodology.

### **4.3 Research Methodology**

To obtain understanding regarding one's investigation topic, methodology frames the rationale and course of organized procedures to be followed during performing a research project (Kivunja & Kuyini, 2017, p.28). The authors added in considering the methodology of one's researcher, he/she should ask himself/herself: "how should he/she goes about obtaining the desired data, knowledge and understanding that would enable him/her to answer his/her research question and therefore make a contribution to knowledge?" In this section, the researcher presents the research approach, design, and sample, as well as data collection methods.

#### **4.3.1 Research Approach**

There are three approaches in research: quantitative, qualitative, and mixed research. Quantitative research approach is an approach that deals with figures or statistics. According to Sinyola (2012, p.85), quantitative research technique is utilized in arithmetical analysis and data are obtainable in numerical form. A quantitative research approach is generally objective and entails the utilization of standardised instruments. In support of this, Madziyire (2015, p.137) states that quantitative approach employs measurements and statistical analysis of numeric data to comprehend incidents. Quantitative research is an approach for attempting objective theories by investigating the association amongst variables (Creswell,2014, p.32). Bacon-Shone (2015, p.40) further states that

the type of data collected in quantitative approach are directly measurable and the measurement can be applied to text. Quantitative studies aim at establishing facts, describing a phenomena, explaining statistics and predicting phenomena as well as showing relationships between variables (Bird, 2009, p.1323-1325).

Quantitative as a research approach has advantages and disadvantages. One of the benefits of this research approach is its utilization of statistical data as a tool for saving time and resources. Numeral data, percentages and quantifiable numbers can be calculated and accomplished through the usage of technological software such as SPSS, which saves lot of energy and resources (Gorard, 2001, p.3; Connolly, 2007, pp.2-34). Secondly, it is uncomplicated to carry out; it can embrace comparatively huge figure of items; and it can be used as a figure of proof to test the success of a particular plan (Bird, 2009, p.1303). Thirdly, ‘replicability’ is another benefit of this research approach. In relation to this, Lichtman (2013, p.4) confirmed that as this research approach essentially relies on hypotheses checking, the researcher would follow clear guidelines and objectives to duplicate and use it other time. Among the shortcomings of quantitative research are, namely, that the data gathered may not be as comprehensive as that collected through qualitative research, and insufficient information is supplied by written survey required for the interpretation of data (Tewksbury, 2009, p.35).

Numerous researchers presume that a quantitative approach is appropriate for it is useful to obtain data concerning the perception and opinions of groups of respondents (Onwuegbuzie & Leech, 2005, pp.376-377). Hence, a quantitative approach was indeed suitable for the present research since it may perhaps assist to disclose the present principals' leadership practices and their association with learner pass rate in secondary schools. In this study, a quantitative questionnaire was used as it allows for the collection of quantifiable data on current implementation of school leaders' core practices from the sampled schools.

The second research approach identified in literature is qualitative. According to Mack, Woodsong, Macqueen and Guest (2005, p.11), qualitative research is a scientific approach that leads to features, for example, “seeking answers to a question and using a set of procedures to answer the question collecting evidence and producing findings that were not determined in

advance.” Qualitative research examines the excellence of associations, actions, circumstances, or materials (Fraenkel & Wallen, 2009, p.422). Creswell (2014, p.32) states that qualitative is an approach for investigating and comprehending the connotation persons or groups attribute to a social or individual problem. Qualitative research is not troubled with arithmetical representativity, however, with the rigorous understanding of a particular research problem understudy (Almeida, Faria & Queirós, 2017, p.3).

Creswell (2014, p.32) adds that the process of research in qualitative study involves rising inquiries and steps, data characteristically gathered in the participant’s situation, data investigation inductively constructing from specifics to broad themes, and the researcher making elucidation of the meaning of the data. In addition, Mack et al., (2005, p. 11) express that the goal of qualitative study is to enlarge an understanding of the “problem under study in terms of the meaning given to it” by the participants. Moreover, qualitative research focuses on a small number of participants who will give thorough data based on their outlooks and observations (Basit, 2010, p.14). In this approach, the investigator is both the subject and the object of his research. The goal of the qualitative approach is to construct profound and descriptive information so as to comprehend different magnitudes of the problem under scrutiny.

Qualitative research as an approach has also its own advantage and disadvantages. The first advantage is that it presents clear perception into the “why” and “how” of feelings and conducts and the second advantage is, namely: it elucidates quantitative data and presents more detail information on what research means to the participants (Kruger, 2003, pp.206-210). In addition, qualitative research approach provides plentiful data concerning the real life of people and circumstances (De Vaus, 2014, p.6; Leedy & Ormrod, 2014, p.141). The third advantage is its distinctive feature through which data are systematically retrieved when needed. For instance, Johnson and Christensen (2012, pp.29-37), portray that the dependence on the gathering of non-numerical prime data as in expression and pictures by the investigator who serves as a device himself/herself makes qualitative research compatible for providing realistic and expressive information. The fourth advantage is theory emerges from data. Leedy and Ormrod (2014, p.141) further state that the development of theory from data permits the researcher to construct and

rebuild theories anywhere essential, based on the data he/she produces, instead of testing data produced elsewhere by other investigators.

Qualitative research is not also without limitations. One of the demerits of qualitative research, according to Silverman (2013, pp. 324-327), is its time-consuming nature which is difficult to capture and analyse the collected data. In addition to this, Silverman (2013) asserts that the collected data is more of subjective nature in which summing up the idea may be challenging. It might yield lesser sample sizes, and it is considered as less dependable for it is one-sided. In favour of this, De Vaus (2014, p.7) contends that qualitative researchers restrict their results to the particular grouping of individuals being studied instead of taking a broad view. Another drawback of qualitative research is its replicability. This is because the approach is featured by opinions and individual reports, it is supposed that the approach cannot provide dependable and unswerving data when compared to using quantifiable statistics (Atkins & Wallac, 2012, pp.18-23).

And, lastly, the non-utilization of numbers by qualitative researchers makes it hard and not possible to make things easier conclusions and interpretations. Qualitative researchers consider that the social world or experience has several dimensions, therefore clarifications are based on the explanations of the researcher (Leedy & Ormrod, 2014, p.141; and De Vaus, 2014, pp.5-7). Thus, one can understand that among the drawbacks, one is it is time consuming, subjective in nature, hard to access some individuals because of language barriers, and interpretations or meanings given by the researcher without basing itself on fact. This study includes certain aspects of qualitative approach.

The third approach reviewed in this research is Mixed Research Approach. In support of this, Mixed Method approach is defined in literature as the approach that involves the utilization of both quantitative and qualitative methods in particular research (Fraenkel & Wallen, 2009, p.557; Ponce & Pagán-Maldonado, 2015, p.113). These authors claim that those who employ this research disagree that the utilization of both methods together offers additional whole conceptualization of research problems than does the use of each approach single-handedly. Thus, there are many and immediate advantage to be gained from not separating quantitative and qualitative research into distinct categories but, as an alternative, acknowledging and understanding their interrelated nature



and processes. This is an optional approach to either using quantitative or qualitative approach. Mixed Research Method is an approach involves mixed philosophical assumptions and theoretical frameworks (Creswell, 2014, p.5). He further added the main purpose behind using a mixture of both quantitative and qualitative approaches is that it contributes to a better and full information about the research problem than using only one of the two approaches. Schoonenboom and Johnson (2017, p.4) are of the opinion that the general aim of this method is to enlarge and make stronger a study's conclusions and, consequently, contribute to the published literature.

A well-known purpose of Mixed Method was originally coined by Greene, Valerie and Wendy (1989, p.259) differentiated the five purposes of Mixed Method research as mentioned below. The first one is 'triangulation,' which looks for junction, justification, correspondence of results from diverse methods. The second is 'complementarity,' which seeks explanation, improvement, illustration, illumination of the results from single method with the results from the other method. The third one is 'development' that requires to employ the outcomes from one method to help develop or notify the other method, where development is generally interpreted to comprise sampling and accomplishment, in addition to measurement decisions. Here, qualitative data are used to build up the quantitative once. The fourth is 'initiation' that requests the invention of paradox and disagreement, novel perceptions of frameworks, the recasting of inquiries or results from one method with inquiries or results from the other method. The last one is 'expansion' in which the researcher seeks to broaden the extensiveness and array of investigation by means of diverse methods for diverse question components.

Like other research approaches, Mixed Method research has its strengths and weaknesses. Mixed-method research can assist to elucidate and describe associations originated to exist between variables (Fraenkel & Wallen, 2009, p.558). For example, in the case of the present study, the association between principal leadership practices and students' pass rate can be explained in this study and explored intensely. Mixed-methods investigations can also help to verify, or cross-validate relations revealed between variables, as when quantitative and qualitative methods are contrasted to observe if they congregate on a particular interpretation of occurrences. In mixed-methods approach, the strengths of one research method compensate the disadvantage of another (Plastow, 2016, pp.89-90).

The weakness or limitations of Mixed Research Approach is that the research takes long time and it is expensive to carry out (Fraenkel & Wallen, 2009, p.558). Secondly, many researchers have an experience on either quantitative or qualitative research method which is skill specialism. Based on the advantage and disadvantage of all the three major approaches: quantitative, qualitative and Mixed Method, the researcher in this study opted to follow a Mixed Research Approach. The reason for deciding to mix the research methods in this study is that, neither quantitative nor qualitative methods sufficiently had the potential to capture the inclinations and particulars of the circumstances of school leaders' practices in capacitating teachers in supporting students' achievement. In addition to this, the integrated leadership model which mixes both instructional and transformational leadership aspects was a lens through which this approach is opted for. Merging quantitative and qualitative method of data collection is used to clarify the richness and complication of a study and the results of the questionnaire survey can be complemented by open-ended questions used in the interviews.

#### 4.3.2 Research Design

McMillan and Schumacher (2010, p. 490) define research design as a plan that is utilized to make clear the methods or procedures that would be used to gather data and to scrutinize data already together. Trochim (2005, p.135) clarified that a research design is used to arrange study locations, sample, data gathering plan, measures and methods of assignment so as to answer basic investigative questions. Qualitative approach has different designs, for instance, narrative research, phenomenology, grounded theory, ethnographies, and case study designs while some of the quantitative designs are experimental, non-experimental and survey (Creswell, 2014, p.11). In the case of Mixed Design Research, some of the designs are, namely: Convergent, Explanatory Sequential, Exploratory Sequential, and Transformative, embedded, or multiphase.

As this study is a mixed research design, the researcher identified explanatory sequential Mixed Method design as suitable. According to Fraenkel and Wallen (2009, p.561), in explanatory design the researcher first carries out a quantitative method and then uses a qualitative method to pursue up and purify the quantitative findings. The researcher generates two type of data and analysed them separately. The outcomes of the quantitative data in this study inform the formulation of

questions for the interviews. Based on the results of the quantitative data, the researcher designed the qualitative data to get detail information. The overall intent of this design, as explained by Creswell (2014, p. 224), is to have the qualitative data assist in explaining as well as providing more detail the initial quantitative outcomes. Similarly, Dhanapati, (2016, p.572) points out that the logic behind this approach is that the quantitative data and outcomes give a broad image of the research problem; more investigation, particularly throughout qualitative data collection is needed to purify, expand or make clear the broad picture. This is explained in figure below.

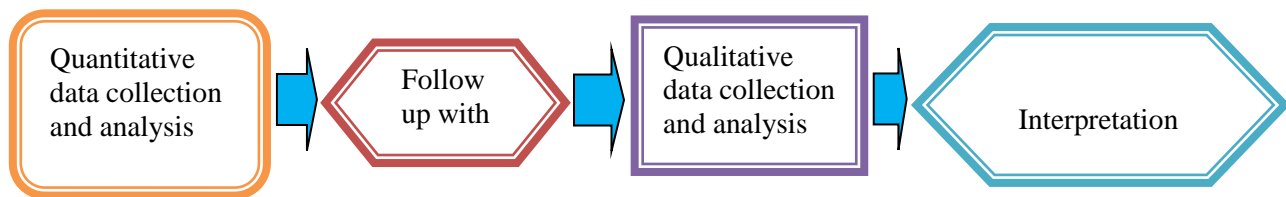


Figure 4.1. Explanatory Sequential Mixed Method Design

*Source: Adopted from Dhanapati (2016, p.573)*

In this study, the quantitative results obtained through survey questionnaire about secondary school principals leadership practices and students' pass rate is supported by the qualitative responses from open-ended questions through interviews to enhance the interpretation of the findings.

#### 4.3.3 Population and Sample

Under this section the population of the study were included. In addition to this, the sample size of each respondent and participant, for both quantitative and qualitative data, were included.

##### 4.3.3.1 Population

The population of the study is based on data obtained from the Oromia Education Bureau Statistical and Data Processing Department. Thus, according to the 2012 census and quick statistical data (unpublished), there were twenty (20) zones and 3 special zones in the region. Among these zones, West Arsi was selected using Purposive Sampling techniques because there was no study that has been done in this Zone that focuses of the leadership of the school principal and learner pass-rate as far as the researcher best of knowledge. The researcher is also familiar with the study area since he has taught in schools in that region and was also educated in the same

region. The familiarity of the site maybe an advantage in getting access and cooperation from the respondents. According to the WAZ Planning and Economic Development (2019, p.1), there are 13 Woredas and 4 administrative towns in WAZ. Moreover, there are 56 secondary and preparatory schools among which 45 are general secondary and 11 are preparatory schools in the Zone. However, currently all secondary schools were made to include 9-12 due to new education roadmap and it is from now called secondary schools. Hence, the population of the study from sampled Woredas and selected secondary schools were: 604 teachers, 128 Heads of Department, 11 school principals, 10 academic vice-principals, and 5 school supervisors, currently working in study areas. For detail information, see Table 4.2.

With regard to sample selection, out of 13 Woredas and 4 administrative towns in the zone, 4 Woredas and 2 Administrative towns were selected using Multistage Random Sampling techniques to cover large size being studied in the sample through some stages. The first stage is categorizing the Woredas into agro climatic zones. As it was indicated in 3.3.3, WAZ was categorized into four agro climatic zones, namely: warm temperature (19-25<sup>0</sup>c), temperature (14-19<sup>0</sup>c), cool temperature (9-14<sup>0</sup>c), and cool (<9<sup>0</sup>c). Based on the categorization of ‘warm temperature’, Woredas zones are, namely: Siraro, Shalla, part of Shashemene, Bishan Guracha town administration and part of Negelle Arsi; ‘temperature zones’ are Negelle Arsi, part of Sheshemene, Wondo, Heban Arsi Woreda and Negelle Arsi town, Shashemene town; ‘cool temperature’ includes Kofale, Kore, Kokosa, Dodola, and Dodola town. Finally, ‘cool agro zones’ are Adaba, Nansabo, and Gadab Hasasa. The second stage is selecting proportionally Woredas and town administrations from each agro zone. Based on this, Shalla, from warm temperature; Heban Arsi Woreda and Negelle Arsi town, from temperature zone; Kofale Woreda and Dodola town from cool temperature and, at the end, Gadab Hasasa were selected from cool temperature using Simple Random Sampling techniques.

In these selected research areas, there are 19 Secondary schools. From each Woreda and towns selected, 2 Secondary schools were selected purposely as there are no other secondary schools with such information in the Woredas, except Heban Arsi who were prior to the data collection do not have preparatory school but now upgraded to Grades 9-12. This makes a total of 11 general secondary and preparatory schools of the government as sample of study.

**Table 4.1: Population and Sample Size of Secondary Schools (9-12)**

No.	Name of Town and Woreda	Target Population	Total	Sample Schools	Total
		Secondary Schools (9-12)		Secondary Schools (9-12)	
1.	Negelle Arsi Town	3	3	2	2
2.	Dodola Town	3	3	2	2
3.	Gadab Hasasa Woreda	5	5	2	2
4.	Heban Arsi Woreda	3	3	1	1
5.	Kofale Woreda	4	4	2	2
6.	Shalla Woreda	2	2	2	2
	Grand total selected schools				11

#### 4.3.3.2 Sample Size for Quantitative Phase

Regarding subjects of the study, Cochran, (1977) was used to determine each participant and respondent. By using the Cochran's Sample size decision as  $n = \frac{N}{1 + N(e)^2}$ , where n = is sample

population, N = is the total target population, e = is sample error (at 5%). For quantitative data the sample teachers were calculated as, N= 604 (total population of sampled school), e= 0.05

(sample error will be 95%), n= ? 
$$n = \frac{604}{1 + 604(.05)^2} = 241$$

Thus, from the total population of 604 teachers in selected Woredas and town schools, the total sample size of teachers were 241, which is almost 40% of the total sampled population. Each teacher were selected randomly at least teachers with two years and above from each departments in the sample schools. Moreover, in addition to the teachers selected, the selection of Heads of Department to collect quantitative data through questionnaires was conducted as follows. The major departments in secondary schools of Ethiopia according to MOE (2009), are, namely: Amharic, Mother Tongue, English, Mathematics, Chemistry, Biology, Physics, History, Civics, Geography, Economics, Information Technology and Health and Physical Education. Basically, in all schools, the Mother Tongue in Oromia is Afan Oromo and thus the Afan Oromo Department was included. Therefore, from each school, Grades nine to twelve (9-12) Heads of Department, except for some secondary schools that do not have Grade 12, were selected for the study. That makes a sum of 128 Heads of Department.

**Table 4.2: Population and Sample Size of Respondents**

Sample Woreda&Schools (General+ Preparatory)	Teachers			Dept. Heads			Principals + V/Principals			W. Supervisors		
	Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%
<b>Negele Arsi Town</b>	148	59	40	24	24	100	6	4	67	1	1	100
<b>. Negele Arsi S.S(9-12)- S1</b>	83	33		12	12		3	2	67			100
<b>. Kiltu Rae S.S (9-12)-S2</b>	65	26		12	12		3	2	67			
<b>Dodola Town</b>	120	48		24	24		7	4	57	1	1	100
<b>. Dodola S&amp; Pre-S3</b>	40	16		12	12		2	2	100			
<b>. Dodola S.S- S4</b>	80	32		12	12		5	2	40			
<b>Gadab Hasasa Woreda</b>	93	37		24	24		1	4	40	1	1	100
<b>. Gadab H. Pre- S5</b>	38	15		12	12		5	2	40			
<b>. Gadab H. S.S- S6</b>	55	22		12	12		5	2	40			100
<b>. Heban Arsi W-S7</b>	24	10		8	8		3	1	33	0	0	
<b>Kofale Woreda</b>	128	51		24	24		1	4	40	1	1	100
<b>. Kofale Prep.-S8</b>	42	17		12	12		5	2	40			
<b>. Kofale S.S-S9</b>	86	34		12	12		5	2	40			
<b>Shalla Woreda</b>	91	36		24	24		5	4	80	1	1	100
<b>. Aje Sec.s- S10</b>	48	19		12	12		3	2	67			
<b>. Shalla Sec.s-S11</b>	43	17		12	12		2	2	100			
<b>Total</b>	604	241		128	128		4	2		5	5	100
							1	1				

*4.3.3.3 Sample Size for Qualitative Phase*

As there are 11 Secondary schools (9-12), all school principals (11), vice-principals (10), supervisors (5) were selected through Purposive Sampling techniques to be interviewed. For Etikan, Musa and Alkassim (2016, p.2), Purposive Sampling techniques is the intentional preference of a partaker because of the qualities the partaker possesses. According to Schumacher and McMillan (2014, p.5), Purposive sampling is a kind of sampling that lets choosing small groups or individuals who are possibly to be informed and have sufficient information about the incident of researcher interest. The investigator decides what needs to be recognized and commence to discover participant who are able to and are keen to offer the information by the merit of information or experience (Etikan, Musa & Alkassim, 2016, p.2). The basic criterion for

the researcher in applying purposive techniques thus was the participant expertise and knowledge on the research topic. Hence, the selection of principals, vice-principals, and supervisors are based on their expertise, knowledge and experience about school leadership practices in secondary schools better than any other individuals. The sample size of the respondents is summarized in the Table 4.2 above.

#### 4.3.4. Data Collection Methods

As this research is Mixed Method, the researcher uses quantitative data collection and qualitative data collection phases. The first phase was quantitative data gathering pursued by the generation of qualitative data. Based on this research approach, the quantitative data collection tool are questionnaires while the qualitative phase of data gathering are interview and documents analysis.

##### *4.3.4.1 Questionnaires*

In this study, to collect the data on leadership practices of principals and students pass rate in secondary schools, questionnaire was administered to 241 teachers and 128 Heads of Department. According to Kumar (2019, p. 222), a questionnaire is a printed listing of questions, the reply to which are verified by respondents. Although the researcher in this study used questionnaires as one of the data collection methods, he is aware of the own pros and cons. For instance, Cohen, Manion and Morrison (2004, p.237) state that one of the pros of questionnaires is that they are uncomplicated and comparatively low-cost and can offer data attained from a big number of the respondents or a group of respondents occupied in the course of study. In this regard, Kothari (2004, p.100) supports as method of data collection questionnaire is reasonably admired when the study looks for big data.

On the other hand, one among some of the disadvantages of a questionnaire, as in Kumar (2019, p.222), is the absence of individuals who make clear the meaning of questions to respondents, and thus it is recommended that questions be clear and easy to be understood. He added that a questionnaire should be developed in an interactive way which means respondents should feel free as if somebody is chatting to them. In addition, poorly worded questions can end up giving inadequate or irrelevant data. To overcome this disadvantage, the researcher has clearly written the questionnaires in a way that is simply comprehensible by the respondents.

The questionnaires were distributed to teachers and Head of Departments based on the safety principles and guidelines on distributing questionnaires during Covid-19. The questionnaires had two parts. Part one comprised of demographic information of the respondents in terms of sex, job titles, age, academic qualification, service years and field of specialization in relation to the study. Part two comprised questions on principal leadership practices focusing on the core leadership-practices as mentioned in literature review sections of 2.7.1, 2.7.2, 2.7.3, 2.7.4 and students' pass rate which are basic questions 1-3 above in Chapter One. The latter part designed with Likert scale with closed-ended and also open-ended questions to collect data because they provide freedom to fill in whatever respondent's think is right without external pressure and it also helped to collect information from a large sample size with in limited time.

In addition, according to Fraenkel and Wallen (2009, p.396), closed-ended questions are simple to utilize, score, and code for analysis on a computer. The reason as they claimed is that all respondents reply to the same choices in which standardized data are provided. Hence, in this study, the degree of the agreements and happenings were coded as: Strongly agree (SA)=5; Agree(A)=4; Undecided(UD)=3; Disagree (DA)=2; Strongly Disagree(SD)=1; Always=5; Frequently=4; Occasionally=3; Seldom=2; and Never=1 respectively. The notion behind using both closed-ended and open-ended type of questions is that the prearranged question geared the respondents toward the selected theories and concept in scholastic review. In addition, the open-ended questions were at the last part of each closed-ended item so as to permit the respondents to investigate and logically reason out and comment on the closed-ended items (Creswell, 2012, p.220). After knowing these basic structures, the means in which the questionnaires are administered is discussed in the next paragraph.

Every respondent signed the informed Consent Form to be clear about the intention of the questionnaire and to be clear that they are free of any risk and confidentiality was maintained before distributing questionnaire to them.

A questionnaire can be administered in several mechanisms. According to Kumar (2019, p.223), some of them are, namely: **mailed questionnaire** in which questionnaire sent to respondents through mail if the address of the respondents is available; **collective administration** in which the



researcher is obtaining audience like students in one classroom or group attending same function and the like; **online questionnaire** which is using communication technology such as internet. Hence, based on the context of the study, this particular research administered the questionnaire to teachers and Heads of Department in selected secondary and preparatory schools of WAZ through partially mailed questionnaire and phone administrated survey, because some schools might not be reachable or able to complete an online questionnaire. Disadvantages include the slower speed of data collection and higher costs as interview need to be recruited and paid to administer the survey (ILO, 2020, p.3). In addition to that, the collective way of administration questionnaires was used wherein teachers would be on their tea-break time in their staff room, keeping the social distance of 2 metres spacing, all this to increase the rate of return of the questionnaires. Enough time was given for the respondents to complete the questionnaire and the researcher sent reminders and encouraged response of the questionnaires. For the reference on questionnaire items, please see Appendix F.

#### *4.3.4.2 Interviews*

In addition to questionnaires, the other data collection tool is interviews. Interview if it is conducted well, can produce in-depth to compliment the questionnaire data. In this study, an interview protocol was used with semi-structured individual interviews with the participants who were school principals, vice-principals, and educational supervisors. The interviews were also done telephonically. According to Carr and Worth (2001, p. 512), a telephonic interview in research terms is a tactic for obtaining data that permits interpersonal communication except face-to-face meeting. One-on-one interview is a data compilation process whereby the investigator elicits one respondent at a time and records the responses of one individual accordingly (Creswell, 2012, p.218).

The researcher utilized both telephonic interview and one-on-one interviews keeping the social distance due to Corona virus disease 2019 (COVID-19) with principals, vice-principals and educational supervisors in this study. Due to the prevalence of COVID-19 which was first reported in Wuhan China and become pandemic in the whole world, governments including Ethiopia proclaimed the lockdown for the safety of the nationals. It is based on this notion that the researcher opted telephonic interview to attain the required data from the participants in their convenience.

Carr and Worth (2001, p.512) state that telephonic interview can also utilized on its own or in combination with one-one-one interview. Hence, in some secondary schools, principals, vice-principals and supervisors' cell phones were not functioning and, in this case, the researcher also used one-on-one interview to feel the expected gap. An interview has its own advantage and disadvantages. For instance, according to Kumar (2019, p.228), some of the advantages of interview are, namely: helpful for gathering in-depth information; information can be added; questions can be elucidated; and has a wide application. According to Fraenkel and Wallen (2009, p.394), when doing face-to-face interview, the researcher develops rapport with the participant and it is an opportunity in which questions can be illuminated, uncertain or unfinished answers can be followed up, and so on.

As to its disadvantages, Kumar (2019, p.228) forwarded that conducting interviews is time-consuming, the quality of the data depends up on the excellence of the interaction, the quality of data depends on the quality of interviewer, when using multiple interviewers, and possibility of researcher bias. Moreover, Fraenkel and Wallen (2009, p.394) contend that some of the disadvantages of face-to-face interviews is that they are costly as compared to other direct mail, or phone surveys; need a qualified interviewers with the implication of training costs and time, lack of anonymity, which may result in not as much of legitimate responses to individually sensitive questions; and, finally, some types of the respondents such as those in high-offense areas are often hard to get in touch with adequate numbers. The drawbacks of telephonic interview include the bigger difficulty in achieving connection and be short of visual signs to aid explanation of speech (Carr & Worth, 2001, p. 514). Telephone interviews also produces shorter responses than face-to-face interviews and less circumstantial.

In this study, the face-to-face as well as telephone interviews took approximately one hour and half for each interviewee. During a face-to-face interview, when the principal participated in an interview the vice-principal takes care of the smooth running of the school activities and vice versa. Moreover, the face-to-face interview was conducted during the afternoon shift to minimize disruption in schools. The total duration of a researcher in the field was one month due to the prevalence of COVID-19. If required, the interviewer asked the participants consent for follow-up interviews. Follow-up questions were asked during the interview conversation to clarify the

responses of the participants. All the data obtained from the interview were coded into four core principals' leadership practices for basic Question 1, association between principals' leadership practices and students' pass rate, leadership challenges, and strategies adapted by the principals for easing the analysis part. See Appendix G for interview questions.

#### *4.3.4.3 Document Analysis*

The other sort of qualitative data gathering tool being utilized in this thesis is document analysis. The researcher intended to do Document Analysis to get data on students pass rate in the sampled schools. Creswell (2012, p.223) asserts that documents comprise open and confidential records that qualitative investigators attain regarding a location or participants in a study consists of newspapers, school-related academic minutes, private journals, and letters. In this study, documents such as academic Minutes of Meetings, policy documents, bulletins, and student records, from each sampled school, were used as sources of data. The researcher confined focus on the students' results of EGSECE and EHEECE of the year 2011E.C or 2019G.C, prior to data collection time from the School Records or Registrar Office given that there was no national exam during the year 2020 due to COVID-19. This gave the researcher hint on the quality of education, in this case, students' pass rate under study. The documents used in this study were obtained through a written permission from respective principals and academic vice-principals to the respective Record Keeper to offer one year of Grade 10 and Grade 12 results of students prior to this research completion.

Document Analysis, like other data collection methods, has its own benefits and drawbacks. Creswell (2012, p.223) acknowledges that some of the advantages of Document Analysis is that they are prepared for analysis without the required transcription as required in an interview. Documents maybe easily obtainable, cost-effective, and unaffected by research process (Bowen, 2009, p.31). This instrument also has limitations. Document Analysis are sometimes hard to find and attain due to hidden information; and unfinished, inauthentic, or inaccurate documents due to unreadable handwritings (Creswell, 2012, p.223). Bowen (2009, pp.31-32) indicates that documents can be inadequate in detail of some issues, documents are sometimes not retrievable, and, finally, there is biased selectivity on those documents. Another disadvantage of using documents is that the selected documents are not prepared for the particular purpose of the research

and therefore necessitate some analytical skills of the researcher. Some documents are hardly available, inaccurate, and inconsistent. For such reasons the researcher evaluated the quality of each document for the study and made an extra preparation to face a few confrontations or drawbacks when using Document Analysis. For avoidance of bias of selection from the document, the researcher carefully evaluated and examined the subjectivity of documents and for his understanding so that credibility of the research kept.

#### 4.3.5 Research Procedures

After obtaining ethical clearance from UNISA and necessary permissions obtained from WAZ and concerned offices, the self-designed questionnaires to fit the research objectives were prepared in English and pilot testing was conducted. Based on the result of pilot testing, necessary modification and correction on the language and clarity was made. Before administering the questionnaire and go in directly to the course of data gathering, respondents (teachers and Heads of Department) read Participant Information Sheet and signed Consent Form (Return Slip). Then the questionnaire was distributed to the respondents through partially mailed questionnaire, phone administrated survey, and collective way of administration with the facilitator as supported by the vice-principal in each sampled school and were collected by drop-off and pick-up methods. Basically, those ways of administration of questionnaire is due to the pandemic of COVID-19. Sufficient time were given to the respondents to think on the deduction and importance of the item in order that they can give precise information.

With regard to interview, consent and confidentiality agreement were made by pre-arrangement by calling the participants to respond to the researcher call from the respective Woreda Education Offices with participants before actual interview being conducted. The telephone of selected principals, vice-principals, and supervisors were obtained from the Woreda Education Offices for telephonic interview. Then telephonic interview was conducted with principals, vice-principals, and educational supervisors during office hours and face- to- face interview was also conducted in the presence of the researcher keeping the social distance due to COVID-19 prevalence. Based on the recommendation of World Health Organization (WHO) the safety principles as adopted by the Ethiopian government are, namely: wash hands regularly using soap and water; keep up societal distancing; stay informed and follow advice by health care providers and stay at home if you begin

to feel sick (Baye, 2020, p.1).Based on this principles, the researcher kept the two metres away from respondents, use face mask properly for himself and inform the respondents to do the same. The distributed questionnaires were collected from the facilitator that had been filled by the respondents. One week was given to school principals and vice-principals to facilitate the collection of filled papers in one place. The researcher then collected the questionnaires from each school applying hand sanitizer, having medical glove on the hand and facemask. Finally, qualitative data collected from participants through taking field notes and a tape recorder were sorted out for analysis.

#### 4.3.6. Techniques of Data Analysis and Interpretation

In this study, Mixed Methods data analysis techniques were employed. A type of Mixed Method design applied in this study as indicated in Chapter Four was Explanatory Sequential Mixed Method design. The researcher used different statistical techniques on the basis of the basic research questions stated in Chapter One and on the nature of the data collected. Consequently, quantitative and qualitative data collected from the respondents and participants were analysed as follows: All the respondents were categorized, and frequencies were tallied before entering the quantitative data to the statistical tools SPSS (Statistical Software Packages for Social Sciences) version 25. Moreover, the study employed Independent–Sample *t*-Test, Mean score and standard deviation, for analysing the questionnaires with five-point scales to identify the major principals' leadership practices of secondary and preparatory schools. The practices of the principals' leadership and its relationship with students' pass rate were analysed by Pearson Product-moment correlation.

For qualitative data, the researcher employed Thematic Analysis techniques. According to Braun and Clarke (2006, p.78), Thematic Analysis is a technique for recognizing, synthesizing, establishing and describing the information obtained in themes. There are steps in qualitative data analysis identified by Creswell (2014, p.197) that are followed in qualitative data analysis. The steps include organizing and preparing data through transcribing data of the telephonic interview and face-to-face interview with principals, vice-principals, and supervisors; reading the whole data; coding of information; identifying common characteristics and themes; familiarizing common themes; and making and interpretation of the finding. Based on these steps, the collected

data were transcribed verbatim. All the principals in eleven schools were coded as Principal in school 1 as P1, school 2 as P2, .....School 11 as P11. The vice-principals were coded as VP1, VP2.....VP10. All schools have vice-principals who participated in the interview except school 7 which has no vice principal during the interview. In addition to this, all the supervisors working in the selected schools were coded as S1, S2....S5. Then the researcher read all the transcribed data for comprehending the general impression of the idea. Next, each segment of the data was coded. Similar codes were clustered into categories using abbreviations. After categorizing the data, it was followed by identifying common themes based on basic research questions. A summary sheets were prepared for each secondary school type and using tables, familiar themes were grouped together. Finally, the analysis and interpretation of data were made based on the themes.

#### **4.4 Ethical Issues**

The term ethics should be defined before attempting ethical issues in this research. According to Fraenkel and Wallen (2009, p.53), the word 'ethics refers to the questions of right and wrong. Fraenkel and Wallen (2009) further explained if a researcher assumes about ethics, he/she must inquire himself/herself whether it is "right" to conduct that specific study or carryout whatever procedure pertaining to it. After defining ethics, some selected main areas of ethical issues in Mixed Method study were considered. For instance, Dhanapati (2016, p.575) holds that as Mixed Research Method merges quantitative and qualitative research approaches, the ethical concerns require to focus on ethical issues that are found in both types of inquiries. Hence, Dhanapati (2016) mentioned some quantitative issues such as acquiring permissions, shielding anonymity of the respondents, avoiding interruption sites and communicating the purposes, avoiding misleading practices, respecting susceptible populations, being conscious of probable power issues in data collection, admiring original cultures, not revealing sensitive information, and disguising identities of participants. Thus, it is suggested that those who get involved in any type of research should be aware of ethical issues before conducting their research. Some ethical issues considered in this thesis are, namely: permission and informed consent; anonymity and confidentiality; harm to participants; fabrication and falsification of data; and reporting, sharing and storing data.

The first issue is obtaining **permission and informed consent**. Before collecting data, the researcher filled the ethical clearance form and requested permission to conduct research in the

study area. After certificate of ethical clearance secured from Education College of Research Ethics Review Committee (CEDU REC) of UNISA the researcher requested the Hawassa University College of Education to write support letter to WAZ Education Office for further permissions. After the letter WAZ Education Office wrote a support letter of permission to selected Woreda's Education Offices. Thirdly, each of the Woreda's Education offices wrote a letter of permission to each secondary schools to access respective principals, vice-principals, supervisors, teachers and Heads of Department for further permission. Cohen et al., (2013, pp. 84-85) point out that it is necessary to gain admission to the institution or organisation where research is to be carried out and acceptance of participation by those who will be involved in the study prior to embarking on the job. Hence, using the letter of permission from Woreda's Education offices, the researcher discussed the current research with each of the school leaders who are responsible to recognize and make easy all the process pertaining to data collection tasks.

For that reason, invitations to take part in the research were offered and all schools freely accept those requests. Nevertheless, the researcher recognised that regularly the school leader accepted on behalf of the school and the extent of consultation with the teachers and Heads of Department beforehand may not know to the researcher. After all permission is secured, all the research respondents and participants signed an informed consent, and they are provided with participants information sheet before they all had participated in filling the questionnaire and telephonic interviews and one-on-one interviews. This provided an opportunity to individual teacher, Heads of Department, principals, vice-principals, and supervisors to feel free to leave the research at any time whenever they feel so.

Moreover, as postulated by Fraenkel and Wallen (2009, p.54), every participants must be clued-up as to how they can contact the investigator within a rational time period following their involvement should stress or potential harm happen. Based on this ground, the investigator in this thesis, at the end of the questionnaire, telephonic interview, and one-on-one interviews, gave ample time to each participant to discuss the research process and they were also invited to contact the researcher consequently. See the annexed for the return slip of Consent Form on Appendix **I**, Participant Information Sheet on Appendix **H** and letter of permission from WAZ on Appendix **E**.

The second area is **anonymity and confidentiality**. With regards to telephonic interviews and one-on-one interviews, in addition to the Consent Form signed by teachers and Heads of Department, codes were generated to protect their identity. The exact names of the respondents were not obligatory in this study. In supporting this, Withrow, (2013, p.53) portrays that participants anonymity can be managed by allotting them with numerical code-names or personal ID numbers and inculcating them to make use of these codes whenever the survey is being conducted.

The other ethical issue under consideration is confidentiality. Cohen *et al.* (2013, pp.91-92) contended that confidentiality allow the respondents to apply their right to manage the utilization of or permit to their individual information and to keep the source of the information the participants share with the researcher secret. Hence, the researcher assured the participants in this research that their names and school name were treated as confidential. They were informed on the Consent Form and the cover page of the questionnaires that any information obtained from them will be kept as confidential. In addition to this, all data generated for this study would be reserved in locked metal filing-cabinet in the researcher's office, for a minimum of five years, for upcoming research or academic purposes. Electronic information will be stored in the secret code protected private laptop and researcher desktop. After five years, the records of the data collected from the participant will be destroyed and electronic copies will be enduringly deleted from electronic devices.

The third issue is **harm to participant**. According to UNISA (2007, p.10), while conducting social research, researchers should not deliberately disappoint or hurt the research subjects, irrespective of whether they volunteered to take part in the study or not. Similarly, UNISA (2016, P.11) expound that research should not cause harm to the research participant(s) specifically or to people in general. Hence, currently there is an outbreak of COVID-19 in all the world and including Ethiopia. Due to this, the necessary safety measures such as requesting participants to frequently wash their hands with soaps and water, maintaining social distancing from each other, wearing masks properly and sanitize surfaces being used in course of data collecting and face-to-face interview. In this manner, the investigator reduced harm to the research participants as much as



possible. Furthermore, the researcher looked for direct or indirect threats and guard against them during the study as this may harm participants psychologically during the study.

The fourth is **fabrication and falsification of data**. Fabrication of data is when the researcher makes up either data or results then records or reports them, whereas falsification is when the researcher manipulates materials, process, equipment or changes or omits data such that the research is not represented accurately (Flynn & Goldsmith, 2013, p.1). As data changing is strictly unethical, in this study the researcher tried his level best to handle data collected from the participants as true and valid.

The last area to be considered is **reporting, sharing and storing data**. According to Creswell (2014, p.94), during reporting data the researcher should report honestly, get permission to adapt or reprinting the findings of others, and use unbiased language appropriate for audiences. Moreover, Creswell (2014) added that the researcher must share data with others. It was promised that the findings and recommendations copies of this thesis will be(a) provided to each school and stakeholders in putting the final thesis in the WAZ public library;(b) uploaded the findings on the internet; and (c), finally, published in both English and different local languages, such as Amharic and Afan Oromo. Furthermore, UNISA has a thorough way of appraisal to shield possible individual participants, and to contribute to the highest achievable quality of systematic and ethical research. Consequently, the investigator obtained certificate of Ethical Clearance from CEDU REC at UNISA and respective permission letters from valid offices.

## **4.5 Enhancing Quality of the Research**

To enhance the quality of this study issues such as reliability, validity, and trustworthiness were considered.

### **4.5.1 Reliability and Validity**

Two of the most vital concepts in research are reliability and validity of the study. Reliability and validity check were applied to quantitative aspect of this research. Arthur, Waring, Coe and Hedges (2012, p.244) state that reliability is a process to evaluate the extent of consistency or dependability of a given data which research constructs. For Creswell (2012, p.159), reliability means when the

scores from the data collection tools are unwavering and dependable. He further added that scores are expected to render similar results when they are administered to different respondents many times at different durations. The reliable result means the measured instrument is expected to produce the same result over time. In strengthening this, Martella et al., (2013, p.71) state that reliability indicates whether a participant replied to the similar means at different times and is concerned about steadiness of measurement devices. Reliability deals with the stability and accuracy on how the instrument works.

The testing for the reliability is critical as it refers to the consistency across the parts of measuring instrument. The most regularly used internal consistency measure is known as Cronbach Alpha Coefficient for items using Likert scales (Taherdoost,2016, p.33). There are standards in which we evaluate the reliability of the instruments. Taherdoost (2016, p.33) suggested that there are no absolute rules exist for internal consistencies, but it was agreed that a minimum internal consistency coefficient is 0.70. Taherdoost (2016) further indicates four cut-off points for reliability which are:  $\geq 0.90$  is excellent; 0.70 to 0.90 is high; 0.50 to 0.70 as moderate and  $\leq 0.50$  as low reliability (Taherdoost, 2016, p.33).

In this study, pilot testing was made to check for reliability of items by Cronbach alpha coefficient. Consequently, it is important to objectively measure the reliability of the questionnaire developed for teachers and Head of Departments using the Cronbach alpha. Based on the result necessary adjustment and correction were made to make the items to the standard. After pilot testing, instruments were made to be easily understood by the respondents in each secondary school contexts during actual data collection. Although reliability is critical for the study, it is not necessary condition without being combined with validity (Taherdoost, 2016, p.33).

Validity is concerned with accuracy of the inferences drawn from data and answers the questions of whether the measurement apparatus is suitable one for what needs to be measured (Martella et al.,2013, p.352). It means that for the instrument to be assumed valid, it should be correct and suitable for what to measure. This suggests that validity is the degree to which the questionnaire must be created in such a way as to delight the intention for which they were required (Arthur et al., 2012, p.28; and Mpofu, 2014, p. 20). In this regard, Taherdoost (2016, p.30) added that the decision approach to establish content validity involves literature reviews to be followed by

evaluation of experts or panels. He also expounded that the researcher is required to present to experts to facilitate validation. Hence, this study reviewed scholastic review on leadership practices and students' pass rate, presented the contents of questionnaires to panellists and obtained necessary comment and further correction and modification were made.

To ensure both reliability and validity of this study, the self-designed questionnaires were revised to fit the research objectives and prepared in English after pilot testing was conducted in secondary and preparatory School Y which is not part of the sampled schools. Consequently, 20 teachers, 2 principals, 2 vice-principals and 1 supervisor were participated on the pilot testing in secondary schools selected for this purpose.

**Table 4.3 Summary of Pilot Test Results**

No.	Variables/ Dimensions	Number of items	Cronbach's Alpha	Remark
Part 1: Leadership Practice				
1	Setting direction	5	.757	Consistent
2	Developing people	7	.855	Consistent
3	Developing Schools	8	.834	Consistent
4	Teaching-Learning Program Management	10	.871	Consistent
Part 2: Principal Leadership Challenges				
	Overall	40	.800	

Based on the results of the pilot questionnaire as in reflected in Table 4.3 above, validity and reliability of the study is an overall value of .80. This is highly reliable. However, minor modification and correction on the language was made so that the respondents understand the questions. To strengthen the data collection tools, the researcher took care to choose proper words so that the respondents understand the relevance of this study for all items prepared for data collection.

#### 4.5.2 Trustworthiness

As this research is Mixed Method, for qualitative research the term trustworthiness was considered for the qualitative data. Trustworthiness is one method investigators can convince themselves and readers that their research results are commendable of consideration (Lincoln & Guba,1985, p.289). Lincoln and Guba (1985, p.189) elaborate that the best-known criteria developed for the

concept of trustworthiness are, namely: credibility, transferability, dependability, and Confirmability. Credibility is the first criterion to be treated under the overall umbrella of trustworthiness to keep the quality of qualitative research method. To Lodico, Spaulding and Voegtle (2006, p.273), the term ‘credibility’ means whether the participants' scrutiny of site or events go with the researcher's description of the settings in the report. Put it in other words, the researcher must signify the research participants thinking, reaction, and actions. Moreover, credibility can be ensured by a number of techniques. Lincoln and Guba (1985, p.301) listed strategies such as **expanded engagement, relentless inspection, triangulation, peer debriefing, negative case analysis, referential adequacy and member confirmation**. In this study, credibility can be ensured by strategies such as expanded engagement, triangulation, and member confirmation. The researcher ensures each strategy of credibility as follows.

The first strategy is **expanded engagement**. Researchers like Lincoln and Guba, (1985, p.301); and Creswell (2009, p.192) explain that expanded engagement is defined as enduring attendance through inspection of elongated interviews or continuing commitment in the field with participants. They further added that it is about spending enough time to become common with the research location and circumstances; to examine for half-truths; to construct trust; and to get to know the data for one to get rich data. Anney (2014, p.276) concluded that, through expanded engagement during one-on-one and telephonic interviews, the investigator expects to recognize the nucleus concerns that may affect the value of the data as it helps to increase trust with study participants. Hence the researcher encouraged the participants in one-on-one interview and telephonic interview by supporting them to respond through giving additional examples and asking them follow-up questions during the data collection.

The second means of enhancing credibility is through **triangulation**. Triangulation entails the utilization of various and diverse investigators, data sources, methods, and theories to get supporting evidence (Onwuegbuzie & Leech, 2007, p.239). Korstjens and Moser (2018, p.122) noted that investigator triangulation is the use of numerous investigators as study team members and linking them in addressing the managerial facets of the study and the course of analysis. To enhance the quality of this research, the researcher triangulated the responses from different schools and comparing the responses of various participants during the collection of data. In

relation to data triangulation, Korstjens and Moser (2018, p.121) refer to employing various data sources in due course as in collecting data in different times of the day or at different times in a year, space gathering data on the similar occurrence in multiples sites or test for cross-site uniformity and individual in which data are collected from various kinds of people such as participants, family members of them and their clients (in this case, secondary school students). Anney (2014, p.277) portrays that methodological triangulation utilizes different research instruments or methods, for instance, interviews, Focus Group Discussion or partaker observation, or that utilizes diverse informants to boost the quality of the data from diverse source. That is why in this research, questionnaire, interview and Document Analysis were employed in order to improve and triangulate the results. In this way, this research utilized Mixed Research Approach that triangulate the findings of quantitative results with qualitative one.

The last strategy of ensuring credibility is **member confirmation or checking**. Lincoln and Guba (1985, p.315) describe member checking as a practice of taking the data/findings/interpretation and conclusions returning to the participants for confirmation of accuracy. It was further contended that this activity strengthened the data, because the researcher and the respondents looked at the data with diversified views. Similarly, Lodico et al., (2006, p.274) hold that ‘member checking’ is the criterion through which the transcribed interviews or summaries of the investigator's conclusions are sent to participants for review. Hence, before analysing the final draft of the collected data from the research participants, the researcher provided the transcripts of telephonic interview and one-on-one interviews analysis, interpretation, and conclusion part of the research back to the participants to obtain feedback and include their views in the final draft of the thesis.

The second criterion for trustworthiness in qualitative research approach is **transferability**. In Lincoln and Guba (1985, p.316) an issue of transferability is related with applicability. According to Fraenkel and Wallen (2009, p. 565), transferability in qualitative research answers questions like "is the description of the qualitative outcomes enough to determine provided that they could be useful to other investigators in other circumstances?" In other words, to Lodico et al. (2006, p. 275), ‘transferability’ means the extent of resemblance along with the research location and other locations as viewed by esteemed researchers. According to Lincoln and Guba (1985, p.316), the applicability of this criterion can be maintained by the strategy known as **thick description** which

is explaining context of the study so that behaviour and experiences can be meaningful to other external reader and can be transferred to their setting. In this study, researcher provides rich data including context, setting, sample size and techniques, sampling procedures and actual information of WAZ.

The third and fourth criteria of trustworthiness are **dependability** and **Confirmability**. According to Bitsch (2005, p.86), dependability is defined as the permanence of study results over time. The presence of supporting evidence is important to refer in the future and to be verified. In this regard, Lodico et al., (2006, p.275) define ‘dependability’ as whether the researcher can track the procedures and processes utilized to collect and interpret the data. That means, good qualitative studies will offer detailed clarification of how data are composed and analysed. Lincoln and Guba (1985, p. 317) state that the technique for establishing dependability is dependability audit in which how the data were gathered and how the data were kept. Confirmability, according to Lincoln and Guba (1985, p.318), deals with an aspect of neutrality. In other words, the clarification of the data should not be the researcher own ideas, instead it should be based on the data. Hence, in this particular study, the investigator kept the record of raw data, scrutinize notes/ field notes, coding notes, transcripts, reports and all the stages of the research process so that any research auditor – the researcher’s supervisor – would make an audit. Moreover, the researcher documented the course of development of the completed analysis. This helped the researcher in examining the research procedure and the product of inquiry to verify the findings' trustworthiness.

#### **4.6 Summary of the Chapter**

In this chapter the researcher discussed Mixed Method research which includes quantitative and qualitative approaches over and above the advantages and disadvantages of the approaches. Explanation on research assumptions the major paradigms was presented, and the different designs discussed. The research methodology which comprises of, sampling technique, size and data collection instruments are discussed. The researcher explains the data analysis procedure and the stepladder taken to guarantee the study was done in an ethical way. On the way towards the end of the chapter, the researcher presented the strategies used to enhance the quality of research namely: reliability, validity and trustworthiness of the research.

The research findings, which include analysis of quantitative and qualitative, are presented in the next part.

## **CHAPTER FIVE**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **5.1. Introduction**

Chapter Four presents and explains in detail the research paradigm, approach, design and methodology of this thesis. In that chapter, the researcher explains the pragmatic paradigm in which this study is rooted and from where the Mixed Method research approach is extracted. The fourth chapter also identified the Explanatory Sequential Mixed Method design in which the investigator first carries out a quantitative method and then utilizes a qualitative method to follow up and support the quantitative findings. In this chapter, the researcher presents the findings of the data collected from the respondents and the participants, and the interpretation of the findings. This chapter presents an analysis of both quantitative and qualitative data in two phases of the study in harmony with the four research sub-questions (cf. Par. 1.4.1.2).

The presentation of data in this chapter is subdivided into three major parts. The first division of the analysis starts with the presentation and analysis of data of the respondents gathered during first phase (quantitative) of the study. This part presents and analyses the demographic data of the respondents by using percentages and frequency distribution. In connection with this, current core leadership-practices; the relationship between leadership practices and student pass rate; challenges experienced by principals; and strategies forwarded by teachers and departments were analysed by using descriptive statistics, for example, frequency, mean and standard deviation. In addition to this, inferential statistics, such as independent t-test and Pearson product-moment correlation analysis, is employed.

The second part or Phase Two deals with the qualitative results acquired from the research participants, viz., principals, vice-principals, and supervisors through semi-structured interviews. That was followed by properly transcribing of the recorded verbatim and then coding them and identifying themes based on basic research questions on section 1.4.1.2 of Chapter One.

The third part mixes or integrates both quantitative data and qualitative data collected during Phases One and Two in detail for triangulation



## 5.2. Demographic Data of Teachers and Head of Departments

In the following Table 5.1 gives cross tabulation of variables using percentage and frequency distribution of teachers and Heads of Department(here after respondents) in WAZ secondary schools.

**Table 5.1: Percentage and Frequency Distribution of Respondents by Sex, Job title and Age**

No.	Variable	Categories	Respondents				Total N= 340	
			Teacher (N=225)		Head Departments(Ho Ds) (N= 115)		f	%
			Frequency (f)	Percent (%)	F	%		
1.	Sex	Female	53	23.60	24	20.87	77	22.6
		Male	172	76.40	91	79.13	263	77.4
		Total	225	100	115	100	340	100
2.	Job Titles	Teacher	225	100	-	-	340	100
		Head Department s	-	-	115	100		
		Total	225	66.17% of 340	115	33.83% of 340		
2.	Age (in years)	20-25	13	5.78	0	0	13	3.8
		26-35	84	37.33	33	28.70	117	34.4
		36-45	101	44.89	65	56.52	166	48.8
		46-55	27	12.0	17	14.78	44	12.9
		≥ 56	0	0	0	0	0	0
		Total	225	100	115	100	340	100

*Source: Field Survey: 2020*

The first part particularly analysed demographic characteristics of the respondents in terms of sex, job title, and age. Following this, the demographic characteristics specific to teachers and HoDs reminiscent of Academic Qualification, Year of service, and field of specialization in secondary schools were analysed. To start with Table 5.1 depicts that the sex of teachers and HoDs. Out of 225 teachers, 53 (23.6%) are females while 172 (76.4%) are males. Amongst 115 HoDs, 24

(20.87%) and 91 (79.13%) are females and males respectively. Overall, the female constitutes 77(22.6%) and males 263 (77.4%). Thus, the majority of the respondents is male- dominated. This may be attributed to socio-economic and cultural variation though there is government effort to close the gap. This agrees with the findings of Bekana (2020, p.313) that, though all the exertions exist, Ethiopian women are still confronted by the prevalence of gender inequalities. Bekana (2020) added that the involvement of women on qualified jobs and similar fields of specialization is still in the lowest possible level in Ethiopia. This may be due to women have been deprived of equivalent admittance to education, training, and paid employment chances (Bekana, 2020, p.315).

As to job titles distribution in the same table, 225 (66.17%) are teachers and 115 (33.83) are HoDs out of 340 total respondents. As the number of the respondents are not far from each other statistically, equal variances can be assumed for comparing mean differences. Regarding Age in Table 5.1, 130 (38.24%) of the respondents are in 20-35 years age range. On the other hand, 210 (61.70%) of the respondents are in 36-55 years old range while there are no respondents in the old age (i.e., above 56). Hence, this shows that majority of the respondents is below 45 years old and they are mature and vigorous enough to execute various duties and functions in secondary schools that could enhance quality education.

Table 5.2 deals with the percentage and frequency allotment of the respondents in terms of academic qualification, years of service and field of specialization. Table 5.2 depicts that 7(3.1%) of teachers and no HoDs hold college diploma, whereas 157 (69.8%) of the teachers and 88 (76.5%) of HoDs are with undergraduate or Bachelor degree. On the other hand, 60 (26.7%) of teachers and 27(23.5%) of HoDs are with Master's degree. This portrays that the majority of the respondents, at 245 (72.1%), holds a Bachelor degree, and 87 (25.6%) holds a Master's degree. This seems in harmony with the current Education Roadmap Team's recommendation. According to MoE (2018, p.43), any teacher should complete Grade 12 and stay three years diploma for pre-primary (0-Upper Kindergarten) and elementary Grades 1 to 4; senior elementary Grades 5 to 8 and general secondary Grades 9 to10 teachers holds first degree while Grades 11 and 12 or preparatory schools must be taught with Master's degree in their subject area. Thus, although the majority of secondary school teachers fit the standard, there is a number of the respondents with second-degree holders who need improvement.

**Table 5.2: Percentage and Frequency Distribution of Respondents by Academic Qualification, Year of Service and Field of Specialization**

No	Variable	Categories	Respondents				Total N=340	
			Teacher (N=225)		Head Departments(Ho Ds) (N= 115)			
			F	%	f	%	f	%
1.	Academic Qualification	College Diploma	7	3.1	0	0	7	2.1
		Bachelor Degree	157	69.8	88	76.5	245	72.1
		Master's Degree	60	26.7	27	23.5	87	25.6
		Others	1	0.4	0	0	1	0.3
		Total	225	100	115	100	340	100
2.	Year of Service (in years)	5 and below	13	5.8	4	3.5	17	5.0
		6-10	79	35.1	44	38.3	123	36.2
		11-15	81	36.0	41	35.6	122	35.9
		16-20	37	16.4	22	19.1	59	17.4
		≥21	15	6.7	4	3.5	19	5.6
		Total	225	100	115	100	340	100
3.	Field of Specialization	Academic Subjects	204	90.7	97	84.3	301	88.5
		EdPM+PGDSL	12	5.3	18	15.7	30	8.8
		TVET	7	3.1	0	0	7	2.1
		Others	2	0.9	0	0	2	0.6
		Total	225	100	115	100	340	100

Source: Field Survey: 2020

As indicated in table 5.2 item 2 deals with the year of service of the respondents. For the sake of plain understanding, service year  $\leq 10$  year is perceived as new; 11-20 years are considered experienced;  $\geq 21$  years are very experienced teachers and HoDs. Consequently, 92 (40.9%) of teachers and 48 (41.8%) of HoDs are less than 10 years of service. On the other hand, 118 (52.4%) of teachers and 63 (54.7%) of HoDs are 11-20 years of experience. Finally, 15(6.7%) of teachers and 4 (3.5%) of HoDs are  $\geq 21$  years of service. It can be implied that the majority of the respondents are experienced while fair number of them are categorized as novice professionals in the subject areas. They can have fair view on the practices of school leaders and its relation to students' pass rate in secondary schools of WAZ, Ethiopia.

Regarding the field of specialization, 204 (90.7%) teachers and 97 (84.3%) HoDs are with their respective academic subject area of teaching, while 12(5.3%) and 18 (15.7%) teachers and HoDs respectively specialized in Educational Planning and Management (EdPM) in addition to PGDSL in their field of specialization. The remaining 7 (3.1%) teachers and none of HoDs are a graduate of Technical Vocational Educational Training (TVET). The rest (2) (0.9%) of teachers only are categorized under other fields such as ICT and Engineering etc. This implies that significant majority of the teachers and HoDs are a graduate in their prospective academic subjects.

In improving education quality in secondary school, academic qualification, year of service and field of specialization of teachers and HoDs have significant impact. However, although the majority of the staff members (at 72.1%) holds first degree and fit the standards, the number of second degree (Master's degree) is very low. Still, the majority of teachers and HoDs are experienced, while few numbers of them are novice professionals. A significant majority of teachers and HoDs comprises graduates in their respective academic subjects.

### **5.3. Discussion of the Quantitative Data Attained from Questionnaires**

The data obtained through questionnaires from teachers and HoDs are analysed based on the sub-research questions discussed in first chapter. There are four fundamental research questions formulated, namely: What are the current leadership practices of school principals in WAZ? Is there a relationship between principals' leadership practices and student pass rate in secondary schools of WAZ? What are the leadership challenges experienced by the principals in supporting student pass rate in secondary schools of WAZ? What are the strategies adopted by the school principal to maintain/improve learner throughput rate in secondary schools of WAZ? Based on these four basic questions discussion and analysis of the data are made in the following sections.

#### **5.3.1. Current School Leadership Practices**

The aim of this thesis is to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of WAZ, Oromia Region of Ethiopia. In the process of studying current secondary school leadership practices, a questionnaire was preferred for teachers and HoDs based on the notion that

it would enable to secure reliable information from large respondents. Leadership practices refers to core practices of school principals in terms setting directions, developing people, developing the school and managing the teaching-learning program (refer Chapter One 1.8, part 2.7.1, 2.7.2, 2.7.3, & 2.7.4 of Chapter 2).

The practices of principals and academic vice-principals (here after school leaders) success in increasing students' academic achievement in terms of their pass rate mainly depends on whether they achieve or implement those core leadership-practices. Since school leaders are expected to perform or implement those core practices mentioned above, the researcher raised one of the basic question "what are the current leadership practices of principals in WAZ?" The analysis of the data below is thus undertaken with this basic research Question 1 in mind.

To verify the actual practices of principals in sampled secondary schools of WAZ, the teachers and HoDs were requested to rate their views on those core leadership-practices. The five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) were used. Thus, for the intention of meaningful analysis, based on the average value (3.00) of the rating scale, mean values were interpreted as: mean  $\geq 4.00$ = presence of strong practice, 3.00- 3.99= moderate practice, and 1.00- 2.99 indicates poor or weak practices. In the following part, the leadership practices of school leaders in terms of setting direction are discussed as follows.

#### *5.3.1.1. Leadership Practices of School Leaders in Setting Directions*

Among the leadership practices, setting directions which is synonyms with setting goals, framing goals and creating shared vision is one of the key leadership functions (Sun & Leithwood, 2015, p.500). School leaders encourage the academic staff to implement the school main tasks. For that reason, it is very critical that school leaders focus on setting directions in terms of producing mutual vision, establishing common goals, creating high performance expectations, and communicating the vision and goals. Towards this end, five items in relation to school principals' leadership practices in setting directions were administered to two groups of respondents, and the results of their ratings are analysed using mean and independent t-test.

As depicted in Table 5.3, there was the presence of significant difference manifested between teachers and HoDs on items 1 and 2- principals build if understanding of the specific implication of school's vision (Mean=3.33) and establishing measurable goals aligned to the vision and mission (M=3.12) was found to be moderate practice. The result of an independent t-test  $t(338)= 2.374$ ,  $p= 0.018^*$  and  $t(338)= 2.345$ ,  $p=0.020$  for two groups of respondents signify that there was the presence of statistically significant perception variation manifested between teachers and HoDs. The Levene's Test for Equality of Variance shows that the difference may be due to high rating of teachers as compared to HoDs. This might be due to lack of information among teachers in relation to setting direction as they may have limited exposure to principal practices.

On the other hand, item 3, 4 and 5 of Table 5.3 shows- principals in providing helpful aid to teachers in setting short term goals with average mean value ( $m=2.86$ ), demonstrating high expectation for teachers ( $M=2.63$ ), making sure that school goals are broadly known ( $M=2.67$ ), teachers and HoDs rated principals' performance as weak practice. The independent t-test value of item 3, 4, and 5 ( $t(338)=-1.245$ ,  $p=0.214$ ;  $t(338)=0.543$ ,  $p=0.588$  and  $t(338)=0.797$ ,  $p=0.426$ ) respectively portrays the absence of significant perception differences between teachers and HoDs on principals' practices.

**Table 5.3:Independent t-test on Practices of School Leaders in Setting Directions**

No .	Practices of the School Principal	Position of Respondents	N	Mean	Std. Deviation	Grand Mean	t-test	Sig. (2-tailed)
1.	build understanding of the specific implications of the school's vision	Teachers	225	3.33	.72580	3.22	<b>2.374*</b>	.018
		HoDs	115	3.12	.87005			
2.	establish measurable goals aligned to the vision and mission	Teachers	225	3.20	.86603	3.08	<b>2.345*</b>	.020
		HoDs	115	2.97	.88784			
3.	provides helpful aid to teachers in setting short term goals	Teachers	225	2.79	.98597	2.86	-1.245	.214
		HoDs	115	2.93	1.04899			
4.	demonstrates high expectations for teachers, students and themselves	Teachers	225	2.67	.89642	2.63	.543	.588
		HoDs	115	2.60	.99733			
5.		Teachers	225	2.72	.92909			

making sure that school goals are broadly known, understood, and visible in the daily life of the school	HoDs	115	2.63	.93968	2.67	.797	.426
Over all mean for setting directions					<b>2.89</b>		

Note: At 0.05 significance level (2-tailed) df= 338, t-critical 1.960, rate of leadership practices mean value: Mean= 1.00-2.99 = Poor or weak practice, 3.00-3.99= Moderate practice, and 4.00-5.00 = Strong practice.

To sum up, setting directions as one major core practices to evaluate the level of current practices of school principal in secondary schools of WAZ, Oromia five interrelated items to teachers and HoDs. The overall mean value (M=2.89) is almost less than the average value. Thus, it can be said that the level of setting direction by the school principal is rated as weak practice by both teachers and HoDs.

### *5.3.1.2. Leadership Practices of School Leaders in Developing People*

Developing people is the second for the school leaders in implementing practice of school leaders. The most powerful way of influencing teaching-learning process is through building relationships among teaching staff and work on professional development of them. Principals and some other situation school bodies play a vital role in preparing professional improvement practices (Schleicher, 2020, p.19). In addition to arranging working condition, school leaders are expected to implement planning for future teachers' development. Based on this notion, seven items designed to measure the extent to which principals build relationships and develop people are administered to teachers and HoDs to notice the perception difference between the respondents.

Hence, items 2 and 3 in Table 5.4 revealed that principals in developing an environment of consideration and trust (Grand Mean=2.59), being committed to establish a good culture (Grand Mean=2.50) were rated as slightly weak practice. However, t-test value  $t(338) = 2.123^*$ ,  $p = 0.034$  and  $t(338) = 2.701^*$ ,  $p = .007$  indicates there is the existence of significant perception variation between teachers and HoDs. That means, there could be a significant difference by the mean of two groups, which in reality was not the result of sample error. The Levene's Test for Equality of Variance shows that the source of variation is teachers' rate principals in developing an

environment of consideration and trust and being committed to establish a good campus culture rated higher by teachers than HoDs.

The rest of items in Table 5.4, principals recognizing the accomplishment of individual teacher (M=3.00), encouraging teachers to attend the activities of the teaching and resource group (M=2.64), visibly modelling values and practices that contributes to a positive learning climate (M=2.57), being concerned about teachers existence (M=2.52), and broadening teachers knowledge and skills (M=2.34) were perceived as weak practice except item 1 that falls in moderate practice. In addition, the independent t-test result shows that there is no significant mean difference between two groups. For this reason, teachers and HoDs unanimously perceived that the principal core leadership-practice of developing people was not practised properly or was a weak practice (with an overall mean of 2.59).

**Table 5.4:Independent t-test on Practices of School Leaders in Developing People**

N o.	Practices of the School Principal	Position of Respondents	N	Mean	Std. Deviation	Grand Mean	t-test	Sig. (2-tailed)
1.	recognizes the accomplishments of individual teacher	Teachers	225	3.04	.87003	3.00	1.132	.259
		HoDs	115	2.96	.89562			
2.	developing an environment of consideration and trust	Teachers	225	2.71	1.00938	2.59	<b>2.123*</b>	.034
		HoDs	115	2.47	.95808			
3.	committed to establish a good campus culture	Teachers	225	2.66	1.03650	2.50	<b>2.701*</b>	.007
		HoDs	115	2.34	.92758			
4.	encourage teachers to attend the activities of the teaching and resource group	Teachers	225	2.67	1.00370	2.64	.390	.697
		HoDs	115	2.62	1.01273			
5.	visibly models values and practices that contribute to a positive learning climate	Teachers	225	2.68	.97961	2.57	1.919	.056
		HoDs	115	2.46	1.02843			
6.	concerned about teachers existence such as work stress, living condition.	Teachers	225	2.56	.95271	2.52	.798	.425
		HoDs	115	2.48	.92098			
7.		Teachers	225	2.39	1.03372			



	broadens teachers' knowledge and skills by inviting education experts	HoDs	115	2.29	.89809	2.34	.802	.423
	Over all mean for Developing People					2.59		

Note: At 0.05 significance level (2-tailed) df= 338, t-critical 1.960, rate of leadership practices mean value: Mean= 1.00-2.99 = Poor or weak practice, 3.00-3.99= Moderate practice, and 4.00-5.00 = Strong practice.

### 5.3.1.3. Leadership Practices of School Leaders in Developing the School

The third core leadership-practice was on whether or not secondary school principal develop schools to help desired practices. In relation to this, the school structure, policies, daily activities and working steps are part of school's infrastructure, the main starting place for staff members working circumstances (Leithwood, 2012, p.21). If those infrastructures are disorganized and not suitable or desirable for the staff, that will erode their motivation. School leaders are then responsible in implementing this core practice in order that academic and administrative staff could contribute to the best of their expertise. Based on this, survey questionnaire consisting of eight items were administered to teachers and HoDs to witness their perception or views on the implementation of the practices in their schools. The response of the respondents is organized and analysed in Table 5.5.

Table 5.5 portrays those practices 1 and 2, which are principals reasonably arranges human resources in the school and ensures that the physical facility is maintained in a safe, healthy and attractive condition with Grand Mean (M=2.77) and 2.61 respectively were rated by the respondents as nearly weak practice.

**Table 5.5:Independent t-test on Practices of School Leaders in Developing the School**

N o.	Practices of the School Principal	Position of Respondents	N	Mean	Std. Deviation	Grand Mean	t-test	Sig. (2-tailed)
1.	reasonably arranges human resources in the school.	Teachers	225	2.94	.90200	2.77	3.354*	.001
		HoDs	115	2.60	.86653			
2.	ensures that the physical facility is maintained in a safe, healthy and attractive condition.	Teachers	225	2.74	.92468	2.61	2.495*	.013
		HoDs	115	2.48	.87206			
3.	is successful in building community support for	Teachers	225	2.58	.97870	2.50	1.331	.184
		HoDs	115	2.43	1.02709			

	school improvement efforts.							
4.	distributes resources aligned with the school's improvement priorities.	Teachers	225	2.58	.96531	2.58	-.003	.997
		HoDs	115	2.58	.99104			
5.	provides adequate time for professional skill development.	Teachers	225	2.44	1.04724	2.48	-.602	.547
		HoDs	115	2.52	1.07073			
6.	strengths school security for smooth of teaching	Teachers	225	2.55	1.07666	2.50	.746	.456
		HoDs	115	2.46	1.01123			
7.	establishes a structure of teams on problem solving.	Teachers	225	2.61	1.01138	2.51	1.715	.087
		HoDs	115	2.41	1.03435			
8.	modifies organizational structures and building collaborative processes.	Teachers	225	2.37	1.04131	2.40	-.482	.630
		HoDs	115	2.43	1.00987			
Over all mean for Developing the Organization						2.54		

Note: At 0.05 significance level (2-tailed)  $df= 338$ ,  $t$ -critical 1.960, rate of leadership practices mean value: Mean= 1.00-2.99 = Poor or weak practice, 3.00-3.99= Moderate practice, and 4.00-5.00 = Strong practice. However, the  $t$ -test results of the two items  $t(338) = 3.354^*$ ,  $p=.001$  and  $t(338)= 2.495^*$ ,  $p= .013$  designates there is presence of significant perception difference between teachers and HoDs. The Levene's Test for Equality of Variance shows that the source of variation is that teachers rated the practice higher than HoDs. But the Grand Mean value indicated that principals are almost not practising or implementing the core leadership-practices.

On the other hand, items 3-8 school leaders in building community support ( $M=2.50$ ), distributing resources with priorities ( $M=2.58$ ), in providing adequate time for professional development ( $M= 2.48$ ), in strengthening school security ( $M=2.50$ ), in establishing team structure ( $M= 2.51$ ), and in modifying organizational structure ( $M=2.40$ ) were found to be all weak practice. In the same vein, the independent  $t$ -test results for six items disclose the agreement of perception between teachers and HoDs. Therefore, it is possible to deduce that the principals in relation to developing organization (in this case, the school) to support yearning practice is falling below expectation (over all mean for developing organization =2.54).

#### *5.3.1.4. Leadership Practices of School Leaders in teaching-learning program Management*

The fourth practices of successful school is managing teaching-learning program. The main goal of this practice is mainly to create fruitful operational conditions for teachers in school and has

direct link with instructional leadership model (Day & Sammons, 2016, p.11). To check the implementation of managing teaching-learning program in school ten items which are comprising staffing the school, granting teaching-learning support, supervising school duties, and safeguarding workers from interruptions to their work were administered to teachers and HoDs to rate their perception the implementation of each practices.

Table 5.6 illustrates the independent t-test results of school leaders' practices in managing the teaching-learning program as rated by respondents. As depicted in Table 5.6, item 10, principals in providing a timely feedback to teachers after visiting classes with Grand Mean of (M= 2.14) were rated by two groups of respondents as poor or weak practice. Nevertheless, the independent t-test ending result of the item  $t(338) = 2.844^*$ ,  $p = .005$  shows there is an existence of significant perception difference between teachers and HoDs. The Levene's Test of Equality of Variance signifies that the source of difference is teachers rated more than HoDs. But the Grand Mean (M= 2.14) shown that principals in secondary schools are not providing timely feedback to teachers after visiting the classes.

On the other hand, item 1- principals in helping clarifying the reason for the school's improvement initiatives with Grand Mean (M=3.04) were fall under moderate practice. Similarly, the t-test value for the item  $t(338) = -.783$ ,  $p = .435$  indicates that there is no significant perception difference between teachers and HoDs. It can be concluded that the two groups confirmed that principals moderately clarifying the reason for the school's improvement initiatives.

**Table 5.6: Independent t-test on Practices of School Leaders in Managing the Teaching-Learning Program**

No.	Practices or the School principal the School Principal	Position of Respondents	N	Mean	Std. Deviation	Grand Mean	t-test	Sig. (2-tailed)
1.	helps clarify the reason for the school's improvement initiatives	Teachers	225	3.01	.70382	3.04	-.783	.435
		HoDs	115	3.07	.76259			
2.	recruits qualified , interested and competent teachers	Teachers	225	2.81	.88522	2.80	.267	.789
		HoDs	115	2.79	.82180			
3.	provide advice to teachers about how to solve classroom problems	Teachers	225	2.77	.97156	2.75	.399	.691
		HoDs	115	2.73	.87180			
4.		Teachers	225	2.48	1.00489			

	encourages the staff to consider new ideas for their teaching	HoDs	115	2.45	.84025	2.46	.296	.768
5.	minimizes daily disruptions to classroom instructional time	Teachers	225	2.51	1.00489	2.50	.175	.861
		HoDs	115	2.49	.95856			
6.	give priority to identified most needy students for additional support	Teachers	225	2.61	.96214	2.59	.363	.717
		HoDs	115	2.57	.91824			
7.	evaluates teachers work progress based on school goals	Teachers	225	2.59	1.05686	2.48	1.87 1	.062
		HoDs	115	2.37	.98641			
8.	regularly observes classroom activities to improve instruction	Teachers	225	2.54	1.01297	2.42	1.93 6	.054
		HoDs	115	2.31	1.07087			
9.	establishes an evaluation system to ensure the smooth progress of teaching	Teachers	225	2.44	1.11692	2.36	1.20 5	.229
		HoDs	115	2.29	.88827			
10.	provides a timely feedback to the teachers after visiting classes	Teachers	225	2.31	1.08684	2.14	2.84 4*	.005
		HoDs	115	1.98	.87842			
Overall mean of Managing the teaching-learning program						2.55		

Note: At 0.05 significance level (2-tailed)  $df=338$ ,  $t$ -critical 1.960, rate of leadership practices mean value: Mean= 1.00-2.99 = Poor or weak practice, 3.00-3.99= Moderate practice, and 4.00-5.00 = Strong practice.

The remaining items 2-9- principals in recruiting competent teachers with Grand Mean ( $M=2.80$ ), providing advice to teachers ( $M=2.75$ ), encouraging staff to think new ideas ( $M=2.46$ ), minimizing daily disruptions to teaching-learning time ( $M=2.50$ ), giving priority for needy students ( $M=2.59$ ), evaluating teachers progress based on school goals ( $M=2.48$ ), regularly observing classroom activities ( $M=2.42$ ), and establishing an evaluation system to ensure smooth progress ( $M=2.36$ ) were all categorized under weak practice. Correspondingly, the independent  $t$ -test results of items 2-9,  $t(338)=.267$ ,  $p=.789$ ;  $t(338)=0.399$ ,  $p=.691$ ;  $t(338)=0.296$ ,  $p=0.768$ ;  $t(338)=0.175$ ,  $p=0.861$ ;  $t(338)=0.363$ ,  $p=0.717$ ;  $t(338)=1.871$ ,  $p=0.062$ ;  $t(338)=1.936$ ,  $p=0.054$ ;  $t(338)=1.205$ ,  $p=0.229$  respectively divulges there is no significant perception differences between teachers and HoDs on the practices rated. From these findings, it is possible to say that two groups of respondents agreed that principals are poorly practicing the core leadership-practices in managing teaching-learning program in secondary schools of WAZ (with overall mean 2.55).

In conclusion, in addition the current school leadership practices in secondary schools of WAZ was found to be weak practice. This was manifested by the school leaders' practices in terms of setting directions (overall mean= 2.89), developing people (Overall mean=2.59), Developing the schools (Overall mean = 2.54) and managing teaching-learning program (Overall mean= 2.55). In all the dimensions measured, the actual results showed that the school principals' practices are weak. This was confirmed by the two groups of respondents (teachers and HoDs).

### 5.3.2. Association between Principals' Leadership Practices and Students' Pass Rate

After the overall perceiving the overall leadership practices in secondary schools of WAZ, identifying its relationship with Students pass rate is crucial. Initially, the second basic research question dealt with finding out if there is an association between principals' leadership practices and student pass rate in secondary schools of WAZ. In order to investigate the association between principals' leadership practices and student pass rate Pearson Product-moment Correlation analysis was run on SPSS Version 25. Principals' Leadership practices were measured as per stipulations in section 5.3.1 above in terms of Setting Direction (SD), Developing People (DP), Developing School (DS), and Managing Teaching-Learning program (MTL). After Student Pass Rate was measured in percentile from Grade 10 and Grade 12, the mean score of leadership practices combined for correlation. A total of (N=8) secondary schools of Grade 10 and a total of (N=5) preparatory schools or Grade 12 were included as analysed in Tables 5.7 and 5.8 respectively. See the annexure for the detail students pass rate in each secondary school as collected from secondary schools and WAZ Education office from the Document Analysis before computing.

**Table 5.7 Pearson Correlation Analysis between Grade 10 Students' Pass rate and Leadership practices**

		Correlations				
		PR10	SD	DP	DS	MTL
PR10	Pearson Correlation	1	.718*	-.003	.445	.185
	Sig. (2-tailed)		.045	.994	.269	.662
	N	8	8	8	8	8
SD	Pearson Correlation	.718*	1	.551	.488	.144
	Sig. (2-tailed)	.045		.157	.220	.734
	N	8	8	8	8	8
DP	Pearson Correlation	-.003	.551	1	.458	-.240

	Sig. (2-tailed)	.994	.157		.254	.567
	N	8	8	8	8	8
DO	Pearson Correlation	.445	.488	.458	1	-.167
	Sig. (2-tailed)	.269	.220	.254		.693
	N	8	8	8	8	8
MTL	Pearson Correlation	.185	.144	-.240	-.167	1
	Sig. (2-tailed)	.662	.734	.567	.693	
	N	8	8	8	8	8
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Researcher's Computation using SPSS Version 25.

As shown on Table 5.7, a Pearson's Product Moment Correlation was run to determine the association between principals' leadership practices in setting direction (SD) and students' pass rate (PR) of Grade 10. There was strong positive and significant association between SD and Grade 10 students' PR [ $r=.718$ ,  $N=8$ ,  $p=0.045$ ]. This means when the principals' leadership practice on setting direction is with higher mean, the pass rate of students also increases. On the other hand, in the same table indicated there is no significant association between principals' leadership practices in developing people (DP) [ $r=-.003$ ,  $N=8$ ,  $p=.994$ ]; developing School (DS) [ $r=.445$ ,  $N=8$ ,  $p=.269$ ]; managing teaching-learning program (MTL) [ $r=.185$ ,  $N=8$ ,  $p=.662$ ] and Grade 10 PR. This shows that there was inconclusive evidence on the significant of the association between the variables. In general, there was a strong, positive association between principals' leadership practice in SD and Grade 10 students' pass rate. Principals who are higher mean in setting direction in their schools were correlated with increases in Grade 10 pass rate.

**Table 5.8 Pearson Correlation Analysis between Leadership practices and Grade 12 Students' Pass rate**

Correlations		PR12	SD	DP	DS	MTL
PR12	Pearson Correlation	1	.948*	.731	.957*	.826
	Sig. (2-tailed)		.014	.161	.011	.085
	N	5	5	5	5	5
SD	Pearson Correlation	.948*	1	.801	.955*	.879*
	Sig. (2-tailed)	.014		.104	.011	.049

	N	5	5	5	5	5
DP	Pearson Correlation	.731	.801	1	.616	.689
	Sig. (2-tailed)	.161	.104		.268	.198
	N	5	5	5	5	5
DS	Pearson Correlation	.957*	.955*	.616	1	.793
	Sig. (2-tailed)	.011	.011	.268		.110
	N	5	5	5	5	5
MTL	Pearson Correlation	.826	.879*	.689	.793	1
	Sig. (2-tailed)	.085	.049	.198	.110	
	N	5	5	5	5	5
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Researcher's Computation using SPSS Version 25

In Table 5.8, a Pearson product-moment correlation coefficient was calculated to explore the association between principals' leadership practice in SD and Grade 12 students' pass rate. There was a positive and significant relationship between the two variables [  $r = .948^*$ ,  $N = 5$ ,  $p = .014$ ]. Overall, there was a very strong, positive correlation between principals' leadership practice in SD and Grade 12 pass rate. Principals' performance with higher mean in their practice of SD were correlated with increase in Grade 12 pass rate. Actually, the overall pass rate of Grade 12 is 30% as WAZ education office shows.

Similarly, in Table 5.8, a Pearson product-moment correlation coefficient was computed to assess the link between leadership practices in DS and Grade 12 pass rate. There was a positive, very strong and significant correlation between the two variables, [ $r = .957^*$ ,  $N = 5$ ,  $p = .011$ ]. In general, there was strong, positive correlation between principals' leadership practice in DS and Grade 12 pass rate. Thus, principals' mean value decrease in DS were correlated with decrease in Grade 12 pass rate. As the overall, pass rate of Grade 12 was 30% which is low, principals were also showing weak practice in DS.

Nevertheless, Table 5.8 also depicted that there is no significant relationship between principals' leadership practices in DP, [ $r = .731$ ,  $N = 5$ ,  $p = .161$ ]; MTL [ $r = .826$ ,  $N = 5$ ,  $p = .085$ ] and Grade 12 students' pass rate. This shows that there was unconvincing evidence on the significance of the relationship between the variables.

To sum up, this means the study is consistent with the alternative hypothesis in Chapter One. There is a strong, positive association between principals' leadership practice in SD and Grade 10 students' pass rate. Similarly, there is a relationship between principals' leadership practice in SD and DS and Grade 12 pass rate, i.e., the null hypothesis is rejected. However, there is no association between principals' leadership practices in DP; MTL and Grade 12 pass rate. The association between principals' leadership practices in DP and MTL and student pass rate is not consistent with the hypothesis and the null hypothesis is accepted. Therefore, the conclusion is that there is no significant relationship between principals' leadership practices in DP and MTL and student pass rate in secondary schools of WAZ. Thus, SD and DS are positively correlated with secondary school pass rate, while DP and MTL are inconclusive about the relationships.

### 5.3.3. Leadership Challenges Experienced by Principals

School leaders, including principals, play a dominant responsibility in supporting or convalencing students' pass rate in secondary schools. Nevertheless, while implementing the practices of leadership in improving students' pass rate, the school leader's success may have been hampered by various impediments. To know what challenges are mostly affecting the school leaders in secondary schools, ten challenges which are frequently observed in developing countries like Ethiopia were forwarded to teachers and HoDs to rate the extent to which these challenges are affecting. The 5 point Likert scale ranging from SD (1) to SA (5) were offered to respondents to rate their degree of conformity on the challenges. For the sake of understanding the concept 'mean score,' 1.00- 2.99 is perceived as weak challenges, mean score of 3.00-3.99 as medium challenges and mean score 4.00- 5.00 is strong challenges.

Table 5.9 illustrates that challenge 2- lack of financial and material resources and school facilities with Grand Mean (M= 3.80) were rated by teachers and HoDs as medium challenges, which is almost near to strong challenge. However, the independent t-test result of the item  $t(338)= 2.474^*$ ,  $p=.014$  implied that there is the presence of significant perception difference between teachers and HoDs. The Levene's Test of Equality of Variance shows that the source of mean difference is teachers rated 'lack of resources and facilities' higher than their corresponding HoDs. This



indicates short of financial resources and school facilities are one of the challenges school leaders face during efforts to achieve their role.

**Table 5.9: Independent t-test on Challenges Experienced by Principals**

No.	Challenges	Position of Respondents	N	Mean	Std. Deviation	Grand Mean	t-test	Sig. (2-tailed)
1.	Lack of training on school leadership and management	Teachers	225	3.38	.92428	3.31	1.376	.170
		HoDs	115	3.24	.87451			
2.	Lack of resource (financial and material) and facilities	Teachers	225	3.94	.99857	3.80	2.474	.014
		HoDs	115	3.66	1.02501			
3.	The workload of School leaders	Teachers	225	3.53	.95898	3.47	.927	.354
		HoDs	115	3.42	1.10072			
4.	Personal quality of the school leaders	Teachers	225	3.49	1.06117	3.52	-.540	.590
		HoDs	115	3.55	.93838			
5.	Lack of clear vision and mission	Teachers	225	3.76	1.02640	3.69	1.158	.248
		HoDs	115	3.62	1.16575			
6.	Lack of qualified teachers	Teachers	225	3.30	.93887	3.24	1.015	.311
		HoDs	115	3.19	.98137			
7.	Teachers turnover	Teachers	225	3.29	.69642	3.26	.634	.526
		HoDs	115	3.23	.98525			
8.	Students' related problems	Teachers	225	4.48	.96876	4.56	-	.147
		HoDs	115	4.64	.83971		1.454	
9.	Family socio-economic status and control	Teachers	225	4.24	.99337	4.29	-	.311
		HoDs	115	4.35	1.01904		1.014	
10.	Lack of interest of teachers toward teaching profession	Teachers	225	4.32	.95352	4.28	.676	.500
		HoDs	115	4.25	1.05833			
Overall Mean of Challenges Experienced by Principals						3.74		

Key: Mean Value 4.00- 5.00 = Strong Challenge, 3.00-3.99= Moderate Challenge, and 1.00-2.99 = Weak Challenge at P-value <0.05, tcr= 1.960, df= 338.

On the other hand, the challenges principals experienced during an endeavour of improving students' pass rate, challenge 8- student-related problem (lack of interest) with Grand Mean (M= 4.56), challenge 9- family socio-economic status and control (M=4.29) and challenge 10- lack of teacher's interest toward teaching profession (M=4.28) were all strong challenges respectively in that order. Accordingly, the independent t-test value for challenge 8,  $t(338) = -1.454$ ,  $p = .147$ ;

challenge 9  $t(338)=-1.014, p=.311$  and challenge 10,  $t(338)=.676, p=.500$  respectively demonstrates that there is the absence of significant perception differences between teachers and HoDs on the challenges. It can be concluded that teachers and HoDs unquestionably agreed that students-related problems, family socio-economic status and control, and lack of teacher interest are strong challenges mostly hampering school leaders, respectively, in secondary schools of WAZ.

On the same table, lack of training on school leadership and management with Grand Mean of (M= 3.31), work load of school leaders (M=3.47), personal quality of school leaders (M=3.52), Lack of clear vision and mission (M=3.69), lack of qualified teachers (M=3.24), and teachers turnover (M= 2.26) were all rated as a moderate challenges. In similar manner, the independent t-test results as shown on Table 5.7 portrays there is no significant perception difference between two groups. It is possible then to say that lack of training on school leadership, the workload of principals, personal quality of the leaders, the absence of clear vision and mission, lack of qualified teachers and teacher's turnover are moderately affecting the principal effort of boosting the students' pass rate.

In summary, it seems that the challenges related to students' interest, a family's socioeconomic status and control; and lack of teacher-interest strongly hinder school leaders' role as compared to leadership-related encounters.

#### 5.3.4. Strategies Adapted by School Principals to Improve Learner Throughput Rate

In order to alleviate challenges principals face in the process of improving the students' pass rate, some strategies to be used by the principals were needed. To achieve this objective, an open-ended questionnaire was administered to teachers and HoDs to identify some of the strategies principals should use. The frequencies and percentages of the respondents were arranged and categorized in Table 5.10. Consequently, the strategies raised were categorized under the following leading themes for clear understanding.

In Table 5.10, the grand total frequency of teachers and HoDs with 72(21.1%) depicts that the government in different level should allocate resources or funding secondary schools and fulfil school facilities such as textbook, laboratory equipment, internet facilities, water problem and the

like in order to improve school working condition. On the other hand, 65(19.1%) of the respondents listed that the government body in different sectors needs to create job opportunities for the newly graduates. The main reason for this is that most students in secondary schools lack interest in following their classes attentively.

**Table 5.10 Frequency and Percent Distribution of Responses on Strategies to be Used by School Leaders**

No	Strategies	Respondents					
		Teachers (N= 225*)		HoDs(N= 115*)		Total (N=340)	
		Frequency	%	Frequency	%	Frequency	%
1.	Allocating Resource and facilities	50	22.3	22	19.1	72	21.1
2.	Community Participation	45	20	15	13.0	60	17.6
3.	Teachers' training development	30	13.3	23	20	53	15.6
4.	Leadership training and Development	20	8.9	18	15.7	38	11.2
5.	Trust building	10	4.4	12	10.4	22	6.5
6.	Working on School Autonomy	22	9.8	8	6.9	30	8.8
7.	Government creation of Job opportunity	48	21.3	17	14.8	65	19.1
	Total	225	99.9	115	99.9	340	99.9

N.B \* Respondents who list similar strategies were tallied and counted whereas respondents overlapping on the same strategies 1-7 above were eliminated to be in harmony with sample sizes originally planned.

Table 5.10 also portrays that 60 (17.6%) of the respondents mentioned participating community in school activities as the third strategy to alleviate problems. One of the areas suggested on open-ended items is encouraging parents to support their children financially and morally in order that they can centre on instructional process without divided attention. Table 5.10 also revealed that respondents listed teacher training and professional development as the strategy. The school principal in collaboration with the Woreda Education Offices should create the chances for teachers to update and upgrade their profession. In addition to this, 38(11.3%) of the respondents in the same table forwarded that school leaders, including principals, are expected to be a graduate

of educational planning and management. Principals are also expected to also upgrade their profession through training to develop necessary leadership skills, knowledge and ability.

The other strategy on Table 5.10 is with 30 (8.8%) of the respondents is working on school autonomy. Most schools' principals and students were influenced by political affiliation that hinder the instructional process. The respondents suggested that schools should be free from politics. Moreover, 22 (6.5%) of teachers and HoDs towards this end raised the issue of trust building as the last strategy. The school principals are suggested to work on building trust relationship among teachers and school leaders. Thus, one can safely concluded that allocating resources and fulfilling facilities, government creation of job opportunity for graduates, participating communities on some school activities, being committed on teacher preparation and professional development, leadership preparation and development, working on school autonomy and building trust among school community are the major strategies to solve the challenges aforementioned in section 5.3.3. Consequently, to overcome those strong and moderate challenges identified in this study, the findings shows that allocating resources and distributing the school resources fairly, government creation of job opportunity for graduates, the participation of the communities on some school activities, being committed to teacher training and professional development, engaging leadership for training and development, working on school autonomy and building trust among school community were the strategies suggested to improve the identified challenges. Each strategy has been discussed in detail in section 5.3.4

#### **5.4. Phase II: Qualitative Data Presentation and Analysis**

It was discussed on section 4.3.1 the pros and cons of quantitative, qualitative and Mixed Research Approaches. Based on the merits and demerits of the three approaches, this study utilized Mixed Research Approach. This is due to neither quantitative nor qualitative methods sufficiently had the potential to capture the trends and details of the situation of school leader's practices in capacitating teachers in supporting students' pass rate. To supplement the quantitative data collected, the views and stand points of principals, vice-principals, and supervisors through telephonic interview, one-on-one interview and Document Analysis were made. This part of the chapter provides concise presentation and analysis of the qualitative data found in the study. In this second phase, data collected through one-on-one and telephonic interview were analysed by identifying, coding, and categorizing the themes in the data. Data were gathered from school

principals, vice-principals and educational supervisors. Twenty (20) interviewees among which 11 principals, 5 academic vice-principals and 4 supervisors were included in the study and their backgrounds or demographic data are outlined in Table 5.11. In some schools, due to COVID-19 principals and vice-principals were exchanging each other and when one is present the other is absent. That is why the number of vice-principals were only 5 which is 50% reduction from original plan.

The twenty (20) participants were denoted by eleven principals from each school (P1, P2, ...P11); five academic vice-principals (VP1, VP2...VP5); and four supervisors (S1, S2....S4). See the detail on the coding system at section 4.3.6. One-on-one interview and telephonic interview were conducted with the participants in the afternoon time to avoid disruptions.

#### 5.4.1. Demographic Data of Qualitative Participants

**Table 5.11: Percentage and Frequency Distribution of Interview Participants by Sex, Age, Academic Qualification and Year of Service**

No	Variables	Categories	Participants				Total (N=20)	
			Principals & Vice-Principals (N=16)		Supervisors (N= 4)		F	%
			Frequency (F)	Percent (%)	F	%		
1.	Sex	Female	1	6.25	-	-	1	5
		Male	15	93.75	4	100	19	95
		Total	16	100	4	100	20	100
2.	Age (in years)	20-25	-	-	-	-	-	-
		26-35	3	18.75	1	25	4	20
		36-45	10	62.5	3	75	13	65
		46-55	3	18.75	-	-	3	15
		≥ 56	-	-	-	-	-	-
		Total	16	100	4	100	20	100
3.	Academic Qualification	College Diploma	-	-	-	-	-	-
		Bachelor Degree	5	31.25	3	75	8	40
		Master's Degree	11	68.75	1	25	12	60
		Total	16	100	4	100	20	100
4.	Year of Service	≤ 5 years	-	-	-	-	-	-
		6-10 years	3	18.75	1	25	4	20
		11-15 yrs	9	56.25	2	50	11	55
		16-20 yrs	4	25	1	25	5	25

		≥21 years	-	-	-	-	-	-
		Total	16	100	4	100	20	100

Table 5.11 describes the demographic data of interview participants. The percentage and frequency distribution of interview participants in terms of sex, age, academic qualification and year of service were included. In terms of sex, out of 20 participants, 19(95%) are male while the remaining 1 (5%) is female. Female participation in principal position is almost none. As to age, 17(85%) of the participants were  $\leq 45$  years of age. This implies that they are mostly in their productive age in leadership position. The remaining 3 (15%) are in 46-55 years old range. Academic qualification and year of service were other important demographic characteristics of participants. And so, 8 (40%) and 12 (60%) of the study participants were Bachelor and master's degree holders respectively. Year of service wise 15 (75%) of the participants are in the range of 6-15 years of service while only 5(25%) are 16-20 years of service. Due to this fact, it is believed that participants could provide necessary information related with leadership practices and student pass rate as per their contexts. In general, school principals have sufficient leadership experience that can enhance quality education in secondary schools of WAZ.

#### 5.4.2. Development of Themes and Categories

Based on the goals of the study indicated in part 1.4.1.3 of first chapter and basic questions under 1.4.1.2 from the interview data, themes, categories, and subcategories were emerged. Depending on the basic questions in Chapter One, scholastic review in Chapter Two and context of the study and the research framework in Chapter Three helped the researcher to develop themes, categories, and subcategories. To better grasp the meaning, Table 5.12 recapitulates the themes, categories, and subcategories. After themes, categories and subcategories identified, the presentation and analysis of interview data for each basic question follow in the following consecutive sections.

#### 5.4.3. Current Principals' Leadership Practices

The participating principals, vice-principals and educational supervisors were interviewed to reflect and evaluate their level of core leadership-practices in schools based on the first sub-question: what are the current leadership practices of school principals in WAZ? As mentioned in section 2.7.1- 2.7.4 of Chapter Two, the core leadership-practices in secondary schools were

categorized into four sub-themes: ‘setting directions’, ‘developing people’, ‘developing schools’, and ‘managing teaching-learning program’.

**Table 5.12 Outline of Themes, Categories and Subcategories**

<b>Themes</b>	<b>Categories</b>	<b>Subcategories</b>
1. Current Leadership Practices of Principals	Setting Directions	Defining Clear vision & Mission
		Communicating the vision& goals
	Developing People	Providing support & Dem. Consideration
		Constructing trusting r/n ships
	Developing the Schools	Building collaborative culture in Time Table prep., Creating safe and health env't, Allocating resources
		Managing teaching-learning program
	Managing teaching-learning program	Providing instructional support
		Evaluating teachers
		Evaluating student achievement
	2. Relationships b/n principal leadership practices and students pass rate	-Setting direction -Developing People -Developing Schools -Managing teaching-learning
3. Leadership Challenges	Student-related Challenges	Lack of interest and motivation
	Home-environment related Challenges	Family socio-economic background
		Family education status
	Teacher-Related Challenges	Lack of teacher interest
		Teacher quality and professional commitment
	School-leadership related Challenges	Lack of training on leadership
		Lack of qualified leadership
		Lack of leadership capacity
	Lack of resource and Material facilities	Lack of enough Budget and funds
		Internet and Electricity
		Infrastructures
	Other External Factors	Lack of Zonal and Woreda Support
		Challenges from Woreda Education Office
Political Interferences		
4. Strategies to be adopted by School Principals	Government Motivation in playing their roles	Allocating Budgets, Teachers' training, increasing Teachers' salary
	Developing School Leaders' Commitment & Capacities	Advising Students, Encourage and Motivate Teachers
	Enhancing Teaching-Learning	TDP, Motivation and Evaluation Mechanisms

	Mobilizing and Allocating School resources	Influence Woreda and Zonal Educ. offices
	Working on School Autonomy	Woreda challenge, Political interference

5.4.3.1. Current Leadership Practices of Principals in Setting Directions

Every participant, principals (P1-P11), vice-principals (VP1-VP5) and supervisors (S1-S4) discussed the level of Principals' leadership practices in terms of setting directions. This category was further operationalized through the school leader's ability in defining clear vision and communicating those visions to the stakeholders. The hub of the work lies in the ability of school leaders in defining clear vision and mission and communicating those visions. The first question under this category is: How do you evaluate your practice as the school leader in setting directions in relation to defining clear vision to students and teachers?

The result of interview revealed the presence of defining clear vision and mission in respective secondary schools (P1, P2, P4, P7, VP1). However, these activities lack coordinated implementation plan (P2). In strengthening this interviewee, for instance, P3, stated:

*...we set our mission in Afan Oromo. Our school mission is to make our school one of the outstanding schools in Oromia Regional State. We want to make our school the model. To implement we are working with parents, teachers as well as school administrators. But we don't have an implementation plan and we are not sure whether it is effective or not.*

As indicated in interview, it is possible to confirm that school leaders in WAZ are defining the mission and vision. To do that, they are working with significant stakeholders. However, their actual performance seems vague. In this regard, P6 said:

*We are working on setting our vision and mission but there are some emerging problems. The leading one is student discipline. Our students are entering without permission and leaving the compound illegally.*

This shows that though school principals were with their definite clear vision and mission, they are busy with other issues that divert their attention instead of implementing the practice. Similarly, VP1 stated:

*...already we have school vision, mission and goal. We communicate that vision and mission for teachers and students. But our students and teachers didn't*



*understand our mission vision completely. I cannot believe they understand except some teachers.*

It can be inferred though principals are witnessing they are communicating their school vision and mission, there is a gap in understanding those vision and mission by teachers and students. Another important aspect under the practice of setting direction is whether the principals are communicating the vision and mission to stakeholders and community. Secondary school principals were supposed to tell the reason for their existence to the concerned body. However, the attention given to stakeholders in relation to communicating the vision and mission varies from one school to the other. In this regard, the response of the interviewee is worth mentioning

*...we communicate our school vision and goals to the community and stakeholders through posting on bulletin board (P1), announce on the beginning of the year (P4) and during staff meeting (P5, P7, P8). But for community, we especially communicate during academic year end to attract their attention to support us.*  
(P1)

*...we have Parent Teachers Student Association (PTSA). We have a representative from community. We express our vision and mission to them. For instance, we were facing challenge on student discipline. They always conduct a violent demonstration. We call the surrounding community through their representative. Due to their violent demonstration, they usually miss their regular classes and that have effect on their performance and overall pass rate in our school. That is why the community [is] involved in advising students.*  
(P6)

As indicated in the quotations, the school leaders communicate their vision and mission through different communication means. Most of them expresses posting on the bulletin board, announcing on the beginning of the year, during flag ceremony, during staff meeting, and through PTSA. The other interviewee stated:

*We use mini-media for our students to pass the information while the guest can read the billboard posted outside.*  
(P2)

VP2 expressed his concern that they were not really communicating and checking the implementation of their mission and vision as planned. It can be implied that most principals communicate their vision and mission to the stakeholders and their community using various

mechanisms. However, in reality the principals lack commitment in following up the implementation of the schools' mission and vision.

In general, the current practices of school leadership in setting direction is at moderate level due to lack of partners understanding of the mission (P2). Thus, it is possible to conclude from the qualitative data that school leaders were partially setting directions in school at moderate level. The study showed that the status of current leadership practices of principals in terms of setting directions was at moderate level of implementation. This is since principals were not sure as to whether the stakeholders understand the mission and vision properly or not.

#### *5.4.3.2. Current Leadership Practices of School Principals in Developing People*

The participants were asked to evaluate their level of school leadership practices in terms of developing people in secondary schools of WAZ. To put into practice this core leadership-practice, questions were posted on the levels of providing support, demonstrating consideration and building trusting relationships among teachers, students and school administrators.

With regard to principals' level of providing support and signifying thoughtfulness, P2 stated:

*We support the teachers though giving materials and morals for model teachers. Those who worked hard become very happy. But some teachers voiced to us 'you are discriminating and unfair '. Teachers who are discouraged, will bring problem on the academic performance to students. But we did not support teachers as expected to be true. One thing we support teacher is though allowing them to go and become examiner on the national exams based on their performance evaluation in our school. There is no other advantage and benefit they are getting from us.*

This indicates that school principals were offering routine materials and allowing them to be part of national exam which is already existing. There is no sustainable support given to teachers.

Similarly, other participants said:

*....there is no motivation for teachers from government body. But during our regular meeting monthly, we call the name of better performing teachers and encourage others to follow their examples. We appreciate them in front of others.*

(P3)

From the field note and interview made, it was also observed that the level of providing support and demonstrating consideration is low. In confirming this, P6 stated that:

*There is no such big support in our school. But there are teachers who are performing better. We have planned to give motivators.*

*We are recording what they did to compete them. We were supposed to give reward at the end of the semester or at the end of the school year had it not been for COVID-19.*

(S2)

*So far we didn't give any reward for teachers for the sake of motivation.*  
(VP3)

In general, it can be concluded that there was less consideration and support for teachers by the principals. For instance, P7 confirmed that teachers are complaining to the principals siding only students. There is lack of budget in their school and teachers need additional payment when they teach additional time. Thus, principals in secondary schools are not supporting and considering the individual needs of respective teachers, and they simply tell their plan on paper and not through the actual practice.

The other means of developing people in secondary schools is through constructing trusting relationship. As to the level of principals in practicing this sub-practice the study participant witnessed that:

*Sometimes there is mistrust in our school. We solve through discussion on what causes mistrust.*

(P1)

The other interviewee added:

*...there is mistrust between teachers and students. For example, when we give chance to model teachers to be involved in examining national exam with some incentives, other teachers presume us as if we are one sided only. They complain what special thing those model teachers do? We spend our time in providing evidence how the model teachers perform.*

(VP1)

As can be seen above the status of principals in building trusting relationship was not strong. P3 confirmed that:

*there is lack of trust between teachers and students to some extent. Students are not respecting teachers. There was conflict most of the time in our school. Most students are unethical. There was no tolerance. Some teachers are not also fair. So there is conflict due to lack of trust in our school.*

This signifies that there is mistrust among students and teachers in most secondary schools. In some schools, there is mistrust between teacher and principals. In supporting this, P6 contended that:

*...as principals we administer financial issues. Most teachers don't trust us. Especially teachers who are not interested in supporting their students have negative attitude for principals. Due to this, the teachers resist our school plan of supporting students.*

(P6)

The above quotations implied that many teachers mistrust the principals on the transparency of financial matters. P4 further added: "*teachers assume us as if we are utilizing school money for our own personal benefit instead of paying them additional payment for the support they render to students*". In confirming this:

*"...there is mistrust between teachers and school administration. Most teachers presumed that administration staffs including me are using the school money from themselves during purchase of the school materials that have affected our teaching-learning process to some extent.*

(P7)

Therefore, the status of school principals in developing people through offering support and demonstrating consideration and constructing trusting relationships among teachers, students and school administration is low in most schools. This could be attributed to absence of necessary support and showing consideration offered to teaching staffs and absence of trust among teachers, students and school leaders. That is why even if most Principals in secondary schools are expressing that they are implementing this practice, their actual work is below expected.

#### *5.4.3.3. Current Leadership Practices of Principals in Developing Schools*

One of the school leadership practices is developing organization or developing schools. The research participants were requested to evaluate their status of this practice in terms of building collaborative culture in Timetable preparation, creating safe and healthy environment and allocating resources. To begin with principals were creating collaborative culture through

preparing Timetable (P1-P11, VP1, VP3, S3 and S4). Actually, all 11 secondary schools as almost all participant indicates have created their own Timetable for teaching as it is difficult to teach without it.

Regarding maintaining safe and healthy environment, there is variation among the school principals. In this regard, one principal said:

*as our school is far from the centre of the town, there is no internet connection, electricity, laboratory and ICT room. There is a problem of infrastructure.*

( P2)

This means schools lack safe and orderly environment, and maintaining the physical facilities such as internet connection, electricity, laboratory and ICT room. It was further confirmed by interviewees that:

*there are small teachers entertainment centre for tea break. But the entertainment centre is not attractive.*

(P4)

Similarly, P6 added :

*Our school was unsafe. People and students were breaking the fence and coming to the school compound for disturbance. We have maintained the fence which was destroyed....but still sometimes they broke the corrugated iron sheet and enter for destruction.*

VP1 also maintained that:

*as our school is new and found in lowland areas, we have no water supply in our school. The school community complain for lack of clear water.*

One can say that most secondary schools lack safe and orderly environment and without creating physical facilities. As can be seen from interviewees and researcher observation during interview, some schools do not have strong fence. Intruders can enter the school and may disturb the teaching-learning environment during political unrest or movement. Moreover, absence of internet connection, electric power, lack of water supply are some of the reasons contributing for lack of safe and orderly environment in secondary schools.

Regarding school resource allocation, there are few resources in schools. Principals, vice-principals, and supervisors responded that they allocate the resources they own fairly. By citing

one interviewee P4, *"resources are allocated based on the potential of the school. We allocate resources to each department but most of the time, we are fulfilling their demand as they request"*.

In addition to this, the interviewees further added thus:

*...there is no enough resource in our school. The students and parents contribute some amount of money. Till now the school grant was not sent to us.*

(P7)

*The school has no any internal income. Almost we can say nothing. But we allocate fairly the few resources we have.*

(VP2)

In similar fashion, VP1 witnessed that: *"there is resource scarcity though they are fairly distributing. "According to P11, "there are different departments who complain to their office for not getting enough budget. 'It is too low' they complained. "This principal further added: "all the questions cannot get treated because of budget scarcity."*

From all these participants, one can understand that though most principals confirmed they are allocating resources fairly, but as there is resource scarcity their distribution is unfair. Because the principals in their interviews exclaimed that there are some academic departments who are complaining on unfair resource distribution by the school principals.

To this end, the status of secondary school principals in developing school was not securing schools' physical facilities from unwanted interruptions. Available resources in schools were not distributed equally and fairly to each department due to lack of enough budgets. Most schools lack safe and orderly environment. They also lack physical facilities such as internet connections, electricity, laboratory, and ICT rooms. In addition, available resources were not distributed equally and fairly to each department due to lack of enough budgets. The absence of all these practices influences students' achievements as it was indicated on their pass rate in respective schools.

#### 5.4.3.4. Current Leadership Practices of Principals in Managing Teaching-Learning Program

The fourth theme in which the participants evaluated their leadership practice is through managing teaching-learning program. School principals, vice-principals and supervisors were enquired how they are affecting the quality of instructional activities in terms of granting instructional support, evaluating teachers and evaluating student achievement. One of the major practices through which principals contribute a lot in improving students' achievement and quality of education in general is through the managing of the teaching-learning program. In relation to principals as to whether school leaders are providing instructional support, one study participant witnessed that:

*We have many students in one class in average 87. There is a problem in supporting each student.*

(P3)

Similar to this, P4, confirms regarding influencing quality of education through instructional support, he responded:

*We have a big challenge due to the number of students in one classroom. This school owns at least 40 sections in which 80-90 students attend in one section. Due to this, it is difficult to touch and support each student. It is impossible to satisfy each teacher need due to this.*

S3 also stated that:

*We are not supporting teachers very well. Teachers need incentives. Government should support teachers. They are teachers who are wearing one cloth for one week while students change their cloth daily. Without motivating teachers, we should not think of quality of education.*

School leaders are not supporting the instruction due to teachers economic and lack of support from the government for additional incentives. Another participant further added that:

*We are not supporting our teaching-learning process as we expect. There is a problem on registration and enrolling students. It took us one month to arrange the number of students who are sitting in one class as opposed to our school policy. There are 112 students in one class as a maximum. In average they are 90 students in one section. That is totally wrong and unacceptable. There is a problem on number of teachers assigned. Due to this fact, teachers cannot support and manage their teaching-learning process.*

(P6)

From the participants it is implied that school principals were not influencing the quality of education through instructional support due to large number of students in one class. As to teachers' evaluation, almost all participants responded that their schools have teachers' evaluation culture. P1, P2, P4, P5, P7, P9, VP2, VP3, S2, S4: all confirmed that they evaluate teachers at the end of every semester, which is twice annually, based on the given checklist and teachers' annual, weekly and daily Lesson Plans. Strengthening the above statements, interviewee P7 added: "*there is evaluation of teachers.*" However, the interviewee expound: "*we have around 90 teachers and we cannot evaluate all of them. We evaluate them randomly*" (P4). P5 further added that:

*We evaluate teaching-learning process at departmental level. There is evaluation format or checklist to evaluate teacher's performance according to their plan. During evaluation process some teachers are unhappy while others who are the best performers eager to be evaluated. Those who are unhappy were not satisfying the need of students. The performance of those students is less in those subjects with unsatisfied teachers.*

The above quotations implied that school leaders evaluate their teachers accordingly though there are variations in their implementation. Despite this, less performing teachers do not like evaluation due to some determinant factors. From the open-ended questionnaire majority of teachers (at 87%) indicated that principals were not giving timely feedback after their evaluation. Due to that most of them are unhappy on evaluation. We this regard, P7, portrays that:

*Some teachers who don't have the weekly plan used to complain. We give feedback to those teachers. We appreciate and motivate teachers who are doing well. We give feedback for those who are not doing well on the areas to be corrected. Regardless of all these efforts, we achieve less in improving quality of education for may be other related problems.*

From the quotations, it is possible to infer that most school leaders are evaluating their teachers, although few teachers are not contended with the process. The reason for teacher's dissatisfaction is their low performance as principals viewed. But when principals connected the evaluation system with rewards, teachers were trying their level best to achieve high. P9 strengthened this by saying that:

*We have around 25 evaluation criteria. Based on the results, teachers can either achieve better result or low. Due to this if government give chance for summer professional development courses that evaluation result is one of the criteria for selection. Hence, every teacher does their best to get those benefits.*



It seems that, if teachers' evaluations are properly managed, teachers would work hard to advance the quality of education that is manifested on students' pass rate.

School principals' practice in managing teaching-learning program can influence the quality of education through evaluating student achievement. As it is mandatory, principals are obliged to evaluate the achievement of their students at least once a year. For instance, P2, expressed that:

*...last year 2018/19 there was no improvement as such. A year before around 70% has passed the national exam and joined university. But last year 2018/19 it was only 32.57% who joined public university from Grade 12 in our school.*

Another interviewee, P7, responded as follows when asked the question: How are you evaluating students' achievement?

*We follow up the achievement of our students through observing their exercises, results of exams etc. Based on their result, we will prepare a plan to adjust a means so that teachers would support them. But the results of students were not improved as we expect. Because this school is found in low land or hot area, students are not interested in their education. We almost teaching them by force. They spend their time supporting their families.*

It can be inferred that, even though most principals are evaluating achievement of students, that is not convalencing the quality of education by itself as attention of students were towards supporting their families and lack of interest in their education. These create a challenge on their academic performance.

It can be said in general that principals in secondary schools of WAZ were not properly managing teaching-learning program to the level expected. However, the implementation of principals' leadership practices were hindered by some challenges. Principals were not influencing the quality of education through instructional support. Due to large class size, teachers did not support and manage their teaching-learning process. School principals evaluate their teaching staff every semester. But most principals were not giving timely feedback during post evaluation. This contributed to lack of interest of teachers on teaching their subject matters. In addition to this, even though most principals are evaluating achievement of students regularly, there was no such significant improvement on their pass rate may be due to their lack of interest and less support from the family among other challenges.

#### 5.4.4. The Association between Principals' Leadership Practices and Student Pass Rate

The participants were interviewed to reflect and describe the relationship between principals' leadership practices in 'setting directions', 'developing people', 'developing schools' and 'managing teaching-learning program' and students pass rate in secondary schools of WAZ. The findings of interview revealed that there is the presence of association between principals' leadership practices and students pass rate in respective secondary schools. For example, P2, stated:

*When we prepare a vision and properly communicate to teachers and students, everyone act accordingly and due to that we assume our student achieve better. I think to my understanding, there is a relationship between what we are doing in our school as a principal and the students pass rate.*

In relation to this, P7, added:

*To me when we build positive relationship between teachers and students, teachers exert their effort to support our students. That would help especially low and middle level learners to improve their education.*

Similarly, VP3, expound that:

*Our teachers mistrust us. They presume us as if we are manipulating them for political purpose when we request them to offer make up classes. Due to that mistrust, our teachers were not willing to give additional support to our student. Last year, our students pass rate reduced.*

From the above quotations it appears that when school leaders clearly communicate goals and build trusting relationship, it could be an improvement in the students' academic performance.

The other participants emphasized:

*In our school, as you can see, there are lack of infrastructures, lack of internet facilities, no water, no electricity. We are using generator to photocopy exams and some materials for our students. Due to all these problems and challenges, we fail to achieve our goals. For instance, our last year pass rate was 1.8%. Almost all Grade 12 students didn't join university.*

(P2)

In the same vein, VP2, exclaimed:

*In this school, my leadership practices in supporting teaching-learning process is almost rare. Because we have large classes, and many students are in one class. Teachers were not able to visit to observe individual learner needs. Due to that, we cannot say, I am positively influencing the students' achievement. I can say by*

*one way or another our leadership practices are connected with the improvement of our students' academic achievement.*

Another participant stated:

*As to me the principals' leadership practices in managing teaching-learning such as evaluating teacher's performance was not properly managed. There are ninety teachers in our school and me and academic vice-principal could not evaluate all of them due to their number. We didn't give them immediate feedback after evaluation. That become the major source of teachers' dissatisfaction.*

(P4)

One can say that if principals' leadership practices in developing schools to fulfil school physical facilities and not supporting instructional programs, without doubt the students pass rate would decline. That means there is a positive association between principals' leadership practices in 'setting direction', 'developing people', 'developing schools' and 'managing teaching-learning program'; and secondary schools' students pass rate. In general, the researcher concludes that there is either positive or negative relationship between leadership practices of principals and students pass rate in secondary schools.

The inability of school principals in properly implementing the leadership practices of 'setting directions', 'developing people', 'developing schools' and 'managing teaching-learning program' may result in the decline in students' pass rate.

#### 5.4.5. Leadership Challenges Experienced by Principals

All secondary school principals are working towards achieving high academic results. This effort was hindered by some outstanding challenges. The researcher has designed basic question three: "What are the leadership challenges experienced by the principals in supporting student pass rate in secondary schools of WAZ?" Based on this, the interviewees indicated that schools' objectives were not completely fulfilled due to some major drawbacks. Depending on the response of participants, the challenges that emerged fall under the following six subcategories.

#### *5.4.5.1. Student Focused Problems*

Despite the efforts of school leaders, one of the major areas of challenges is problems connected with students. Almost all interviewees agreed that students' lack of interest and motivation is the major challenges. They raised most lack of interest arises from many reasons. Among them for instance, P9 confirmed:

*The chief rationale for the absence of interest is due to those who were graduated with engineering and other different fields are five years since their graduation without job opportunity. That is why the moral of current student's moral fail.*

It is implied from the above finding that students are not interested toward their education due to their friends or relatives who are joblessness. P6 also emphatically pointed out that the reason for discontentment is students do not have basic knowledge and never understand the core subjects. In addition to the participants, most teachers and HoDs on an open-ended items added lack of students' interest is the main challenges facing them to achieve high academic results. It can be said that joblessness, lack of fundamental subject knowledge are the main reasons contributed to the students' lack of interest. Principals and teacher's effort would be in vain to boost students pass rate without students' interest and motivation.

#### *5.4.5.2. Home-Environment Related Problems*

The second theme that interview participants raised is home-environment related problems. From their response family socio-economic status and family educational level obtain attention in this part. The actual practices of principals were hindered by students' family socio-economic status (VP1). VP2 also added low participation of parents and communities on contributing money for individual students result improvement is due to lack of parents enough income. VP1, confirmed that lack of family help for their offspring affects the achievement of objectives by the school principals. Similarly, P4, also pointed out that due to the family's economic factor some students were coming to school from countryside. Due to that they always come late to school. Had it not been for the economic problems experienced by the family, they could have rented houses in nearby homes in the town.

The other factor under home-related problem is family educational backgrounds. In relation to this, P8, P9 and S3 showed that family educational background is the main challenge for students'

academic achievement. P8 added students from rural area are not interested to education. P9 also specifically added due to families' educational background no follow-up of the children's parents on the education of students. Educated families, on the other hand, have an awareness and support their children through purchasing materials and follow-up will increase students' academic achievement. On responses to the open-ended questionnaire, teachers and HoDs have raised problems of students' achievement that surfaced from lack of financial support from the families. They also added that there is lack of community participation in school activities around our schools.

#### *5.4.5.3. Teacher-Related Problems*

The third challenge that was mentioned by participants is teacher-related problems. In secondary schools of WAZ, the other challenge hindering school principals and students' academic achievement are problems connected with teachers such as: Lack of teachers' interest. Teacher quality and professional commitment. Teacher has direct contact with students pass rate. In this regard, interview informants indicated that one of the main challenge principals faces during their effort in improving students' pass rate in secondary schools is lack of teachers' interest, P3 added:

*Teachers expect additional payment for additional make-up classes and related issues. 'The income of shoe polisher is better than our salary' teacher exclaimed. Even the salary of our vice-principals are equal with any of the teachers in the same profession and year of service. There must be a difference for our moral.*

It seems that lack of additional incentives and motivation for teachers would kill their interest and they cannot give extra support for their students.

Teachers' quality and professional commitment are additional teachers-related problems. Specifically, lack of qualified teachers in some subject area (P11) and low commitment of teachers and teachers are not careful attention to the students (VP2). The interviewees underscored teachers who were not graduated from universities and certified for their degree are not contributing to high academic achievement of students. The other area raised during open-ended questionnaire, brought up by teachers and HoDs, is, namely, teachers' lack of unity due to racism. There is a division amongst themselves based on their ethnic groups. This was contributing for low commitment manifested by teachers toward their professions.

In general, it seems that teachers' lack of interest in the teaching profession due to lack of incentives, absence of qualified teachers' in the subject areas, and teachers' professional commitment, is a contributing factor for students' low achievement and affects principals' school leadership in turn.

#### *5.4.5.4. School-Leadership Related Problems*

The execution of all school activities requires strong leadership follow-up and practices. Hence, the fourth challenge as mentioned by participants categorized under school-leadership related problems. In an interview conducted principals and vice-principals were reluctant to tell about their leadership-related problems. It was observed that interviewees who are principals and vice-principals were not willing to raise any issues related with their leadership problems. They diver the blame to others. However, from educational supervisors participated and on open-ended items raised to teachers and HoDs' lack of training on leadership, lack of qualified leadership, and lack of leadership capacity are some among many problems. For instance, S3, said that lack of consecutive leadership training on leadership is one of the challenges. Most teachers and HoDs during open-ended items on the questionnaire forwarded school leaders were not giving them timely feedback due to lack of leadership qualification problems.

In addition, to the above problem, S1, accounted that lack of principals' leadership capacity challenging the school principals not to achieve their aims. He explained school leaders are assigned if they are from that community without considering their merit and potential. The other participant expounds, "*assigning leaders without merit and potential has severely affected the quality of educations in those schools.*"(S2). Thus, the lack of training on leadership, lack of qualified leadership, and lack of leadership capacities are school-leadership related challenges affecting principals' leadership improving students pass rate in secondary schools.

#### *5.4.5.5. Lack of Resource and Material Facilities*

School resources and material facilities are the most important inputs in which school achieve its objectives. The participants raised under lack of resources: lack of enough budget and funds, in material facilities: Internet and electricity and infrastructures as major challenges. To begin with,

there was no enough budget allocated to secondary schools. The data obtained from interviewee corroborate this:

*"...enough budget was not allocated to our school. Due to this we couldn't build classroom, maintain broken chairs, purchase necessary teaching materials.*

(P4)

Concomitantly, interviewees (P5, P7, VP1, P9) confirmed lack of enough budget is one of the challenges becoming an obstacle in achieving their school objectives. As a result, secondary schools principals were not implementing properly the core activities related with students pass rate.

In addition to the deficit of resources, the principals also face lack of material facilities. One of the participants confirmed that lack of electricity and internet access.

*Electricity and internet access are the big challenges. If there is no internet, we are severely affected. As we are far from the centre of the town, the strength of network reduced. Besides this, due to lack of electric power, we have stopped teaching using Plasma TV. This all have affected our students results.*

(P1)

In addition, P6, added:

*"There is no internet access in our school. There was wireless access but now it is not functioning.*

There is no other facilities such as laboratory room with its equipment (P6&P8), lack of water and staff toilet room (P5). P5 confirms thus:

*We have laboratory but no laboratory equipment and chemicals. Even in most schools where there is laboratory with equipment, there is no laboratory technician.*

Among the participants, P8, further explained that there are more than 100 students in one class and additional classrooms are needed. P11 and S4 added there are lack of material supports like textbooks in some subjects and references for students. In the absence of teaching material, teachers face challenges in reaching each student. From the quotations above, one can say that in the absence of electric power, there is no internet access, no teaching resources and other related issues.

In addition to the problems raised, P7 also added that:

*There is water problem in our school. He further expressed that this time there is no tap water in our school compound. Even now when the pandemic COVID-19 is the top alert. Due to this most students go a long distance to fetch water and even some of the students dropped the school to sell water as income-generating means.*

As one of the facilities, water is life and directly affects the achievements of their objectives. From the open-ended items, it was inferred that lack of resources and material facilities were not fulfilled due to shortage of budgets.

Therefore, from the discussion made so far, it is possible to infer that lack of resources and material facilities are one the major causes for poor quality of students learning and affects also school leaders in secondary schools of WAZ.

#### *5.4.5.6. Other External Factors*

The other last challenge hindering the school principals' achievement was found to be other external factors. These challenges were subcategorized under: Lack of Woreda and Zonal support, Challenge from Woreda Education Office and Political interferences. In confirming this, interviewee (P5) exemplifies:

*"...the Woreda administration is not giving us full support in most issues we are requesting."*

Another interviewee added the Woreda offices are weak in reacting to our problems, especially with regard to financial issues (VP1). Zonal and Woreda offices planned and promises much to support the school but in practice they are not doing according to their promises (VP1; P11 & S3). As explained above, principals in some secondary schools are being challenged by lack of support from prospective Woreda and even the support they obtain is weak. Consequently, principals cannot give the required support for their follow teachers. That implied it has direct impact on quality of education.

Challenges from Woreda Education Office is the second external factor to the school principals. In connection with this, P6, witnessed that,



*...government is forcing us through Woreda Education Office to enrol all the students applying to our school regardless of our capacity. They used to aver that 'where should these students go?' Instead of building additional classroom or looking for funds they force us to accept students.*

This influence and push from Woreda to enrol more seems logical but giving autonomy for school principals and adding extra classroom was needed.

The third theme under this challenge is political interferences. In support of this, for instance, P7, has something to say:

*Our students entrenched in to politics without understanding or may be intentionally. Due to this it takes time to convince students, teachers and other stakeholders about that problem. They never analyse the merit and demerits of it. Even now the reason why most students are not coming to school is politics as if students are learning for someone. Even they (students) cannot express themselves properly leave alone they engage in politics.*

As shown on of the interview, schools become an epicentre of different political party ideology interferences. Some interviewees attached these challenges with lack of peace and stability in the country, especially in the Oromia Regional State (P8; P9). To be specific, P9 that stressed a school principal should have been a member of the incumbent party leading a country. In connection to this, P9 added that lack of peace and conflicts are the major challenges in schools. Students are the ones igniting revolution in our school. He further added that the party uses him/her to enforce its ideology. Within the same vein, P11 added political interference as the main challenge these days. He added thus:

*In school you need to make educational system secular. The students come and challenges me. They disturb us by the rumours in other school and universities. This waste our quality instructional time.*

From this quotation, it can be assumed that if instructional time is distracted and wasted, students do not have time to attend their class and study their lesson. On open-ended questionnaires most teachers and HoDs also written those political interferences have taken our precious time and even they added we fear to teach in such situations. Thus, political interferences either initiated by external forces, challenges the implementation of leadership practices and works of school leaders.

In general, secondary school principals of WAZ was challenged externally by lack of Woreda and Zonal support, being influenced against the quality of education by Woreda Education Office, and political interferences. All of them made the teaching-learning process difficult.

#### 5.4.6. Strategies to be Adapted by Principals to Improve Challenges

Principals, vice-principals, and supervisors were requested to recommend promising strategies to conquer the hurdles that prevent the practices of school leaders in improving students' pass rate in secondary schools. With the intention of eliciting the responses, basic question four in Chapter One reads: *What are the strategies adapted by the school principal to maintain/improve learner throughput rate in secondary schools of WAZ?*

The collected interview data were analysed, and five themes emerged: government motivation in playing their roles; developing school leaders' commitment and capacities; enhancing teaching-learning; mobilizing and allocating school resources and working on school autonomy. In the following sections, the participants have forwarded the possible solutions for each strategy.

##### 5.4.6.1 Government Motivation in Playing their Roles

The national government took prime initiation in enhancing the quality of education at particularly secondary school's level. However, the interviewee participants have raised what the government should do. For example, participants (P2; P11) advocate that, practically, the solutions belong to different stakeholders and groups. It needs the support of government bodies, for instance, the MoE and the Oromia Education Bureau to allocate the budgets fairly. In relation to this, S3; VP4 added that Ministry of Education should follow up the performance of each Education Bureau at the regional and zonal levels. P5 also added:

*Educational bureaus should work on planning on training and professional development of teachers. Most of the time students who scored less mark, joined the teaching profession. Ministry of education should change its policy on that. This will affect the quality of teaching directly. Because of this the clever or best performing students should join teaching profession. In addition to this, teachers should be given value and salary increment to motivate them.*

In connection to this, P9, emphasized,

*"...teachers should be given attention. He also added salary should be increased because it is still below other sectors in the country. Teachers don't have extra time work and earn additional income."*

These excerpts show that the government should work on improving the lives of individual teachers to attract competent professionals towards teaching profession. In general, the government should hold responsibility of allocating budget fairly through encouraging private investment and attract competent teachers to teaching profession, increase teacher's salary to achieve its major goals.

#### *5.4.6.2. Developing School Leaders' Commitment and Capacities*

The second strategy which the interview participants suggested belongs to developing school leader's commitment and capacities. As it was mentioned in definition of terms, 'school leaders' refers to principals, vice-principals and supervisors. One of the major challenges raised was lack of students' interest in education. Accordingly, P1, suggested:

*School leaders should tell the vision, mission and value of education. As a principal, we should inform the challenges they would face if the students are without education. Daily we have to tell them tell them the benefits and significance of education.*

In support of this, P6 advised that:

*Students should be properly trained in lower classes and primary schools to owe basic knowledge. In rural areas students are learning and supporting themselves and the family by farming activities. They don't have complete support and thus are not interested. Mechanisms or systems should be in place to support those students financially in collaboration with stakeholders.*

To solve students' discipline, P9, recommends, "we should group students in to smaller teams.

Homeroom teachers would help us. In line with this, VP3, added:

*As a principal we should motivate and encourage teachers to advice the students in their respective classes. We advise students to always wear uniform, due to disciplinary problem, to have exercise book, pen, pencil, cut their hair etc. Each week they have to be informed.*

From the above quotations above, one can say that principals should advice students daily, and encourage and motivate teachers and work with other stakeholders to attract and maintain students.

#### 5.4.6.3. Enhancing Teaching-Learning

The most effective principals put a greater priority on improving and enhancing student pass rate by improving effectiveness of classroom teaching. From the open-ended items with teachers and HoDs, one teacher said:

*...principals were not giving timely feedback to teachers. Principals should delegate duties to Heads of Department and vice-principals in order to give the feedback on time.*

Regarding unmotivated teachers, P3, suggested:

*We have to advice teachers to be committed and not to work always for money. We need to encourage them to shoulder the responsibility of the nation.*

This shows that principals should use some techniques of motivating teachers to achieve school goals. P9, also added:

*...to solve the lack of interest of teachers, at our school level, there is no enough support. But if teachers teach extra time, we should try to give them incentives for those supplementary classes from our internal income.*

Outstanding principals apply proper evaluation and monitoring mechanisms through observation of classroom teaching, feedback through student survey, and one-to-one conversation with teachers regarding teaching.

Other area related to enhancing teaching-learning, as suggested by participants, is teachers' training and professional development. In this regard, one interviewee stated thus:

*The school principals should regularly work in collaboration with stakeholders to regularly arrange the teachers' training and professional development activities. Principals should create and support teams and arrange teacher-teacher collaboration in teaching.*

(S4)

In relation to this, VP1, added:

*Teachers are also expected to play their roles in making their subject matter lovable. That requires self-improving through reading and upgrading themselves.*

It seems, from the above findings, that teachers need to upgrade their knowledge on the subject matter as the world is dynamic. The principals were obliged to motivate, properly evaluate

teachers, prepare a means of allowing teachers to obtain training on their teaching methods, and share the best practices with their fellow colleagues.

#### 5.4.6.4. Mobilizing and Allocating School Resources

There are many school activities undone due to lack of proper resource mobilization and allocation. Highly effective and efficient principals direct and apply school available resources in order to maximize students pass rate. In this regard, the view of interviewee (P11), reads:

*The principals should mobilize and allocate school resources such as money, material facilities, internet access, physical facilities such as water and electricity. Principals should work in collaboration with community and Woreda Education Office to raise money, material facilities and physical facilities.*

From this quotation, principals were obliged to mobilize the resources to enable working conditions of the school effective. In line with this, S3 advised that:

*...it is also important to work with potential community members and surrounding NGOs to fund the school to fulfil their needs.*

Strengthening this finding, a participant indicated that school principal should push Woreda/Zonal education offices to influence Oromia electric utility to access electric power in the school, which solves the problems of internet access and other facilities (P9).

In addition to this, interviewees recommended that one of the other resources to be given attention is water problem. Interviewee (VP2) suggested:

*The water problem in our school should be solved by concerned body as soon as possible. If there is no drinking water, we cannot talk about the quality of education.*

P1 also exclaimed that:

*We have to generate other sources of income specially; we have to communicate state farms in this Woreda to support us. We have to request for sponsorship from the nearest college, university, Woreda and PTSA so that they can support us.*

P8 further strongly advised:

*We should communicate with community through PTSA members to at least solve some minor facility problems in our school. We should also communicate with educational offices to support us and town administration to give solution to our*

*facility problems. Adding classroom is mandatory as COVID-19 has reduced the number of students in one class. Principals should arrange a means in which community education offices at Woreda and town administration can be mobilized to support in building classrooms.*

As explained above, to solve the problems of school resources: money, internet access, water, electricity and other infrastructures, principals should tirelessly and patiently work hard in influencing the concerned body to give due attention to solve each problem accordingly.

#### *5.4.6.5. Working on School Autonomy*

Most secondary schools and their principals nowadays are challenged by external forces such as the Woreda Education Office political interferences and other problems. P6 said:

*Woreda Education Offices are forcing us to accept and enrol the students without considering our capacity. I suggest our school should be autonomous to set our standard and accept students considering our intake capacity. Secondary schools' principals are demanding to decide their intake capacity through securing their autonomy.*

P9, suggested that:

*The number of students in one class should be minimized. It will help to follow and support individual students need and consequently the students' pass rate would improve.*

It can be inferred that Woreda and town administration education offices seem thrusting secondary schools to enrol students beyond the schools' in take capacity. That might be possibly due to the offices being pressured by Zonal and regional Education Departments to make education accessible to all in compromise with the national education goals. However, the school's autonomy of managing their school based on their esteemed capacity were not considered. When the number of students in one class is very large, teachers might be unable to support individual students based on their level of understanding. That might severely affect the quality of education and student pass rate in secondary schools.

The second area that is challenging the school from outside is political interferences. Areas of political interferences are mainly: students' political involvement and principals' political affiliation. Students are easily involved in politics. The easiest way of involving students into

political affair is through igniting sensitive issues to them. The participants have suggested a way or strategy to solve the problems. One participant witnessed that way out as follows:

*As school leader, we have to train our students that politics doesn't help them. We should regularly inform our students to consider their educational activities. Principals should work in harmony with the parents to make school free from politics.*

(P7)

In connection to this, P8, also suggested:

*Training should be given to each student in their respective class through trained teachers to make the school secular and free of politics. It is the lion share of government to make the schools free from politics.*

While P9, recommended:

*It is the role of government to create stability and peace. Without keeping peace and stability, it is impossible to cover the portion of subject matters and keep the quality of teaching-learning.*

The above citations imply that students can easily delve into politics if the government is not supporting school and principals to make the schools free from politics. Therefore, it is the responsibilities of Woreda Education Offices to support schools to be secular and autonomous to make the school environment safe and free of political involvement.

As to Principals' political affiliation, the participant seems not responding on that matter. From the interview note on the field and open-ended questionnaires distributed to teachers and HoDs, most principals were assigned to leadership position based on their political affiliations. They were supposed to be leading party members. More than 50% of the respondents on open-ended items commented that principals spent most of the time on dealing with other issues not related to instructional activities. In connection with this, S2, suggested that some school principals are spending more of their time for government meetings representing their schools. During data collection, the researcher also witnessed that, in some schools, only vice-principals were interviewed due to the absence of main principals for government meetings.

From the above evidence, it can be inferred that, when principals are sharing their precious time from quality school time, the quality of education is at greater risk. Thus, due to lack of autonomy,

principals do not have the freedom to make decision that improve the quality of education and also principals should be assigned by merit based and schools should be free from politics.

In sum, the study identified leadership challenges experienced by principals in secondary schools. Hence, student-related problems, home-environment related problems, and teacher-related problems are strong challenges whereas school-leadership related matters; lack of resources and material; facilities; and other external factors to schools were identified as moderate constraints. Under each sub-topic, a detail analysis was made.

Principals' current practices in managing teaching-learning program were not in required level. To overcome these challenges, the results of qualitative data from interviewee participants suggested strategies such as: government motivation in playing their roles; developing school leaders' commitment and responsibilities; enhancing teaching-learning; mobilizing and allocating resources; and working on school autonomy.

## **5.5. Summary of the chapter**

The Chapter mainly presented and analysed the research findings of quantitative data and qualitative data in two phases. This chapter started with analysis of quantitative data phase obtained from survey questionnaires. The analysis commences with demographic data of the respondents. After this, analysis of data was made based on the basic questions and statements of problems raised in Chapter One. Both descriptive and inferential statistics were used in the course of analysis such as mean, percentile, independent t-test, Pearson Product-moment correlation, using SPSS software version 25. At the end of quantitative data presentation and analysis, conclusions were made. The second major part of analysis was about qualitative data results obtained from interview and Document Analysis. Qualitative data were explained in such a way with demographic data of the interview participants. The data were categorized into four themes and 16 categories where the presentation was made in detail. Each single saying of the participants in various topics were attended by direct quotation of the voices of the respondents. Towards the end of qualitative data phase, an attempt was made to conclude the findings to grasp the results of the analysis. The following chapter provides detail discussion of the research findings.



## **CHAPTER SIX**

### **DISCUSSION OF THE RESEARCH FINDINGS**

#### **6.1 Introduction**

In the previous chapter, quantitative data findings from the questionnaire were presented and analysed. In the second part, the presentation and analysis of qualitative data, which were coded into themes and categories, were made. In this chapter, the researcher presents discussion of the research findings. The chapter triangulates findings from quantitative and qualitative parts. The chapter also discusses the interpretation and integration of quantitative and qualitative findings of leadership practices of school principals; the relationship between principals' leadership practices and student pass-rate; challenges experienced by principals in supporting students pass rate; and strategies adopted by principals to maintain/improve students' throughput rate in secondary schools of WAZ. The findings were compared with literature review of similar earlier studies. Towards this end, the researcher develops school leadership model that contributes to the existing body of knowledge in order to improve the students' pass rate in secondary schools.

To recapitulate, previously, discussion was made in the introductory part of Chapter One that this study was guided by the research basic questions. The main question was, namely: How does principals' leadership practices influence student pass rate in secondary schools of WAZ, Oromia Region?

The above main research question leads to the following sub-questions:

- What are the current leadership practices of school principals in WAZ?
- Is there a relationship between principals' leadership practices and student pass rate in secondary schools of WAZ?
- What are the leadership challenges experienced by the principals in supporting student pass rate in secondary schools of WAZ?
- What are the strategies adopted by the school principal to maintain/improve learner throughput rate in secondary schools of WAZ?

This study employed Mixed Research Approach, particularly Explanatory Sequential Mixed Method design as discussed in sections 4.3.1 and 4.3.2 of this study. After analysis of quantitative and followed up with qualitative data in two phases separately, both data findings were integrated and discussed with the support of literature review towards this end.

## **6.2 Leadership Practices of School Principals in WAZ**

From Chapter Two section 2.7.1- 2.7.4 the core school leadership practices were categorized in to four, namely: ‘setting directions’, ‘developing people’, ‘developing schools’, and ‘managing teaching-learning program’. Based on this, in the following section, each practice is discussed.

### **6.2.1 Current Practices of School Leadership in Setting Directions**

Both quantitative and qualitative data results showed that the current school leadership practices in setting direction in secondary schools of WAZ was found to be weak practice. School principals' implementation in setting directions as core practices of school leader is found at the level of weak performance. This shows that principals lack enough attention or commitment in setting the school directions through building a shared vision; establishing common goals; creating high performance expectation; and communicating the vision and goals, which in turn adversely affects the quality of education (refer also section 2.7.1). However, Principals in qualitative results regarding setting direction were moderately practiced while stakeholders understanding was low. This is how this finding fits the CIPP Model in which the C- the context which is the background of the school like school goals and objectives. As school leaders, principals are supposed to both clearly define their mission and vision and also communicate properly to the stakeholders. For instance, Arokiasmy (2017, p.600) suggested that, in an effective school, the school principal acts as a Transformational Leader and effectively and constantly communicates the school's mission to the staff, parents and students.

Supporting the findings leaders of higher performing schools give more weight than do their opposite lower performing schools, to communicating goals and expectations, informing the society of academic accomplishments and distinguishing academic achievement (Robinson & Gray, 2019, pp.5-6). But some evidence suggested that, in order for the principals to set up successful schools, they intentionally reflected time and again on setting directions for

organizations. They purposely used a leadership area that include: sharing vision and purpose, working on high expectation and communicating that vision to the grassroots level (Parag, 2014, p.118; Leithwood et al., 2006, p.44; Sun & Leithwood, 2015, p.517).

In this study, in qualitative results, most principals seem to be communicating the vision and mission to stakeholders. However, there are principals who responded that teachers and students do not have clear understanding of the visions and missions of their schools. This finding agrees with Robinson and Gray (2019, p.5) who suggest that leaders who set goals will fall short of their goals except they motivate those whose efforts are obligatory to achieve them. Similarly, the effect of producing shared goals and mission was a bit larger than the effect of having high expectations on some variables (Sun & Leithwood, 2015, p.517). Despite this, as one of the stakeholder's teachers are expected to be clear and understand the mission of the school. Teachers' commitment is a very crucial activity in the process of school success, and it has to be given due attention for effective leadership that results in high level of teacher performance (Raman et al., 2015, p.221).The researcher in this study has a claim that if stakeholders primarily teachers and students are in vague about the visions and mission of the school, it is hard to believe the principals are gearing the school towards students' progress. This is due to the fact that principals were not sure as to whether or not the stakeholders understand the mission and vision properly or not.

### 6.2.2 Leadership Practices of School Leaders in Developing People

The quantitative and qualitative data demonstrates that the core leadership-practices of principal in developing people through building trusting relationship among staff and school leader were found low. In secondary schools of WAZ, the qualitative data support there is mistrust among teaching staff and school administration. That is attributed to lack of clear information from the school principals on some school main issues. This was supported by the quantitative data that revealed that principals develop people through developing the mood of caring and trust and being committed to create a good school campus culture were not strongly implemented. In this regard, research evidence shows that, as teachers are decisive members in the learning process, the condition in which they work is expected to be encouraging in order to produce strong rapport with students (Moos & Johannson, 2009, p.770).To develop this trust, the school leaders can provide information about the reason for the existence of that school, background, and thinking

process in decisions is very important aspect of stabilizing trust (Heathfield, 2019, p.1). If principals are not developing teachers in schools, their commitment would decline and that may have an impact on student learning. When teachers trust principals, they will be accountable and helpful in all aspects (Singh, 2016, p.28). See the detail on 2.7.3.

The researcher in this study believes that principals' practice in developing people who are supporting teachers in their academic endeavour contributes a lot to students' achievements. In the CIPP Model, the second variable is input. In this case, the model agrees that one of the inputs the treatment given to human resources is supporting teachers to contribute better. This claim is partially in accordance with considerate principal leadership relates to improved student support and teachers' sense of collective responsibility (Louis, Murphy & Smylie, 2016, p.331). It was found that, due to mistrust most teachers were not giving support for students. In concurrence with this, Adams (2013, p.377) found that the extent of trust among principals, teachers and students is positively associated with the school's academic performance. That is the possible reason why this research finding is also similar to this finding, and it would enrich the literature in the area.

### 6.2.3 Leadership Practices of School Leaders in Developing Schools

The quantitative results and qualitative data findings suggest that developing organization or school in terms of creating safe and healthy environment and in allocating resources seems unpractised in WAZ secondary schools. In the absence of good working conditions like maintaining safe and healthy school environment is impossible to achieve school goals. The working conditions is not practiced means an input in CIPP Model were not properly managed that is how the finding works with this model. This result supports the claims of many researchers in the area. In line with this hypothesis, many researchers claim that not much can be attained by enhancing people's motivation and their ability in the absence of people's working conditions such as, among others, maintaining a safe and healthy school environment; and allocating resources in support of school's vision and goals (Leithwood, Harris & Hopkins, 2019, p.4; Leithwood et al., 2006, p.38; Parag, 2014, p.68). The researcher also here argues that it is hard to believe students' achievement without re-arranging the schools' working conditions. This agrees with Leithwood et al., (2006) who confirm that there is little to be achieved by increasing people's motivation and capability without proper working condition to permit effective implementation (Leithwood et al.,

2006, p.38). Among those practices, principals were bureaucratic and were not modifying organizational structure.

#### 6.2.4 Leadership Practices of School Leaders in Managing Teaching-Learning Program

The quantitative data exhibits that principals in secondary schools of WAZ are poorly practicing this core practice. Among 10 items distributed for this core leadership-practice under the sub-heading 'supervising school activities', principals were not providing timely feedback to teachers after visiting the classes. This finding agrees with Gebeyehu (2019, p.74) who found that principals in secondary schools did not properly support teachers in giving timely feedback to evaluate their instructional materials such as teacher guides and student books. In connection with this, qualitative data also support that principal were not influencing the quality of education through evaluation. Due to large class sizes, teachers did not support and manage their teaching-learning process. School principals evaluate their teaching staff every semester. But most principals were not giving timely feedback during post evaluation.

In this study on the CIPP Model, the second 'P' refers to process. Process in this study relates to controls on an ongoing basis to check whether or not the teaching-learning is being done or implemented (Aziz et al., 2018, p.194). In relation to this, principals in secondary schools were evaluating teachers but they were not giving feedback on time. This is why the CIPP Model fits with the finding. Such untimely feedback to teachers contributed to lack of interest of teachers in teaching their subject matters. The level of school leaders' practices in managing teaching-learning program in terms of granting teaching-learning support and evaluating students' achievement were also found in low level. Granting necessary support for teachers and reducing student wrong behaviour in the school are valuable situations for work, which school leaders should give (Day & Sammons, 2013, p.11). Evaluating teachers is also other area which effective school leaders utilize. Proper implementation of the teaching-learning supervision in the classroom can have a direct impact on school improvement in teaching-learning profession (Darishah et al., 2017, p.1368; Agih, 2015, p.68).

In this study, most teachers do not like principals' evaluation. They attribute this to lack of timely feedback after evaluation. Empirical evidence suggests potential for principal feedback to teachers

to improve teacher performance and student pass rate (Wayne et al., 2016, p.75). Other findings show that principal feedback to teachers enhance classroom practice, and positively related with subsequent enhancement of students' math and reading test scores (Garet, Wayne, Brown, Rickles, Song & Manzeske, 2017, p.16).

In this regard, Darishah et al., (2017, p.1368) recommend that school principals must carry out the work of supervising teachers on an ongoing basis in order to help teachers in the classroom, as well as to boost the teacher motivation with positive timely feedback. It is a clear fact that if principals are poorly managing teaching-learning program, it will have direct impact on students' academic achievement. This corroborates Garet et al. (2017) claim that impact-evaluation findings show that principal feedback to teachers improves classroom practice, which is positively correlated with succeeding improvements in students' mathematics and English score (Garet et al., 2017, pp.77-78). The researcher argues that, in the Ethiopian context, principals are very busy with other routine works unrelated to teachers' evaluation. Hence, the principals were sometimes in a rush to conduct evaluation, only for formality, and they do not get time to give feedback.

### **6.3 The Relationship between Principals' Leadership Practices and Students' Pass Rate in Secondary Schools of WAZ**

During the study, the relationship between principals' leadership practices and Grades 10 and 12 pass rate was computed. In both quantitative and qualitative result, the study showed that there is positive relationship between principals' core leadership-practices and students pass rate in secondary schools of WAZ (Refer section 5.3.2 on Tables 5.7; 5.8 & 5.4.4). From the quantitative data evidenced in the results, the null hypothesis in Chapter One is rejected and the conclusion is that there is significant positive relationship between leadership practices in setting direction and developing schools and students pass rate. Principals' practice in developing people who are supporting teachers in their academic endeavour contributes a lot for students' achievements. In this regard, considerate principal leadership is connected with improved student support and teachers' sense of collective responsibility (Louis, Murphy & Smylie, 2016, p.331). It was found that, due to mistrust, most teachers were not giving support for students. In accordance with this, Adams (2013, p.377) found that the extent of trust among principals, teachers, and students is positively associated with the school's academic performance. As it was found in this study,

principals' leadership practice in terms of managing teaching-learning in evaluating teachers can also affect the student pass rate. Impact-evaluation findings show that principal feedback to teachers improves classroom practice, which is positively correlated with succeeding improvements in students' mathematics and English score (Garet et.al, 2017, p.77-78).

However, Wu (2020, p. 79) found in three set of analysis that there was a significant positive association amid principal leadership and student academic attainment. In support of this, Leithwood et al., (2019, p. 2) claim that school leadership has a significant effect on features of the school organization which positively influences the quality of teaching and learning. More recently, the finding agrees with much evidence from meta-analytic comprehensive reviews and several quantitative research in some parts or all of the four leadership practices of school leadership, and the researchers concluded that those practices have effect on students' achievement (Sun & Leithwood, 2015, p.517; Sun & Leithwood, 2017, p.92; Hitt & Tucker, 2016, p.561). The influence of some core leadership-practices on secondary school pass rate was varied. For instance, there is no significant correlation between developing people and Managing teaching-learning program and student pass rate. The relationship between principals' leadership practices in 'developing people' and 'managing teaching-learning program' is not consistent with the hypothesis in Chapter One and the null hypothesis is thus accepted.

However, in qualitative data all the principals' leadership core practices has a positive relationship with student pass rate. The qualitative result also adds to this that if principals' leadership practices in developing schools to discharge school physical facilities and not supporting instructional programs, without doubt the students pass rate would decline. It means there is variation among the leadership practices variables and the students pass rate. This study's finding is consistent with those of other studies that found that school leaders have an indirect and mediated positive effect on student achievement (Sun & Leithwood, 2015, p.516). It was also shown that successful school leadership is the second only to classroom teaching as an influence on student learning (Leithwood et al., 2006, p.6; Leithwood, Harris & Hopkins, 2008, p.27). That is why this study finding agrees with these researchers in that principals' leadership practices in developing people and managing teaching-learning has no significant relationship with student pass rate. The researcher's findings thus partially disagree with Malik and Akram (2020, p.90) who claim that principals' effectiveness

was significantly correlated with school performance. The reason for this disagreement is that authors study investigated principals' effectiveness and school performance which are very broad. The forgoing discussion implies that there are other factors or dimensions which might be contributing for such variations of the findings on the relationship between leadership practices and student pass rate. School leadership practices are not the only influencing dimension of students' academic achievement in terms of pass rate.

#### **6.4 Challenges Experienced by Principals in Supporting Student Pass-Rate**

The integrated results of quantitative and qualitative data finding identified that major challenges experienced by the principals in supporting students pass rate in secondary schools. The study results of both data showed that student-related challenges, home-environment related, and teacher-related problems were found to be strong challenges. On the other hand, school-leadership related hurdles, such as lack of training on leadership, personal quality of school leaders, the absence of clear vision and mission, are moderately challenging principals (refer section 2.8 & 2.12). Despite these, lack of resource and material facilities and other external factors were identified as moderate challenges by qualitative participants. Consequently, the results of both data strands support each other. For instance, quantitative result of this study showed that students-related, family-related and teachers-related challenges are more pressing than leadership-related challenges. To the amazement of the researcher, the student-related problems such as students' lack of interest and motivation are identified as the dominant challenges identified. The fundamental reason for their lack of interest was joblessness of graduated students from the university, lack of fundamental knowledge on the subject matter and family level of awareness on education.

The finding is consistent with challenges related to lack of student and teacher interest/motivation (Sivrikaya , 2019, p.313 ; MoE & ESC, 2018, p.17, p.27), which state that lack of student interest and teachers' interest affects students' achievements. Students at secondary schools are without interest and motivation. This is due to the students' joblessness after graduation from university and parental low level of education (Goshu & Woldeamanuel, 2019, p.8). Similarly, students learning motivation, students' attitude towards learning and students school attendance influenced students' academic performance (Anbesse, 2018, p.49). Along similar line the researcher argued



that the educational system itself has contributed to the students' lack of interest and motivation. A study by the Ethiopian Ministry of Education found that students lack of interest in knowledge and skills can be explained by failure of the educational systems to motivate students (MoE & ESC, 2018, p.27). Moreover, according to Gemechu (2019, p.56), student-related factors such as lack of students' interest for their academic issues, failure to study hard, peer influence and absenteeism, are the major factors contributing to decrease in student pass rate.

The quantitative and qualitative data indicated that most secondary school students' family socio-economic status and educational level is poverty line. The absence of this two would hinder principals' efforts in improving students pass rate (Anbesse, 2018, p.49). It is implied that educated family could support their children through purchasing educational materials and follow up them which in turn enhance students pass rate. Similarly, family socio-economic status and family educational backgrounds are one of the home-related problems affecting students' academic achievement (Ngusa & Grundula, 2019, p.356; Anbesse, 2018, p.13). This argument aligns with those of Anbesse (2018, pp.9-10); Ngussa and Grundula (2019, p.356) who noted in their various studies that parental educational level, occupational status and income level, and student attitude toward their education are found to be the most challenging reasons for student achievement.

Both data findings also indicated there was teachers' lack of interest, absence of qualified teachers and teacher's professional commitment in secondary schools. This attributed to lack of enough incentives for additional work in the schools. In addition to these factors, poor teachers' quality, master of subject matter, and the teacher teaching methods are also the main contributor to low students' performance (MoE, 2017, p.5; Ekperi, 2019, p.515; Isa et al., 2020, p.37384). The researcher would like to argue with those researchers that qualified teachers who master their subject matter and use effective teaching methods may not contribute towards students' performance without teachers' esteemed interest in and commitment to their profession.

The quantitative result of this study found that school-leadership related problem such as lack of training on leadership, personal quality of school leaders, and absence of clear vision and mission are moderately challenging principals. In contrast, in qualitative data the principals and vice-principals were reserved to raise leadership-related challenges as the problem hindering school

leadership effectiveness. The principals were diverting the blame to others. However, educational supervisors participated and open-ended items on the questionnaire briefly indicated that school-leadership related challenges particularly lack of training on leadership is moderately challenging the school leaders. This finding confirmed with Robbins and Judge (2013, p.396) who found that leadership training in any form is most of the time more effective with high self-supervisors. The researcher tends to support the claim that effective school leaders cannot shift the blame to others rather they self-evaluate themselves and act proactively. In relation to this, the personal quality of school leaders moderately affects effectiveness of the school. In harmony with this finding, Hailemichael (2019, p.37) asserts that, if a school leader does not possess necessary personal qualities needed, it constrains him/her to carry out the responsibilities.

The other challenge to school principals in secondary schools was lack of school resources and facilities. Schools with inadequate resources including human and physical resources such of laboratory and equipment's, ICT rooms and the like mainly contributes to low quality of education. This study corroborates Mudulia (2012, p.535); and Hailemichale's (2019, p.82) statements, namely, that lack of sufficient resources resulted in low academic achievement of students. It is observed that there was no enough budget allocated to secondary schools of WAZ. Due to this, principals did not discharge their objectives by assigning resources and material facilities. Lack of material facilities and resources affect leadership practices and indirectly affect student achievement. In supporting this, Gemechu (2019, p.57) found that lack of educational material supplies and facilities are majorly affecting the students' academic achievement.

Finally, challenges from the Woreda Education Office and political interferences limit the autonomy of secondary schools. This agrees with what most Ethiopian Secondary Schools are facing as discussed in section 2.12. The researcher believed that this is the area which this study contributed to the new knowledge. It is from this challenges that the researcher keen interest to develop a new model discussed in section 6.6.

## **6.5 Strategies Adopted by Principals to Maintain/Improve Student Through-Put Rate in Secondary Schools of WAZ**

This study also appeared with some suggested strategies to solve the challenges faced by school leaders. From participants' suggestions, the central government motivation in playing their role was found as a strategy to minimize the problems in secondary schools. There were some big problems beyond the school capacity such as budget allocation, policy implementation – planning for teachers' professional development and adding salary and incentives for teachers. In supporting this, the government motivation in playing their roles shall comprise allocating enough budget and encourage private investment (MoE, 2018, p.39) attracting competent teachers (MoE, 2015, p.19-20) and increasing teachers' salary and benefits, such as health insurance, low interest loans to buy houses and car (MoE & ESC, 2018, p.45). In relation to this, Goshu and Woldeamanuel (2019, p.10) also suggested that the government should allocate an appropriate budget for each school, change curriculums like civics, history and Ethiopian geography; work on retaining experienced teachers; and change the life level of teachers.

In addition to the above strategy, study participants raised the importance of developing school leaders' commitment and responsibilities for school-leadership related problems. According to MoE and ESC (2018, p.92), the leadership capacity of Ethiopian leaders is generally weak, as there are inadequate managerial capacities of educational authorities at the regional, Woreda and school levels. That is why the Ministry of Education suggested that it is very important to develop school leaders' motivation and responsibilities in giving practical and theoretical understanding; and training on core areas of supervision, management and school leadership (MoE, 2015, p.20) to improve the whole school system, including students' motivation scheme. Along similar lines, the researcher claims that the effectiveness of every school depends on the success and failure of school leaders. It is paramount to play their leadership roles as mentioned in section 2.4.2. Moreover, in order to implement and play their roles properly, school leaders always improve their leadership quality through training. In supporting this, Morgan (2015, p.4) stated that school leadership requires knowledge, preparation, training, and continued professional development to facilitate the interactive participation of students.

The other strategy suggested by participants is enhancing teaching-learning. After school leaders develop their personal quality, they have to really focus on improving the working condition of teaching-learning process. This strategy mainly focused on teacher's professional development and teacher-teacher collaboration. This finding aligns with that of the World Bank (2018, p.22), which states effective teaching depends on teachers' skills and motivation. In the Ethiopian context, there are challenges on teacher's development, teaching methods and lack of training materials and retaining potential teachers. This strategy concurs with KIX (2019, p.28) who found the key gaps that need attention are, namely: sharing evidence and good practices in relations to implementing teachers' standard and professional development policies; system level approaches in bringing harmony among teaching, curriculum and teaching materials; and support for effective teacher management and engagement.

Still the other strategy is mobilizing and allocating resources in secondary schools. Although allocation of budgets is the duty of the government, especially the Ministry of Education, mobilizing and properly using such is the mandate of school principals. Most participants suggested that a highly effective principal should direct and apply available resources. In this regard, Goshu and Woldeamanuel (2019, p.11) claim that, among many roles, school principals are expected to correctly and fairly utilize allocated budgets, it is believed that generating internal income and searching for other funds, beyond what the government allocates, is an expected additional assignment for school leaders.

In relation to lack of interest of teachers toward teaching, principals should work on internal income-generating mechanisms to offer motivation through additional payment for teachers. Nyamwega (2016, p.14) found out that the reason for generating income in schools is to subsidize the government financial allocation which was insufficient to meet the expenses requirement for secondary schools. That study also concluded that income-generating activities in school motivate teachers, workers and students as such help with organizing retreats that motivate staff and students. This study concurs with Chirchir, Ngeno and Ngure (2019, p.587) who also recommended that school principals should engage in income-generating activities of all types to ensure more productivity; and should also be willing to use the resources at their disposal to run the schools effectively.

The final strategy to alleviate the school from challenges raised is, namely, to work on school autonomy. Secondary schools were challenged by Woreda Education Office to enrol the students beyond the capacity. There is also political interferences where schools are not free to make necessary decisions. This finding sides with Siyum and Gebremedhin (2015, p.233) who found there is a significant relationship between position and politics of ruling party membership in secondary schools. Most school principals are spending their time in dealing with political activities and were assigned by being a member of political party. They pointed out that principals have no autonomy to decide on school matters without consulting the political wing of schools. Haile (2020, p.160) also found that principals were assigned to the position because of their connection with political affiliation. School are interfered with political and non-academic works. That is why the researcher supports the claim that schools should be autonomous in their decision making and free from politics. This agrees with the recommendation by Haile who suggested that secondary schools should be free from politics (Haile, 2020, p.187). In this regard, this study put emphasis on exploring principals' leadership practices and its relationship to students' pass rate in secondary schools of WAZ (More detail discussion was made in section 2.2.2).

## **6.6 Contribution of the Thesis**

The aim of this study was to provide understanding of principals' leadership practices and its influence on quality education as reflected through pass rate in the public secondary schools of WAZ, Oromia Regional State of Ethiopia. The study also intended to develop a model that enhance quality of education through improving students' academic achievement (pass rate). Based on this overall aim and specific objectives of the study, the researcher makes the following major contributions.

- Primarily, this PhD thesis would contribute a lot to the study area or cite. As it was mentioned previously in section 2.13, the research gap was identified both internationally and at Ethiopian level, specifically in WAZ of Oromia. None of them investigated the relationship between principals' leadership practices in terms of setting directions, developing people, developing school and managing teaching-learning program and quality of education in terms of pass rate in secondary schools of WAZ. It would contribute

a lot for concerned body at national level, WAZ educational officers, school leaders in secondary schools.

- Secondly, solving the new arising leadership problems. As it was mentioned, for instance, among the basic questions raised, the major challenges affecting principals' leadership practices and students' pass rate were student-related, home-environment related and teacher-related problems, whereas school-leadership related issues, lack of resources and materials and other external factors were moderate challenges. The solutions recommended would benefit towards building literature on the focus area and help the researchers expand the field of study.
- Finally, the study developed a unique model for scientific community. To enhance student achievement in terms of pass rate and develop school leaders' capacity, the subsequent section presents a new model developed.

## **Proposed School Leadership Model Development**

This part of the research deals with model development emanated from the data. To start with, the problem level of school leadership and education quality was conceptualized in West Arsi Zone of Oromia, Ethiopia. Different leadership types; roles of school leaders; challenges of school leaders; and other relevant literature in the context of Ethiopian education system were also addressed. Pragmatic paradigm and Mixed Research Approach were applied, and data were collected from the study participants using questionnaire, interview and Document Analysis. Both quantitative and qualitative analysis were made and the results become the foundation for the development of model. The model can be called Multiphase School Leadership Model. The reason is this model as indicated in Figure 6.1 below, is passing through multiple phase in which one depends on the other and its inter-connections. This model pass through five phases as follows:

### **Phase I: Government Role in Selecting and Assigning Professional School Leaders**

As indicated in Figure 5.1, Phase I describes the role of the federal government at Ministry of Education (MoE) and Ministry of Science and Higher Education (MoSHE) Level. Their roles were mentioned recently on FDRE (2018, p.10660-10662) on Proclamation 1097/2018 about the definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia of sections 25 and 26. This phase is the place wherein the federal government plays its

role in professionalizing of leadership based on merit, knowledge and skills; selection, recruitment based on objective criteria; Experiential Learning preparation program; and accreditation of pathways. In this case, the policy implementation was actually facilitated by leadership management and governance at all levels, and there were strategies and mechanisms working for school leadership recruitment, selection, assignments, training and development (MoE & ESC, 2018, p.87).

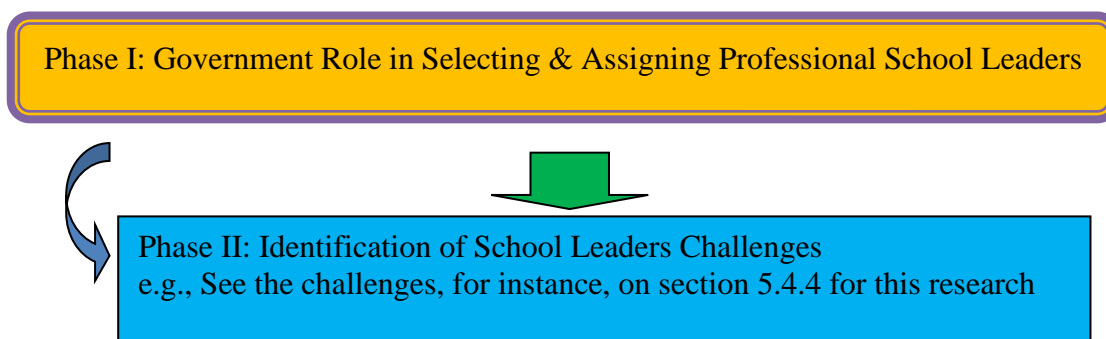
### **Phase II: Identification of School Leaders Challenges**

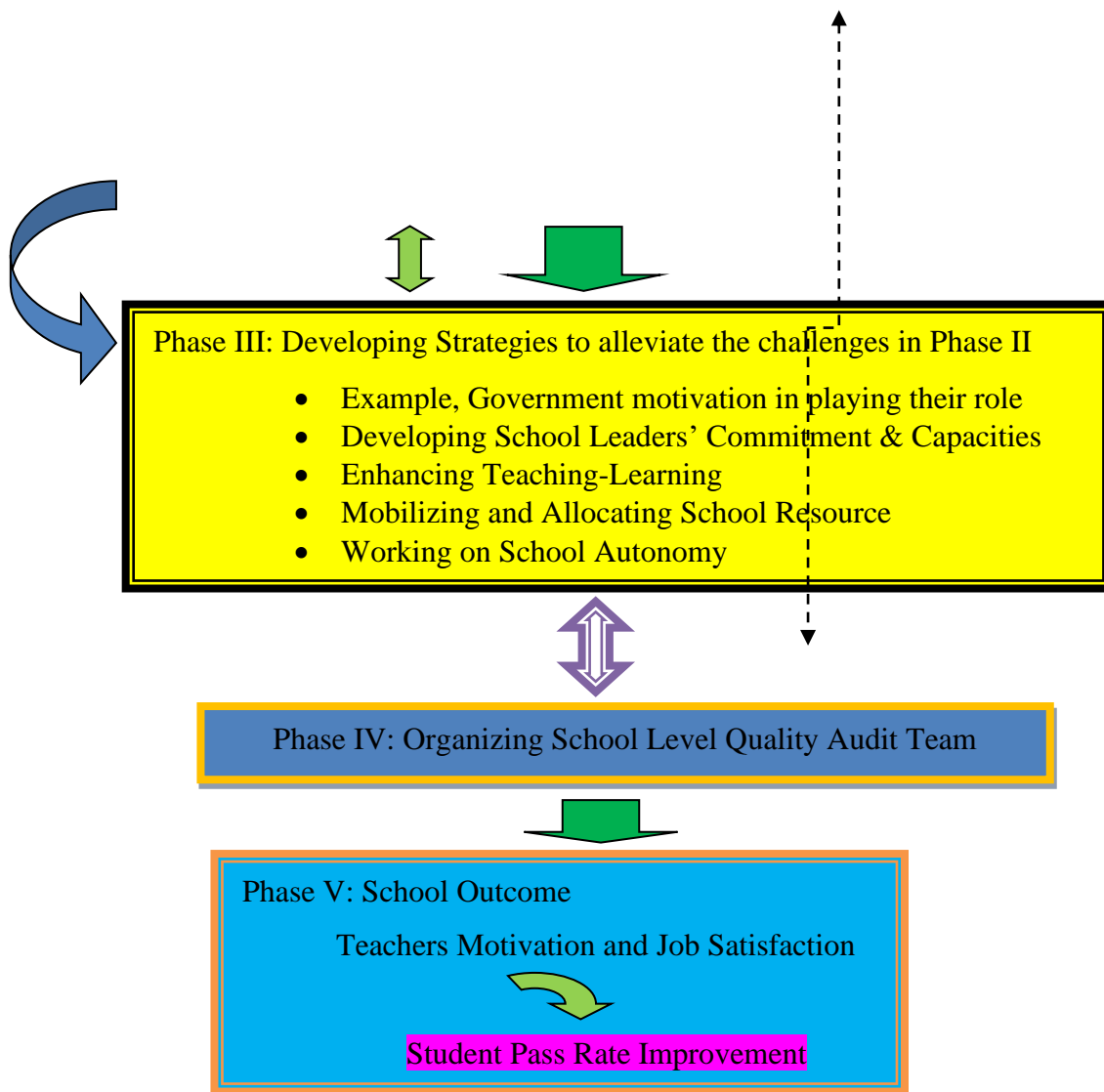
As it is shown in Fig 5.1, the second phase in this model is identification of school leaders' challenges. In this study, there are challenges school leaders facing in secondary schools. For instance, in this study the model developed from the data shows that principals were challenged strongly by student-related, home-environment related and teacher-related problems. In addition, school-leadership related problems, lack of finance and material facilities and other external factors were identified as moderate challenges. Based on the degree of the challenges in different school context, identifying their problems, strategies can be sought for to achieve their school goals, mission and objectives.

### **Phase III: Developing Strategies to Alleviate the Challenges in Phase II**

The strategies evolved to the ease the challenges were identified from the data. Consequently, in this thesis as an example, the model shows government motivation in playing their role, developing school leaders' commitment, capacities and enhancing teaching-learning (Teachers Development Programs, instructional support etc.) were suggested as the strategies solving the challenges of school leaders. Each particular school principal could develop their own strategies based on the challenges they might identify during phase II in their own context.

**Figure 6.1 Multi Phase School Leadership Model**





Moreover, it is portrayed in the model that mobilizing and allocating school resources and working on school autonomy were additional strategies to improve changes on permanent basis. Each strategy builds on one another. Every school can develop their own strategy based on their school contextual challenges.

#### **Phase IV: Organizing School Level Quality Audit Team**

Phase Three is followed by organizing school level quality team. After strategies developed as suggested by the participants, this phase is internally added to monitor and supervise the implementation of school leadership practices including the school vision, mission and goals. Each school needs a quality audit to follow up the school leaders being independent of the Woreda Education Offices. The Quality Audit Team should prepare a framework in collaboration with



each school strategic plans of the school; annual plans of principals and teachers; and weekly plans of individual teachers. They are expected to be accountable to the Woreda education level of the Educational Quality Audit Team. A strong follow-up from this team will result in improved school outcome. An audit team can also directly report to the government through following up the implementation of strategies.

### **Phase V: School Outcome**

After proper implementation of phases one to four, especially Phase Three, it is assumed that those strategies are expected to lead to school outcome. Those outcomes are first teachers' motivation, commitment and job satisfaction. When teachers are very satisfied, they would be committed and exert a big effort in supporting individual students. It then expected that quality of education would be improved. That means, teacher satisfaction followed by improvement of students' pass rate which is the ultimate goal of this study.

### **6.7 Summary of the chapter**

This chapter presented quantitative and qualitative data that were collected during the two phases of Explanatory Sequential Mixed Method design. Each basic question was properly interpreted, and the two data sets were integrated. During interpretation of quantitative and qualitative data, it was supported by proper scholars and other empirical findings related to the topic under study. After the discussion made on the research findings, the chapter summarized with the model development that would contribute to the current existing body of knowledge in order to intervene challenges and emerging problems hindering school leadership practices in improving students pass rate in secondary schools of WAZ of Oromia, Ethiopia. The final chapter presents summary of key findings, conclusions drawn from the findings, and recommendations made as an intervention strategy to enhance students' pass rate.

# **CHAPTER SEVEN**

## **SUMMARY OF THE KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **7.1 Introduction**

At the outset, the aim of this study was to provide understanding of principals' leadership practices and its influence on students' pass rate in secondary schools of WAZ, Oromia Region of Ethiopia. So far, to implement this goal, different topics related to the title were designed and put into effect.

Chapter One mainly deals with an introduction, background, and the rationale of the study. It also identified major research problems in which hypothesis, research questions, aims and objectives are the parts. An overview of research paradigm, research approach, and underlying philosophies of the study were made. The chapter briefly discussed implication of the study, overview on reliability, validity, and trustworthiness, definition of key concepts, conceptual framework, research design and methodology, limitation, and scope of the study and finally an outline of all chapters.

In the second chapter, the thesis reviewed school leadership and student academic performance. Within this chapter, leadership types for a successful school, and the role of school principals from an international perspective and the Ethiopian context, were reviewed. Challenges of school leadership and its impact of leadership practices on student academic performance, school leadership and quality education, factors inhibiting academic performance and quality of education, the research gaps, and summary of scholastic review was made.

Chapter Three was mainly about the context of the education system in Ethiopia, where and what is WAZ; and unique features of WAZ. The framework of the study was touched upon whereby Integrative Leadership Model and conceptual framework of the study were described.

The fourth chapter of this research was about research paradigm, approach, design, and methodology. This chapter discussed the research paradigm, the fundamental assumptions such as

ontological, epistemological, and methodological considerations were also presented. The research approaches: qualitative, quantitative and mixed research; research designs specific to study; research methodology comprising research site, sampling, research methods/instruments, research procedures and data analysis techniques; ethical issues; some means of enhancing quality of the research and, to that end, summary of the chapter were included.

Chapter Five was committed with the presentation, analysis and interpretation of the study. In the first part, quantitative data presentation and analysis were highlighted from the perspective of 225 teachers and 115 Heads of Department on the basic questions raised. The second part mainly focused on qualitative data in which 11 principals, 5 vice-principals and 4 supervisors who were interviewed during data collection. The third part mainly dealt with an integration of Phase I(Quantitative part) and Phase II (Qualitative part) to give complete meaning.

Chapter Six mainly focused on discussion of the research findings. The chapter discussed and triangulated the findings of basic questions themes designed on Chapter One. The chapter also support the research findings with literature review. Finally, the chapter was completed by developing school leadership model workable for secondary schools.

The final chapter, Chapter Seven, ends this thesis with summary of the major findings, conclusions derived from the study, and recommendations were forwarded. The chapter started with introducing an overview of each chapter, beginning from the first one until the seventh of this study. It was followed by a reminder of summary of the major findings of the current work recalling the basic research questions from which the themes emerged during this study. Then the conclusions drawn from the findings during the study time are presented. Consequently, recommendations made due to the findings and the conclusions of the thesis are also listed in this chapter.

Recommendations for additional research, recent improvement in education, limitation of the study and concluding remarks were made.

## **7.2. Summary of Key Findings**

As it was mentioned in the previous chapters, specifically in the introductory part of the first chapter, the study was led by but not limited by the following research questions designed in the course of Mixed Research Method approach, specifically Explanatory Sequential Mixed Methods. The main questions were, namely: How does principals' leadership practices influence students' pass rate in secondary schools of WAZ, Oromia Region? And the sub-questions of the study were, namely:

1. What are the current leadership practices of school principals in WAZ?
2. Is there a relationship between principals' leadership practices and students' pass rate in secondary schools of WAZ?
3. What are the leadership challenges experienced by principals in supporting student pass rate in secondary schools of WAZ?
4. What are the strategies adopted by school principal to maintain/improve learner throughput rate in secondary schools of WAZ?

Based on the main questions and the sub-questions, the summary of the key findings obtained from both quantitative and qualitative data were presented in the following succeeding sections. Cross reference to the specific sub-sections was also made or brief understandings.

### **7.2.1. Current Leadership Practices of Principals**

The current school leadership practices in setting directions with overall mean value (M=2.89) in secondary schools of WAZ found to be weak practice (see section 5.3.1.1) whereas the principals in qualitative results in this practice were moderately practiced as stakeholders understanding was low. Moreover, secondary school principals in developing people (with overall mean, M=2.59) was poorly practiced. Similarly, principals' practice in developing schools to support desired practice (M=2.54) found below expectation. Principals in managing teaching-learning program (M=2.55) still fell under the weak practices. Thus, school leaders fail to properly discharge their leadership core practices for improving pass rate as revealed by most of the respondents in setting directions, developing people, developing organization or schools, and managing teaching-learning program (See sections 5.3.1.1, 5.3.1.2, 5.3.1.3, 5.3.1.4, 5.3.6, 5.6).

### 7.2.2. Relationship between Principals Core Leadership-Practices and Students' Pass Rate

The Pearson product-moment correlation analysis indicated that there was strong and positive relationship between the principals' core leadership-practices in setting directions and Grade 10 pass rate whereas there were no significant relationships between DP, DO, and MTL and Grade 10 pass rate. The study also showed that there was a very strong positive relationship between principals' leadership practices in setting directions; in developing organization/schools and Grade 12 pass rate. However, there was no significant relationship between principals' leadership practices in developing people and managing teaching-learning program and Grade 12 students' pass rate.

### 7.2.3. Leadership Challenges Experienced by Principals

The study revealed that the major challenges experienced by principals in supporting student pass rate in secondary schools were identified by quantitative and qualitative data (refer sections 4.3.3 & 5.4.4). As revealed by the study, both data showed that student-related problem (lack of interest) with overall mean (M=4.56) and majority of interviewees, home-environment related such as family socio-economic and educational status (M=4.29) and teacher-related problems like lack of teacher-interest towards teaching profession and teacher quality and professional commitment (M=4.28) were found strong challenges. In addition to this, school-leadership related hurdles (sections 5.3.3.4 & 5.4.4.4) with overall mean (M=3.99); lack of resource and material facilities (M=3.80) (Sections 5.3.3.3& 5.4.4.5); and other external factors (in qualitative participants) (see section 5.4.4.6) were identified as moderate hindering factors.

### 7.2.4. Strategies to be Adopted by Principals to Improve the Learners Throughput Rates

As analysis indicated, to improve the learner throughput rate, the research participants suggested the strategies to be adopted by the secondary school principals (refer sections 5.3.4& 5.4.5). Based on the study, the first strategy was government motivation in playing their roles in allocating budgets, creating job opportunity for graduated students, and improving livelihoods of teachers in salary increment and incentives. The second strategy is developing school leaders' commitment and capacities in the areas of training for leadership quality and updating their capacity. The third strategy related to enhancing teaching-learning. School principals were suggested to arrange conducive working conditions of teaching such as teachers' teaching professional development to

update teachers in their subject matters. The fourth one is mobilizing and allocating school resources in secondary schools. The combined data showed that school principals should work tirelessly in influencing concerned bodies, mobilize community, and work on income-generating practices to fulfil lack of material and physical resources at their disposal. The fifth strategy is working on school autonomy. Secondary schools should be made free from political interferences and influences as suggested by both participants.

### **7.3 Limitations of the Study**

The researcher realized that this study had had some limitations. The first constraint methodological limitation which is specifically self-reported data. The researcher could not independently confirm the responses of the respondents on the questionnaire they filled and the interviews conducted. One of the manifestations is teachers and HoDs' exaggeration of the problems of principals' leadership practices while principals and vice-principals were reporting themselves as better performing. However, the researcher had worked hard and opted for open-ended items given to teachers and HoDs and Document Analysis to justify pass rate and leadership practices. It would have been better if the researchers think of other alternatives such as including Parent teacher-student associations, students to have comprehensive information.

The second one is on data collection instruments. This thesis utilized questionnaire, semi-structured interview and Document Analysis. Teachers, HoDs, principals, vice-principals, and educational supervisors were respondents and participants of this study. The main reason for excluding, for instance, Focus Group Interview (FGI) and Class Observation were the prevalence of COVID-19. In this study, the researcher prepared a way out by designing telephonic interview and one-on-one interview and documents on pass rate from WAZ education office and respective schools to triangulate and collect qualitative data instead of using Focus Group Discussion and Class Observation which was originally designed. It could have benefited the findings if students, parents, Zonal and the Woreda educational experts and policy makers included for interview and FGI.

The third limitations are sample selection. The study focused on 11 governmental or public secondary schools from 4 Woredas and 2 town administration of WAZ. Where there are 56

secondary and preparatory schools in WAZ and even not including private institution in the region. This may limit to generalize the results to the larger community. However, the researcher did not collect large data due to financial constraints, time, and prevalence of COVID-19 to avoid more contacts. In addition, there was government instability and lack of peace in some parts of the Oromia Regional State. The researcher could have possibly discovered more if he had included at least each zone and included private secondary schools. This does not mean that the choice of the sample was an oversight because the selected secondary schools were in different context, on both geographically and socioeconomic aspects, and the intention was to examine the actual practices of school principals and students pass rate. Given the limited financial resources and time constraints for the study, it was not feasible to include experiences of all zones in the Oromia Regional State, which is the largest region in Ethiopia. Despite all these facts, a far larger sample should be utilized at the Oromia level in the future to make generalization more achievable.

The other constraint is time. As it was mentioned in the methodology part, the Mixed Research Method has a disadvantage of taking long time and is expensive to carry out (Fraenkel & Wallen, 2009, p.558). Due to this fact, this research took longer time to interpret and triangulate the quantitative and qualitative data. To complete the analysis of data needs extra time, which is something already limited by the stipulated UNISA due date to complete the study. In this study, the researcher took more time than the time given to finalize this Mixed Research Method study. It would be better if in the future the other researchers would opted to either quantitative or qualitative method independently to finish the study within limited time framework.

#### **7.4 Suggestions for future research**

This study was focused on exploring principals' leadership practices and students pass rates in secondary schools of WAZ. In this study, the framework of Leithwood et al., (2010) that emphasized on only four core leadership-practices, namely: setting directions, developing people, developing organizations, and managing teaching-learning programs and quality of education in terms of pass rate partially framed the study. Moreover, a Multiphase School Leadership Model was developed in this study. It is thus suggested that future studies can address influence of principals' core leadership-practices on quality of education in terms of pass rate or other variables by expanding this framework or model or coming up with new model. Further study should be

conducted on other leadership practices areas and its effects on quality education and students' achievements such as: teachers behaviours' management and students' attendance with quality education; teacher quality and satisfaction with students' academic achievement; effect of curriculum selection on students' achievement; leadership styles and teachers performance; Female leadership and quality education should be studied by other researchers.

- This study emphasized on views of teachers, HoDs, Principals, vice-principals and Supervisors on principals' core leadership-practices and students' pass rate. A further study which includes the views of other educational participants like students, the parents, Zonal and the Woreda educational experts, and policy makers should be conducted to have holistic perspective.
- This research was conducted in selected governmental secondary schools of WAZ. The same study addressing similar problems can be done in different settings such as in primary schools, technical and vocational education training, higher education and private educational institutions and schools. Further studies can be conducted in multicultural settings, in other regions in the country, city administrations of government and or private secondary schools.
- Methodologically, this study applied Mixed Research Method. Therefore, this study recommends that further similar studies employ qualitative or quantitative methodologies.

## **7.5 Conclusion**

This thesis had intended in investigating what the school principals are doing to influence students' pass rates. This study found that the level of implementing principals' leadership practices in 'setting direction', 'developing people', 'developing school' and 'managing teaching-learning program' in secondary schools of WAZ were performed weak. This entails that the school leaders were not contributing much for the improvement of student pass rate. That might be attributed to leaders' lack of sustainable training, the inability of following up the vision and mission of the school systematically, and personal and professional quality of school leaders.

This study also revealed that there was a positive relationship between principals' leadership practices in 'setting direction' and Grade 10 students pass rate whereas in Grade 12, there is also positive relationship between principals' leadership practice in 'setting direction' and 'developing schools' and student pass rate. The relationship between principal leadership and student pass rate



differs in Grades 10 and 12 in some leadership practice variables. The influence of principals' leadership practices in 'setting direction' and 'developing schools' has more impact on the secondary school pass rate than 'developing people' and 'managing teaching-learning program'. Other factors might be contributing for that variation. This calls for the school principals to re-visit their leadership core practices and prioritize those practices according to their significance.

This study achieved its objectives, but further research is needed to investigate why there was a variation in the influence of the core principals' leadership practices among each other. With regards to leadership challenges hindering principals' performance and students pass rate, this study found that lack of student interest and motivation, students' family's socio-economic status and educational level, and teachers' lack of interest were the strongest inhibiting factors. Whereas, lack of resource and material facilities; other external factors such as lack of the Woreda and Zonal educational support; influence of the Woreda Education Offices; and political interference moderately contributed to low performance of school leaders and its influence on students pass rate. The finding suggested that student, home environment factors and teacher-related problems had more impact on the implementation of principal leadership practices compared to the lack of financial and material facilities as well as external factors on the leadership abilities of the principal. This finding surprised the researcher, and it is true that, regardless of a principals' effort to enhance the students' pass rate, in the absence of student motivation and interest, family support and educational background and teachers' interest, it is difficult to improve the quality of education in terms of students' pass rate. This requires the strategies that emerged during this study as it was summarized in sections 5.4.6 & 6.2.4 in tackling those challenges in leading successful schools.

## **7.6 Recommendations**

Based on the key findings on section 7.2 and conclusions drawn on 7.5, the following recommendations made to government, and policy makers, school leaders

### **7.6.1 Recommendations to Government and Policy Makers**

- The study showed that school principals' practices in 'setting directions', 'developing people', 'developing schools' and 'managing teaching-learning program' were found to be weak. This might be attributed to principals' lack of on-the-job training; strategic

follow-up of school vision and mission; and the personal and professional quality of them. The central governments (specifically the Ministry of Science and Higher Education and the Ministry of Education) in collaboration with middle level managers at Zonal, Educational Woreda office heads, and the nearby universities should arrange and offer a continuous, sustainable training on leaders' personal leadership skill development through on-the-job training. Moreover, the federal government and the Woreda Educational Offices should also render continuous professional support to the school leaders through re-establishing Quality Audit Team at the Woreda and school levels, in addition to the formal monitoring and supervision activities.

- The research portrayed that school principals' performance and students' pass rate was hindered by student-related problems (lack of interest); family socio-economic and educational level; and lack of teachers' interest toward their profession than other challenges such as school-leadership related matters; lack of resources and material facilities; and other external factors. The recommendation for resolving these factors can partially go to the government and school level principals. For lack of students' interest due to joblessness of graduating students from universities, governments should formulate a new job opportunity so that students in secondary schools would be motivated and attend their classes.
- With regards to teachers' lack of interest and their teaching profession, the study shows that most teachers were unsatisfied due to lack of incentives and lack of professional commitment. The Ethiopian government and the Ministry of Education and Ministry of Science and Higher Education and other stakeholders should work for improving teachers' salary and other benefits such as additional payment for make-up and extra load classes in secondary schools. In Ethiopia, teaching profession is not respected and valued. That was manifested through teachers' low salary and benefits which is low as compared to other sectors. To improve this, the government should start on attracting best performing students at the end of secondary school to the profession and assign such to the teaching profession in the universities. In addition to this, the government should work on housing problems of teachers so that teachers can be provided with houses. Most

secondary school teachers, especially in towns, suffer from the house rent. Thus, the government should work with the Oromia Regional State to arrange free offering of the land and lending money for building houses on the long-range payments. Furthermore, the government should allocate enough budget for secondary schools so that basic infrastructures and materials can be provided. All the problems raised, such as lack of the Internet and water in most schools; and lack of enough classrooms, electric power and related resources, can be fulfilled when enough attention given to the improvement of secondary schools by the government in allocating demanding budgets.

- The policy makers should draft a policy provision that attract best performing teachers from secondary school and give advanced training on leadership for secondary schools and assign them to principals' position instead of fresh graduate from Grade 12 without experience. The detail framework and curriculum for advanced training for school principals should be proposed by the policy makers at the Ministry of Education and Ministry of Science and Higher Education.

#### 7.6.2 Recommendations to School Leaders

- The study indicated that there was positive relationship between principals' leadership practices in 'setting directions', 'developing schools' and students pass rate in secondary schools. Other factors might be contributing for low performance of student pass rate. Thus, school leaders including principals should re-think on their leadership practices and prioritize strategically to work on personal leadership development skills through arranging requesting professional training and reading on how they develop their capacity building.
- Principals should meaningfully facilitate strong working culture in school compound so that teachers, students and other stakeholders work together for the common goals of achieving high in schools.
- Principals should invent more on income-generating activities and influence the Woreda Education Offices so that enough budget could be allocated.

- The principals should properly and faithfully utilize and manage their financial resources under their custody.
- As it was discussed, lack of students' interest and motivation towards their education is attributed to their lower-level educational backgrounds and joblessness of graduated students from universities. School principals should encourage neighbouring pre-primary and primary school principals to work on quality education in their level so that students should have demonstrated the basic knowledge and skills on their core subject matters before reaching the level of secondary schools.

### **7.7 Recent Improvement in the Educational Policy**

Ethiopia is among the fastest growing developing country. The Ethiopian government striving towards major reforms to become middle-income by the year 2030 (MoE& ESC, 2018, p.3). Currently, significant attention has been given to upgrading economic and social infrastructures and promoting pre-poor spending on education, health, and other services to benefit the poor and marginalized. Education become a tool to attain those goals and quality education is among the main focus. There was a political change and Ethiopia is on transition period. During this research data collection, there was a change on educational policy and school leadership systems. All preparatory 11-12 and Grades 9-10 are merged, and they are called secondary schools and included Grades 9-12.

Due to this fact, there is better motivation and move from the government to improve quality of education from pre-primary level to higher education and has focused on principals' leadership assignment and selection strategy, teacher motivation mechanisms, and student attendance controlling and following mechanisms. Therefore, it is hoped that principals' leadership practices and students' academic achievements in terms of pass rate would be improved soon.

### **7.8 Concluding Remarks**

This Explanatory Sequential Mixed Method design explored principals' leadership practices and students' pass rare in secondary schools of WAZ. The findings revealed the current level of school principals' implementation of leadership practices were found weak. The study showed that there is strong positive correlation between leadership practices in 'setting directions' and 'developing

schools' and students pass rate, while 'developing people' and 'managing teaching-learning program' did have significant relationship with students pass rate in secondary schools. The study also identified student, home environment and teachers-related problems as strong challenges while school-leadership related, lack of financial and material facilities and external factors are moderate challenges hindering principals from enhancing students' throughput rate. The study of principals' leadership practices cannot be only investigated from four dimensions. Moreover, the quality of education could not be enhanced with the effort of school leaders and central governments only. This study concluded that different stakeholders, such as students' parents and NGOs, should be involved in funding schools and teachers' commitment to quality teaching and encouraging students to love education in order to enhance the quality of education aimed at increasing students' pass rate. Furthermore, the study had made recommendations for further study in the areas of limitation of this research. This study contributed to the policy and theory by developing new school leadership model. Hence, this PhD thesis has achieved its objectives!

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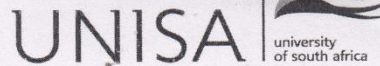
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## APPENDICES

### Appendix A: Proof of Registration to UNISA 2021



0742

A I R M A I L  
BEKERE D K MR  
DESTA KAMETI  
P.O.BOX 05  
HANASSA, ETHIOPIA  
ETHIOPIA

STUDENT NUMBER : 64062694  
ENQUIRIES TEL : 0861670411  
FAX : (012)429-4150  
eMAIL : mandd@unisa.ac.za  
2021-02-09

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION) (90019)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION	
					EXAM DATE	CENTRE (PLACE)
Study units registered without formal exams:						
@ TFPEM01		PhD - Education (Education Management)	**	E		
TFPEM01		PhD - Education (Education Management)	**	E		
@ Exam transferred from previous academic year						

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

# Your attention is drawn to University rules and regulations ([www.unisa.ac.za/register](http://www.unisa.ac.za/register)).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

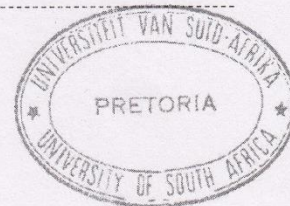
BALANCE ON STUDY ACCOUNT: 18071.00

Payable on or before:	2021/03/31:	0.00	2021/05/15:	0.00	2021/08/15:	0.00
Immediately:18071.00	2021/11/15:	0.00	2022/03/15:	0.00		

Yours faithfully,

Prof M S Mothata  
Registrar


734X 0 00 0



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA, 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)



## Appendix B: UNISA College of Education Ethical Clearance Certificate

**UNISA** |   
university  
of south africa

**UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE**

Date: 2019/11/13

Dear Mr DK Bekere

**Decision:** Ethics Approval from  
2019/11/13 to 2024/11/13

Ref: **2019/11/13/64062694/15/AM**  
Name: Mr DK Bekere  
Student No.: 64062694

---

**Researcher(s):** Name: Mr DK Bekere  
E-mail address: 64062694@mylife.unisa.ac.za  
Telephone: +51911385477

**Supervisor(s):** Name: Dr TA Ogina  
E-mail address: teresa.ogina@up.ac.za  
Telephone: +27124202445

**Title of research:**

**Exploring principals leadership practices and student's pass rates in secondary schools of West Arsi Zone, Ethiopia**

**Qualification:** PhD in 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 2019/11/13 to 2024/11/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/11/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

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 principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

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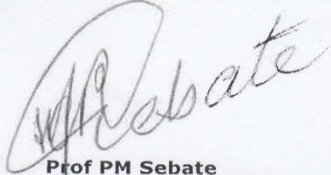
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy 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 **2024/11/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2019/11/13/64062694/15/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

Approved - decision template – updated 16 Feb 2017

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## **Appendix C: A Letter Requesting Permission to Conduct Research**

### **Request for permission to conduct research at General secondary and preparatory schools of West Arsi Zone**

Title of the research: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia**

Date: September 16, 2020

To: Dr. Tola Berisso,

Oromia Region Education Bureau Head

Oromia Regional State, Addis Ababa, Ethiopia

From: Desta Kaweti Bekere

Cell phone: 0911385477

Email address: 64062694@mylife.unisa.ac.za/bekade2010@gmail.com

University of South Africa

Name of Supervisor: Dr. T.A Ogina, Senior Lecturer

Dear Dr. Tola Berisso, Head Oromia Region Education Bureau,

I, **Desta Kaweti Bekere**, a lecturer at Hawassa University College of Education am doing research under supervision of Dr. Teresa Ogina Senior Lecturer at Faculty of Education, University of Pretoria in the Department of Education Management & Policy Studies towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia**.

The aim of the study is to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of West Arsi Zone, Oromia Region of Ethiopia. West Arsi Zone has been selected because it is the nearest zone to the student researcher who is currently serving in Hawassa University and to contribute for improving quality education.

The study will entail selected general secondary and preparatory teachers, principals, vice-principals, Heads of Department, school supervisors, zonal education experts as participants of the study. For this questionnaires, semi-structured interviews and Focus Group will be used.

The study benefits the participant as a group and scientific society by providing some insight on understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools. There is no potential risk involved in the process of the study. There will be no reimbursement or any incentives for participation in the research.

I am writing this letter to request your good office for a permission to conduct research on the above topic in secondary schools in the zone chosen. I pledge to treat all information I may obtain in the course of this research with the highest confidentiality. I also pledge to follow all procedures set by the schools and I will conduct my research without disturbing any school program.

I request a written response for purposes of facilitating my identification and self-introduction to West Arsi Zone, Woreda Educational Offices and selected secondary schools selected.

I appreciate your cooperation in taking time off your hectic schedule to attend to my request.

With regards

Yours sincerely,

Desta Kaweti Bekere

## Appendix D: A Support Letter from Hawassa University

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☎ - +251462206419



Fax +2514220 54 21

HAWASSA UNIVERSITY  
College of Education  
☒ - 5, Hawassa, Ethiopia

ቁጥር ትኩ/ ፲፯፻፳፩ /2012

ቀን ፳፯/፳፭/2012

To: West Arsi Zone Education Department  
Shashemene, Ethiopia

**Subject: Permission for Data Collection**

Mr. Desta Kaweti Bekere (Mr. Bekere, DK students No. 64062694), is an academic staff of Hawassa University, doctoral students at the University of South Africa (UNISA). To fulfill the requirement for the degree of PhD at the University of South Africa in Education Management the student is currently conducting the research entitled on: “Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia”


The aim of the study is to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of West Arsi Zone, Oromia Region of Ethiopia. West Arsi Zone has been selected because it is the nearest zone to the student researcher who is currently serving in Hawassa University and to contribute for improving quality education.

The study will entail selected general secondary and preparatory teachers, principals, vice principals, department heads, school supervisors, zonal education experts as participants of the study. For this, questionnaires, semi-structured interviews and focus group will be used.

The study benefits the participant as a group and scientific society by providing some insight on understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools. There is no potential risk involved in the process of the study. There will be no reimbursement or any incentives for participation in the research.

Therefore, on behalf of Hawassa University, I kindly request your organizational support rendered to Mr. Desta by giving a written response for purposes of facilitating the identification and self-introduction to West Arsi Zone Experts, Woreda Educational Offices and selected secondary schools for his success in his entire journey until the completion of the study. For more information see the ethical clearance attached.

With regards,

 Abraham Tulu Mekonnen (PhD)  
College of Education Dean

**CC:**

Mr. Desta Kaweti Bekere





## Appendix E: Support Letter from West Arsi Zone Education Office

**Bulchiinsa Mootummaa Naannoo Oromiyaatti**      **The Oromia Region Government**  
**Waajjira Barnootaa**      **West Arsi Zone Education Office**  
**Godina Arsii Lixaa**      **የምዕራብ አርሲ ዞን ት/ጽ/ቤት**

Lakk-WBG/4/ 506/2012  
Guyyaa-01/10/2012

**To: Kofale Woreda Education Office**  
Kofale  
**To: Gadab Hasasa Woreda Education Office**  
Gadab Hasasa  
**To: Heban Arsi Woreda Education Office**  
Goljota  
**To: Shala Woreda Education Office**  
Ajee  
**To: Dodola Town Education Office**  
Dodola  
**To: Negele Arsi Town Education Office**  
Negele Arsi

**Subject:-Letter for Permission of Data Collection**

As it is indicated on the subject above, University of Hawassa, College of Education has written a letter for the Doctoral student Desta Kaweti Bekere by the letter number ትኮ/248/2012 on the dated 02/06/2012 E.C to our office to obtain permission to conduct research and collect data entitled by 'Exploring Principals' leadership Practices and Student pass rate in Secondary Schools of West Arsi Zone , Ethiopia ' for the fulfillment of PhD in Education Management at the University of South Africa.

Therefore, on behalf of West Arsi Education Office, I would like your Woreda and Town Administration to support Mr. Desta by giving letter of permission to respective Secondary schools, supervisors and Education Experts to collect data and related services. Here we have attached a support letter from Hawassa University copy of one (1) page for your reference.

With Regards!

C.C

→ **To : Mr. Desta Kaweti Bekere**  
• **To : Teachers Development and School leaders Department**  
Shashemene

T.Phone 0461104232/1419/042110555      E-Mail:westarsieduc17@gmail.com

## Appendix F: Questionnaire for Teachers and Head of Departments



### Questionnaires to be filled by teachers and Head of Departments

Dear respondent,

This questionnaire forms part of my Doctoral research entitled: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia** for the degree PhD in Education Management at the University of South Africa. You have been selected by a Multi Stage Random Sampling strategy from the population of 604 teachers and 128 Heads of Department. Hence, I invite you to take part in this survey.

The aim of this study is to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of West Arsi Zone, Oromia Region of Ethiopia. The findings of the study may benefit the school leaders and respective educational stakeholders by developing a Model that shows the strategies for enhancing quality education.

You are kindly requested to complete this survey questionnaire, comprising three parts as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 45 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position amongst others, will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by Oromia Educational Bureau and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: Desta Kaweti Bekere, Hawassa University, Department of Educational Planning and Management, Cell phone: 251911385477, e-mail:64062694@mylife.unisa.ac.za. My supervisor can be reached at Department of Education Management & Policy Studies, Faculty of Education, University of Pretoria. E-mail: teresa.ogina@up.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to the researcher with in one day.



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## Questionnaires to be filled by teachers and Head of Departments

### Part I: General Information of Respondents

Directions:

Please make a tick mark (✓) in the boxes provided and write brief answers in the space provided. Please give only one answer to each item unless you are requested to do otherwise.

1. Name of the school \_\_\_\_\_ Woreda \_\_\_\_\_

2. Sex Female  Male

3. Your present job post (title)

A) Teacher  B) Department Head

4. Age: A) 20-25 years  B) 26-35 years  C) 36-45 years   
D) 46-55 years  E) 56 years and above

5. Level of Education (Academic Qualification)

A) College Diploma in teaching  B) Bachelor Degree   
C) Master's Degree  D) Other (Please Specify) \_\_\_\_\_

6. Total years of service appointed as teacher, and department head

A. 5 years and below  C. 11-15 years   
B. 6-10 years  D. 16-20 years   
E. 21 and above

7. Field of specialization

A. Academic Subjects  C. TVET   
B. EdPM+PGDSL  D. Others, Specify \_\_\_\_\_

### Part II: Current School Leadership Practices

**Direction:** In the following table below, there are core practices of school leadership. Each practice is defined in terms of specific major domains of leadership practices as indicated below under the “practices” column.

Kindly, read each statement carefully and put a tick (✓) mark under the number that best indicates the degree to which your principal has performed (demonstrated) a particular practice area. Key: 5 = Strongly Agree 4 = Agree 3 = Undecided (Neutral) 2 = Disagree 1 = Strongly Disagree

No.	Practices	Scores				
		5	4	3	2	1
	<b>1. Setting Direction Our School Principal</b>					
1	build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction					
2.	establish measurable goals aligned to the vision and mission of academic success for every students					
3.	provides useful assistance to teachers in setting short term goals for teaching and learning					
4.	demonstrates high expectations for teachers, students and themselves					
5.	principal ensures that school goals are widely known, understood, and visible in the daily life of the school through different communication channels.					
	<b>2. Developing People Our School Principal</b>					
1	recognizes the accomplishments of individual teacher and teaching staff equitably.					
2.	developing an atmosphere of caring and trust among the teaching staff					
3.	committed to establish a good campus culture					
4.	encourage teachers to attend the activities of the teaching and resource group					
5.	the principal visibly models values and practices that contribute to a positive learning climate and support the continuous improvement of teaching and learning in school.					
6.	concerned about teachers existence such as work stress, living condition.					
7.	broadens teachers' knowledge and skills by inviting education experts to give lectures in schools					
	<b>3. Developing the Organization/School ur School Principal</b>					
1	reasonably arranges human resources in the school					
2.	ensures that the physical facility is maintained in a safe, healthy and attractive condition.					
3.	is successful in building community support for school improvement efforts.					
4.	distributes resources in ways that are closely aligned with the school's improvement priorities					
5.	provides adequate time for professional skill development					
6.	strengths school security , ensuring the smooth progress of teaching					
7.	establishes a structure of teams and groups that work together on problem solving.					
8.	modifies organizational structures and building collaborative processes.					
	<b>4. Managing instructional program Our School Principal</b>					
1.	helps clarify the reason for the school's improvement initiatives					
2.	recruits qualified , interested and competent teachers to support achieve goals					





## **Department of Educational Leadership and Management**

### **Interview Guide for principals, vice-principals and school supervisors**

1. How do as the principals are you practicing setting directions by defining clear vision, mission to the students, and teachers?
2. In your opinion, do you communicate the school vision and goals the school community and other stakeholders?
3. How do you as the school leader provide support and demonstrating consideration for different staff including teachers?
4. Are you really building a trusting relationship within and among teachers, students and parents?
5. Do you think you are developing your school through building collaborative culture such as creating teachers timetable for teaching, maintaining safe and healthy environment, allocating resources to support school vision and goals?
6. In your belief, are you influencing the quality of teaching and learning in providing instructional support, evaluating teachers and evaluating achievement of students?
7. In your view, describe the relationship between principals' leadership practices in setting directions, developing people, developing Organizations/Schools and managing teaching-learning program and student pass rate in your school? Please explain one by one.
8. What are the major challenges that principals face during their endeavour in improving student pass rate in your school?
9. What strategies do you suggest to improve those challenges in number 7 to improve students' pass rate?
10. Kindly suggest one way or ways in which the quality of education in terms of students pass rate could improve in secondary schools.

## Appendix H: Participant Information Sheet



### PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: 2019/11/13/64062694/15/AM

Research permission reference number: WBG/4/906/2012

Dec.21,2020

Title: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia**

#### **Dear Prospective Participant**

My name is **Desta Kaweti Bekere** and I am doing research with Dr Teresa Ogina, Senior Lecturer at Faculty of Education, University of Pretoria in the Department of Education Management & Policy Studies towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia**

#### **WHAT IS THE PURPOSE OF THE STUDY?**

I am conducting this research to provide understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools of West Arsi Zone, Oromia Region of Ethiopia.

The study also intends to develop a Model that shows the strategies for enhancing quality education, particularly student academic achievement (pass rate) in secondary schools in Oromia Regional State of Ethiopia.

#### **WHY AM I BEING INVITED TO PARTICIPATE?**

You are invited because this research use instruments such as questionnaire, interview, focus group. Since questionnaire will be filled with teachers and Heads of Department, and interview will be obtained from principals, vice-principals and school supervisors and, finally, Focus Group Interview will be conducted with Zonal education experts, you are among them. We are seeking the participation of you as very important because the success of this research depends on your full participation.

I obtained your contact details from West Arsi Zone Education Department and respective school principals after proper permission obtained from Oromia Education Bureau. The number of participants are 241 teachers, 11 principals, 10 vice-principals, 128 Heads of Department, 4 school supervisors were the sample size of this study.

#### **WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?**

This study will require your participation in different capacities. Information obtained from you will be used for academic research purpose only. Your honest and truthfulness has a paramount value for the success of this study which in turn is entirely depends upon your responses. The study involves questionnaires, semi-structured interviews, and focus groups. The real notion toward

utilizing semi- structured interview and FGD is to get deep and thorough information about the current principal leadership practices being going on in general secondary and preparatory schools and what is the students' pass rate seems in those sampled schools. The questionnaire takes 45 minutes to fill, while interview and focus group takes a maximum of one hour and half. The total expected duration of participation in all selected secondary schools will be together one month in all schools.

### **CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?**

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written Consent Form. You are free to withdraw at any time and without giving a reason, just inform the researcher through his email address or call him.

### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

There are no direct anticipated benefits for the participants. However, the data provided by the participants will support the researcher in achieving the aim designed in this research study and also provide for the participant as a group and scientific society some insight on understanding of principals' leadership practices and its influence on quality education as reflected through student pass rate in public secondary schools.

### **ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?**

To assure you, there are no foreseeable negative risks associated with the participation in this research study. The only potential inconvenience to you for participating is your precious time which the researcher requests you to set aside for filling the questionnaires, interviews and focus group that have been outlined above. All the information you provided in this research will be treated as highly confidential and your name will never be used in any report of this research study without your agreement. The information obtained from you will only be used for the purpose of this study and thereafter the records on supplied information will be submitted to UNISA for safe keeping and then after they will be destroyed according to the university's policy on the collected data for the research purposes.

### **WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?**

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research or your name will not be recorded anywhere and no one will be able to connect you to the answers you provide. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcribers, external coder, who will be required to sign a confidentiality agreement and members of the research Ethics Review Committee. Otherwise, records that

identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purposes like research report, journal articles, and/or conference proceedings. In whatever form, for instance, in focus group your supplied data may be used your name and identity will always be kept confidential and private. I shall encourage all participants to feel free by giving relevant information as may be required.

**HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?**

Hard copies of your answers will be stored by the researcher for a minimum period of five years in a locked cupboard/filing cabinet at researcher office for future research or academic purposes; electronic information will be stored on a password protected desktop computer and personal laptop. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years the records of the data collected from you will be destroyed as follows: hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the electronic devices through the use of a relevant software program.

**WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

There are no payments or incentives for participating in this research study, participation is voluntary. Furthermore, there are no foreseeable costs which will be incurred by participating in this research study.

**HAS THE STUDY RECEIVED ETHICS APPROVAL**

This study has received written approval from the Research Ethics Review Committee of the College Education, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

**HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?**

If you would like to be informed of the final research findings, please contact Mr. Desta Kaweti on 0911385477 or [64062694@mylife.unisa.ac.za](mailto:64062694@mylife.unisa.ac.za) or [bekade2010@gmail.com](mailto:bekade2010@gmail.com).

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Dr.Teresa Ogina at: [teresa.ogina@up.ac.za](mailto:teresa.ogina@up.ac.za). Contact the research ethics chairperson of CEDU REC Chairperson: Dr M Claassens at [mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za) if you have any ethical concerns.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

Desta Kaweti

**Appendix I: Research Participants' Consent Form**



**RESEARCH PARTICIPANTS CONSENT FORM**

Research Title: **Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia**

Researcher Name: Desta Kaweti Bekere  
Email address: 64062694@mylife.unisa.ac.za  
Cell: 251911 385477  
Supervisor's Name: Dr. Teresa Ogina  
University of South Africa

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the Consent Form which follows below.

Yours sincerely,

\_\_\_\_\_  
Desta Kaweti Bekere

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview would take approximately one hour and half would mutually agreed in the place convenient to me.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname: **Desta Kaweti Bekere**

Researcher's signature.....Date.....

## Appendix J: Sample Transcribed Interview Result



**Place of interview-** Dodola Preparatory School

**Age:** 38 years old

**Academic Qualifications:** MA degree

**Year of Service:** 13 years in total and 3 years in this school

**Position:** Principal

**Interviewee Code:** P2

**Interviewer:** *Mr. Principal, thank you for willingness to participate in this interview.*

**P2:** *It is my pleasure!*

**Interviewer:** *My name is Desta Kaweti from Hawassa University pursuing my PhD at UNISA. Let us go to question number 1. How do you evaluate your practice in setting directions by defining clear vision, mission to the students, and teachers?*

**P2:** *We have a vision and mission. Our school vision is to create students who are with good behaviour and support themselves and a good citizen.*

**Interviewer:** *Where is your mission and vision posted?*

**P2:** *It was posted on the entrance of the school on the wall. It is creating citizen who inherit this country.*

**Interviewer:** *How do you follow up whether your school vision and mission accomplished?*

**P2:** *We inform the parents to follow up their children, we as school principal also follow in addition to the family. We contact sometimes their parents. We will make them to be strong on their education, take care of the country in the future.*

**Interviewer:** *How do you follow whether teachers are implementing or not? Did you put vision and mission for teachers one by one?*

**P2:** *We have a plan and we follow up them based on that.*

**Interviewer:** *How do you make the vision and mission implemented by students, teachers? Can you repeatedly remind them?*



**P2:** *We sometimes remind on the student meeting during the flag ceremony.*

*Interviewer: Item 2: In your opinion, how do you communicate the school vision and goals to the school community and other stakeholders?*

**P2:** *The way we communicate with them is we used to call PTA. We inform what are the school vision and mission one by one so that the parents can do any weakness we have, strengthen students, support.*

**Interviewer:** *What other means of communicating vision and mission?*

**P2:** *PTA, we have announced. But there is lack of understanding our message. There is no enough result for that. Other means we use telegram for passing information. There is telegram of our own. All students have been and come to school even now during COVID 19 to take worksheets.*

**Interviewer:** *Item 3. How do you as the school leader provide support and demonstrating consideration for different staff including teachers?*

**P2:** *By giving support materials. Giving morals for model teachers. We give certificate of appreciation in front of other teachers for those model teachers. Those who work hard become very happy. But some teachers said "you are discrimination and unfair". Teachers who are discouraged will bring problem on the academic performance of students. But we did not support our teachers as expected. One thing we support teacher is through allowing them to go and become examiner on the national exam. We give chance of examining on national level to model teachers. There is evaluation and based on that standard, we select the best performing teachers. So it is based on their efficiency that teachers get that kind of support. There is no other advantage or benefit they are getting.*

**Interviewer:** *We are going to item number 4. Describe your trust relationship within and among teachers, students and parents?*

**P2:** *I think trust is the main leadership issue. The trust relationship can be improved through transparency. That is the way we know, there is trusting relationship among the staff members and teachers, students and parents.*

**Interviewer:** *Explain more about your relationship?*

**P2:** *We announce. When teachers feel uncomfortable, they will tell us frankly. When they have a problem, we would tell them and that is the way we build trusting relationship. We agree and go together. That is why we believe there is trust among us and teachers.*

**Interviewer:** *How is the trust between teachers and students?*

**P2:** *There is mistrust between teachers and students. For instance, when we give chance to the model teachers, other teachers presume us as if we are on sided only. They raised what special*

*thing those model teachers do? "Why you only favour them?" we solve this problem by providing evidence and documents showing model teachers performance and we convince them.*

**Interviewer:** *Please tell me about the relationship with students?*

**P2:** *Sometimes students reported that teachers wrongly/mistakenly added the result of one student on the other. We will crosscheck this whether the result of one students wrongly written or not. Some teachers add the results of student based on their personal relationship. 'We have done the same assignment and my result is less and why?' student raised, principal added. In this case, we call teacher and advise him/her. If the teacher has a problem, we advise him to correct his/her fault. When students wrongly accused teachers, we convince them and request them to bring their family to convince them.*

**Interviewer:** *How about among each students?*

**P2:** *Sometimes students fights on ranks.*

**Interviewer:** *Please explain that?*

**P2:** *When teachers are wrongly adding the result of one student on other, they fight each other without letting the teacher know the issue. But teachers used to solve such problems before it become our agenda.*

**Interviewer:** *let's go to question number 5. Do you think you are developing your school through building collaborative culture such as creating teachers timetable for teaching, maintaining safe and healthy environment, allocating resources to support school vision and goals?*

**P2:** *One problem is our school is far away from the town. We have a Time Table. We post in the staffroom. Regarding the safe and healthy environment: as we have said the school is far from the town. This creates a problem. There is no internet connection. There is no electricity. There is no laboratory. No ICT room. Only through theory without practical lesson. There is also a problem of infrastructures.*

**Interviewer:** *Item 6: In your belief, are you influencing the quality of teaching and learning in providing instructional support, evaluating teachers and evaluating achievement of students?*

**P2:** *We have instructional supervision. We will evaluate our teachers. For example, if we take the department of English, one senior teacher from that department. On the other hand, we have an evaluation criteria and form. We evaluate on what chapter the teacher is? Where is the teacher? Where is his/her plan and objective? That is the way we evaluate the teachers. We also supervise the class. We inform the weaknesses and strengthen of each teachers. We evaluate teachers thus by checklist.*



**Interviewer:** *Did you face any problem?*

**P2:** *There are some problems. Some model teachers and less performed have negative attitude among each other. When we separate better performing and less performing, there must be a difference. They said, "why my result is less?" The principal said, "it is impossible to say 'let us be equal' without hard work". We do this with consulting our school management.*

**Interviewer:** *Does the teachers' evaluation have any relation with student pass rate?*

**P2:** *Last year, 2018/2019, there was no improvement as such. A year before around 70% has passed the national exam and joined university. But last year 2019/20 it was only 1.8% who joined public university. This is really a failure to my understanding.*

**Interviewer:** *Let us go to question no.7. In your view, describe the relationship between principals' leadership practices in setting directions, developing people, developing Organizations/Schools and managing teaching-learning program and student pass rate in your school? Please explain one by one. Please describe your leadership practice in developing school and pass rate?*

**P2:** *Let me start with developing schools and pass rate. In our school, as you can see, there are lack of infrastructures, lack of internet facilities, no water, no electricity. We are using generator to photocopy exams and some materials for our students. Due to all these problems and challenges, we fail to achieve our goals. For instance, our last year pass rate was 1.8%. Almost all Grade 12 students didn't join university.*

**Interviewer:** *How do you evaluate the relationship between your practice in setting directions and students' pass rate? As I have told you on item 1 above, we have a vision and mission. But we are not strong at communicating them. I and Vice-principal is new to the school. I think that is why our result of Grade 12 is very low. We are the least in our town administration. I believe there is a relationship between our leadership practice in setting direction and our students' pass rate.*

**Interviewer:** *Can we proceed to Item 8? What are the major challenges are you facing during your endeavour in improving student pass rate?*

**P2:** *The first challenge to us is time management of teachers. There is lack of punctuality as the school is far from the centre. 2. Lack of resources- there is no laboratory equipment. 3. Less interest of students- students are not interested to their subject and education. The reason they say is their friends who were graduated from the University did not get job. They say "why should we learn if no job in the future?" 4. Lack of infrastructure- lab is empty, ICT rooms, no water in our compound etc. 5. There is no teacher refreshment.*

**Interviewer:** *What strategies do you suggest to improve those challenges in number 8 to improve students' pass rate?*

**P2:** *We have a plan to solve such problems. If we are free from COVID-19 we have a plan.*

*we have a plan to build staff refreshment and recruit business person for that through bids.*

*We have reported to the town administration to solve some of the bigger problems. Regarding electricity Oromia Regional State should facilitate the electric power in the school. One transformer is needed in the area which costs around 1.5 million Ethiopian Birr. The road is under construction. Regarding internet connection, we have wireless connection. But the connection is very weak and need the speed to be fast. We have purchased CDMA card and wireless connection. If the connection is from the cable, it is very strong. Water is the problem of the entire town. Water released once a week. It is not enough to store in the tanker. The solution for this is beyond the town administration and federal government should work on this.*

**Interviewer:** *Item 9. Kindly suggest one way or ways in which the quality of education in terms of students pass rate could improve in secondary schools.*

**P2:***To improve the students pass rate, we need to help students to have their own program of studying and plan. We need to help parents to support their students in the home as they stay with us only 4 hours- 6 hours. We call parents to support them as they students spend more time with their parents. We also need to suggest and comment during flag time. Even there is no flag place so that students can be gathered together to get information. Support and motivate teachers to support students. We sometimes give some incentives through it is small for teachers to encourage them. Our students should not forget their lesson. Because they might take exam after COVID-19. We are preparing materials/worksheets for students. They should follow-up telegram. Our students should have information about COVID-19 and students should teach their community to be safe from it.*

**Interviewer:** *Thank you very much for willing up to the end of the interview.*

**P2:***Thank you too!*

Appendix K: Sample Student Pass rate of Grades 10 & 12 by Schools



Table 5.9: Pass rate of the year 2011 E.C or 2019 G.C by Secondary Schools

No	School & Grade	Total Sat for Exam			Scored ≥ 2.00 for G10 and ≥ 200(Enter Univ For G12)			Pass Rate (%)
		M	F	Total	M	F	T	
1	<b>Negelle Arsi Secondary &amp; Prep.</b>							
	G10	475	379	854	252	127	379	44.40%
	G12	184	94	278	48	41	89	32.00%
2	<b>Kiltu Ra'e Secondary</b>							
	G10	397	313	710	223	158	381	53.60%
3	<b>Dodola Secondary</b>							
	G10	566	523	1089	348	311	659	60.50%
4	<b>Dodola Preparatory (G12)</b>	148	135	283	5	0	5	1.80%
5	<b>G/Hasasa Secondary(G10)</b>	714	690	1404	676	639	1315	93.60%
6	<b>G/Hasasa Prep (G12)</b>	180	85	265	89	21	110	41.50%
7	<b>Heban Dagaga Secondary (G10)</b>	228	129	357	112	75	187	52.40%
8	<b>Kofale Sec(G10)</b>	545	449	994	447	326	773	77.70%
9	<b>Kofale Prep. (G12)</b>	61	24	85	35	7	42	49.40%
10	<b>Senbete ShallaSecondary(G10)</b>	98	30	128	98	30	128	100%
11	<b>Aje Secondary &amp; Prep.</b>							
	G10	309	108	417	211	78	289	69.30%
	G12	87	17	104	44	16	60	57.70%

400 keessaa yoo ilaalamu  
Bu'aa Baraooa kaa 12ffaa bara 2011 ormaa seensa fdhaanii 700 keessaa yoo ilaalamu raawwii akka M/Biin

school	kan Qoraman			350-400			300-349			200-299			176/174-199			166/164-199			kan yrv. galuu danda'an			kan yrv. galuu danda'an			kan yrv. galuu danda'an			kan yrv. galuu danda'an		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1 Abdi Boru	62	16	78	0	0	0	0	0	0	59	16	75	96.2	0	0	0	0	0	59	16	75	96.2	2	3	0	3	3.85			
2 M/B Adaa N/A	43	5	48	0	0	0	2	0	0	4.17	40	5	45	93.8	1	0	1	2.1	43	5	48	100.0	1	0	0	0	0.00			
3 Kokkosaa	97	33	130	0	0	0	0	0	0	0.00	40	9	49	37.7	43	17	60	46.2	83	26	109	83.8	3	14	7	21	16.15			
4 Fekade Egg	143	94	237	0	0	0	1	0	0	0.42	71	40	111	46.8	45	31	76	32.1	117	71	188	79.3	4	26	23	49	29.68			
5 Abenezer	147	91	238	0	0	0	0	0	0	0.00	76	32	102	42.9	46	36	82	34.5	116	68	184	77.9	5	31	21	54	22.69			
6 Kuy Adv	74	49	123	0	0	0	0	0	0	0.00	13	9	22	17.9	24	18	42	34.1	37	27	64	52.0	7	37	22	59	47.97			
7 Aje	87	17	104	0	0	0	0	0	0	0.00	22	8	30	28.8	22	8	30	28.8	44	16	60	57.7	6	43	1	44	42.31			
8 Kofale	61	24	85	0	0	0	0	0	0	0.00	16	1	17	20.0	19	6	25	29.4	35	7	42	49.4	8	26	17	43	50.59			
9 G/Hasasa	180	85	265	0	0	0	0	0	0	0.00	25	9	34	32.8	64	12	76	28.7	89	21	110	41.5	11	91	64	155	59.49			
10 Hawwikoo	82	50	132	0	0	0	0	0	0	0.00	11	2	13	9.8	29	20	49	37.1	40	22	62	47.0	9	42	28	70	53.03			
11 koree	47	20	67	0	0	0	0	0	0	0.00	4	0	4	6.0	15	11	26	38.8	19	11	30	44.8	10	28	9	37	55.22			
12 Adaabaa	107	96	203	0	0	0	0	0	0	0.00	2	0	2	1.0	40	5	45	22.2	42	5	47	23.2	14	65	91	156	76.85			
13 Warkaa	50	25	75	0	0	0	0	0	0	0.00	2	1	3	4.0	12	13	25	33.3	14	14	28	37.3	12	36	11	47	62.67			
14 Nageelee Arsi	184	94	278	0	0	0	0	0	0	0.00	11	11	22	7.9	37	30	67	24.1	48	41	89	32.0	13	136	53	189	67.99			
15 siraroo	75	26	101	0	0	0	0	0	0	0.00	0	0	0	0.0	6	4	10	9.9	6	4	10	9.9	15	69	22	91	90.10			
16 Seerrtaa	78	26	104	0	0	0	0	0	0	0.00	0	0	0	0.0	10	0	10	9.6	10	0	10	9.6	16	68	26	94	90.38			
17 Dodola	148	135	283	0	0	0	0	0	0	0.00	1	0	1	0.4	4	0	4	1.4	5	0	5	1.8	17	143	135	278	98.23			
18 Akka Godina	1665	886	2551	0	0	0	3	0	0	4.59	387	143	425.9	417	211	628	412.3	807	354	1161	45.51	858	532	1390	50.42					

**Appendix L: T-Test Results and Pearson Product Moment Correlation Results**

T-

<b>Group Statistics</b>					
Job title		N	Mean	Std. Deviation	Std. Error Mean
reasonably arranges human resources in the school	Teacher	225	2.9422	0.90200	0.06013
	Department Head	115	2.6000	0.86653	0.08080
ensures that the physical facility is maintained in a safe, healthy and attractive condition.	Teacher	225	2.7378	0.92468	0.06165
	Department Head	115	2.4783	0.87206	0.08132
is successful in building community support for school improvement efforts.	Teacher	225	2.5867	0.97870	0.06525
	Department Head	115	2.4348	1.02709	0.09578
distributes resources in ways that are closely aligned with the school's improvement priorities	Teacher	225	2.5822	0.96531	0.06435
	Department Head	115	2.5826	0.99104	0.09241
provides adequate time for professional skill development	Teacher	225	2.4489	1.04724	0.06982
	Department Head	115	2.5217	1.07073	0.09985
strengths school security , ensuring the smooth progress of teaching	Teacher	225	2.5511	1.07666	0.07178
	Department Head	115	2.4609	1.01123	0.09430
establishes a structure of teams and groups that work together on problem solving.	Teacher	225	2.6178	1.01138	0.06743
	Department Head	115	2.4174	1.03435	0.09645
modifies organizational structures and building collaborative processes.	Teacher	225	2.3778	1.04131	0.06942
	Department Head	115	2.4348	1.00987	0.09417

**Test Results in Developing Organization**

STATA output

Correlation analysis of Grade 10 Pass rate vs Principal practices

	PR10	SD	DP	DO	MIP
PR10	1.0000				
SD	0.7176	1.0000			
DP	-0.0033	0.5513	1.0000		
DO	0.4453	0.4883	0.4576	1.0000	
MIP	0.1846	0.1439	-0.2400	-0.1670	1.0000

STATA output

Correlation analysis of Grade 12 Pass rate vs Principal practices

	PR12	SD	DP	DO	MIP
PR12	1.0000				
SD	0.9476	1.0000			
DP	0.7306	0.8005	1.0000		
DO	0.9570	0.9547	0.6164	1.0000	
MIP	0.8259	0.8795	0.6887	0.7927	1.0000

STATA Result, Check the Pearson Product-Moment Correlation Results on Tables 5.7 & 5.8 on pages 154 and 155.

## Appendix M: Proof of Editing

Mr MM Mohlake  
University of Limpopo  
Turfloop Campus  
Private Bag x 1106  
Sovenga  
0727

21 August 2021

To Whom It May Concern

### **EDITING CONFIRMATION: Mr D.K. BEKERE's THESIS**

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the thesis of Mr Desta Kaweti Bekere (Student Number: 64062694) entitled "Exploring Principals' Leadership Practices and Students' Pass Rates in Secondary Schools of West Arsi Zone, Ethiopia".

Thus I confirm that the readability of the work in question is of a high standard.

For any enquiries please contact me.

Regards



**Mosimaneotsile M Mohlake**

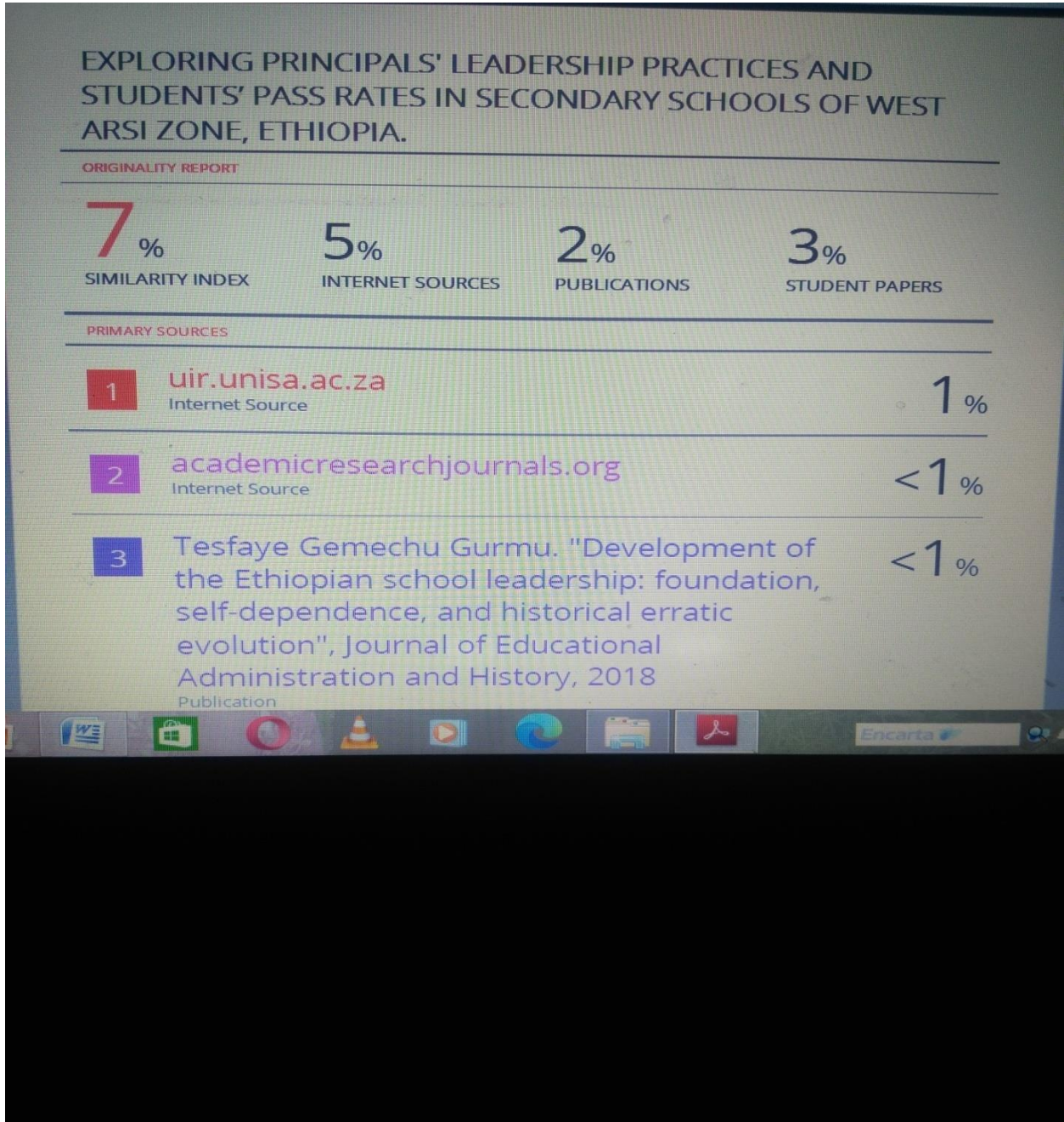
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Disclaimer: Subsequent alterations remain the responsibility of the author.





## Appendix O: Sample Letter Confirming Data Collection

