

**SCHOOL LEADERSHIP EFFECTIVENESS IN IMPROVING
STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY
SCHOOLS OF EAST HARARGHE ZONE**

MA THESIS

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Achievement in Secondary Schools of East Hararghe Zone**

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Master of Art in School Leadership**

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DEDICATION

I dedicated this thesis to my lovely childrens Falmeta Abdunasir, Bilisumma, Hawwi and Mirkani Abdunasir those ever made me feel happy in my entire life. Thank you, my kids, for waiting me patiently when I was away from home during my study.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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ABBREVIATIONS AND ACRONYMS

EdAd:	Educational Administration
ESDP:	Educational Sector Development Program
GEQAP:	General Education Quality Assurance Package
IL:	Instructional Leadership
MoE:	Ministry of Education
REB:	Regional Education Bureau
SIP:	School Improvement Program
SPSS:	Statistical Package for Social Science
TDP:	Teachers Development Program
WEO	Wordas Education Office
ZEO:	Zone Education Office

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**School Leadership Effectiveness in Improving Students' Academic
Achievement In Secondary Schools Of East Hararghe
Zone, Roomier regional state**

ABSTRACT

This study was conducted to investigate the effectiveness of school leadership in enhancing students' academic achievement in the East Hararghe Zone, Ethiopia. The study employed a concurrent triangulation research method, integrating both quantitative and qualitative approaches. This method allowed for the simultaneous collection of data through questionnaires for quantitative analysis and semi-structured interviews, and, utilizing questionnaires, interviews, and document analysis to gather comprehensive data for qualitative insight. 104 respondents were samples. From leaders and teachers leaders. 49 School leaders selected by available sampling and 55 school teachers were selected by systematic sampling. Return rate of 100% for the distributed questionnaires, highlighting role of leadership styles in influencing educational outcomes. The findings reveal a significant decline in student performance, particularly in the national exams for grade 12, highlighting the urgent need for effective instructional leadership.

The research identifies key areas where leadership practices can be improved, such as goal setting, stakeholder engagement, to foster conducive learning environment

The first chapter was introduction that outlines the Background, statement of the problem, objectives, significance, limitations, and definitions of key terms, the second chapter related literature, how effective school leadership can influence student performance, the third chapter about methodology describes the research design, data sources, population, sampling techniques, and data collection instruments, the fourth chapter the data analysis and interpretation, highlighting leadership styles and student achievement. The fifth summarizes conclusions, and recommendations of the study for improving school leadership practices to enhance student outcomes

1. INTRODUCTION

This chapter of the thesis as introduction of this research study deals with background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study

1.1 . Background of The Study

Leadership has gained the attention of researchers and has been considered as a central issue discussed by a number of scholars around the world (Bryman, Collinson, Grint, Jackson, Uhl-Bien, 2021; Day and Antonakis, 2012..Leadership effectiveness is believed to be crucial for the overall success of any school , Oakland, (2020) . School leadership effectiveness has become a priority in in school to enhance student performance (As Nasubga, 2013). Because effective school leadership is essential to improve the efficiency of students.

Traditionally, the managerial role has been perceived as external to the education workforce that is focusing on planning monitoring, controlling, and evaluating teachers, according to Duke (in Huber, 2019). However, in current school systems, the role has been broadened and school leaders are now also expected to coach, motivate, inspire, facilitate, promote positive attitudes, create a sense of contribution among teachers and coordinate team work which shows effectiveness of school leaders has matured since 2010. Research in this period includes evidence of several “paths” connecting instructional leadership and student outcomes. Bush and Glover (2019, p. 556) stress that “instructional leadership, or leadership for learning, focuses primarily on the direction and purpose of leaders” influence; targeted at student learning via teachers.

(Zuze Tl, 2019 p 119|) ,stated the principal is essential for the improvement of teaching and learning in schools”.

(UNESCO, 2016), works best when coupled with pedagogical or instructional leadership, which focuses on student learning, and is best achieved when the school leader bears a professional teaching experience in his/her career path prior to occupying .In addition, (Daniel ,2017) indicated that principals need adequate knowledge and skills of selecting and using appropriate leadership effectiveness as the situation requires in order to successfully achieving the goals of their schools.

(Jimenez and Iqbal,2022) stated due to lack of effective leader in school in developing countries cannot meet the needs of quality education for rapidly growing student performance. School leadership has impact on the process of teaching and learning

(Velarde et al, 2017) stated the influences teachers’ motivation can influence student achievement. (Zuze Tl, 2019) says Principals as the school chief educational leaders

Plays a major role in shaping the nature of the school organization to improve student achievement.

(Climate Gómez-Leal et al. 2022) the overall school ; In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members”. From the above one can understand that without effective school leaders, it is impossible for schools to attain their student educational outcomes.

Principal as a school leader influences teachers and staff for successful operations of teaching and learning in the school. The principals’ leadership styles could be measured through their qualifications, training, experience, school decision making, and their experience to delegate authorities, teachers’ freedom to do their duties, and interact with each other and with their principal freely. This shows that lack of skill in leadership styles is cause for schools achievement gap. This study is therefore, aimed to school leaders effectiveness in relation to student academic achievement. Research indicates that effective leadership directly correlates with improved student academic achievement. Leaders who implement clear goals, support instructional practices, and foster a positive school climate create conditions conducive to student success, (school climate create conditions conducive to student success (Leithwood & Riehl, 2018).

So, this study was used to assess the effectiveness of school leadership practices as instructional leaders influencing on students’ academic achievement in selected secondary schools of East Hararghe Zone

1.2.Statement of the Problems

Effectiveness of school leadership has a significant influence on student achievement (Nuryana, Nurcahyti, Rahman, Setiwan and Fadillah, 2020)

Leadership in education is a central factor for strengthening the education system and achieving quality education of the nation (Toner, 2020). The studies on the school leadership in education has become increasingly complex due to globalization, technological advancements, and various organizational factors (Ibukun, Oyewole, & Abe, 2017). ; SWu H, 2018) .In Ethiopia, there exists a significant gap between the intended outcomes of standardized student achievement and the actual academic performance of students, which may be influenced by the effectiveness of school leadership.

Good school leadership helps the schools to improve a good teaching and learning environment. Their activities support learning and motivate their teachers for the high academic performance of students' achievement. Successful leaders have personal and professional values, positive characteristics, and the ability to predict and adapt their leadership according to the needs and context of a particular school. According to (Sergiovanni cited in Temesgen, 2018), effective leadership is at the core of every successful organization.

Despite school efforts to enhance educational processes, the question of whether school leaders can significantly impact student academic achievement remains unresolved, necessitating further investigation into the relationship between leadership effectiveness and student performance in Eastern Hararghe Zone secondary schools.

The observed decline in student academic performance, particularly in grade 12 national examinations, raises concerns about the effectiveness of school leadership. This decline highlights a critical gap in the existing literature, as there is a lack of empirical research specific to the Ethiopian context regarding the relationship between school leadership and student achievement. Previous studies have primarily focused on school leadership effectiveness on influencing student academic achievement, leaving a gap in understanding the specific leadership traits and practices that contribute to improved student outcomes (Placeholder, 2016)

The need for a comprehensive understanding of how different leadership styles, instructional leadership, and being Visionary leaders to enhance student achievement is paramount.

This study seeks to fill the existing research gap and contribute to the broader discourse on educational leadership and its impact on student success. The research gap identified is the lack of effectiveness of school leadership in leadership styles, instructional leadership, and being Visionary leaders in schools, which affects student achievement. Recent studies highlight that many school leaders are appointed based on teaching success rather than leadership capabilities, leading to inefficiencies (Placeholder, 2017). Ethiopian Education Development Roadmap (2018-2030), demonstrates that school leadership in Ethiopia could not solve challenges of education system through organizing work forces and engaging stakeholders in school activities in order to improve students' learning outcomes (MoE, 2017).

The studies, drawing from personal experience and observed complaints regarding leadership effectiveness, aims to explore the relationship between leadership styles and student academic performance to enhance school leadership practices. By exploring this relationship, the researcher aims to provide valuable insights that could lead to improved leadership practices and better student achievement in secondary schools within the Eastern Hararghe Zone

1.3.Research Questions]

- 1.How do school leaders fulfill their roles as instructional leaders to improve students' academic achievement in selected secondary schools of East Hararghe Zone?
2. To what extent do school leaders effectively discharge the leadership style as their functions to enhance students' academic achievement in the selected secondary schools of East Hararghe Zone?
- 3.How do school leaders set and communicate a vision and mission that influences students' academic achievements in secondary schools within the East Hararghe Zone?

1.4.Objectives of the Study

1.4.1.General objective

The main objective of this study was to assess school leadership effectiveness in improving students' academic success in secondary schools of East Hararghe Zone.

1.4.2. Specific objectives

In line with the above aforementioned general objective, the specific objectives of the study were to:

- 1.To assess the extent to which school leaders fulfill their roles as instructional leaders to enhance students' academic achievement in selected secondary schools. schools of East Hararghe Zone.
- 2.To evaluate the effectiveness of school leadership in enhancing students' academic success in the selected secondary schools of in the East Hararge Zone..
- 3.To investigate the effectiveness of school leadership in setting a school vision that supports students' academic achievements in secondary schools within the East Hararghe Zone.

1.5. Significances of the Study

The significance of this study lies in its exploration of the effectiveness of school leadership in enhancing students' academic achievement, which is crucial for improving educational outcomes in the East Hararghe Zone. It aims to provide insights that can inform policy and practice, ultimately leading to better educational strategies and raising awareness among school leaders about the impact of effective leadership behaviors on student performance. Additionally, the findings contribute to the overall improvement of the educational system in Ethiopia by emphasizing the importance of strong leadership in fostering academic success.

1.6.The Scope of The Study

The scope of this study is focused on evaluating the effectiveness of school leadership in enhancing students' academic success specifically within secondary schools in the East Hararghe Zone of Ethiopia. It encompasses the roles and responsibilities of school leaders, the

impact of leadership styles on student achievement, and the setting of school vision and mission. The study is limited to selected secondary schools, specifically focusing on Schools in Haramaya, Babile, Gursum, Sakare, Awbarre, and Adelle, which were selected through a simple random sampling technique.

The study includes perspectives from various stakeholders, such as teachers, school leaders, and students, to provide a comprehensive understanding of the leadership dynamics in this educational context. It does not include other zones or schools outside this region; the East Hararghe Zone has 20 woredas, 4 administrative cities, and 59 government secondary schools. By focusing on 6 government secondary schools, the study allows for a more manageable and focused analysis of the selected institutions, aiming to investigate the role of school leadership in improving student academic achievement within this specific context, providing insights relevant to the local educational landscape.

Casteel, C., & Bridier, S. (2021). . Routledge ,this reference provides insights into research methodologies and the importance of defining the scope in educational studies, which is relevant to the context of this research.

1.7.Delimitation of the Study

In order to make the study more manageable geographically and conceptual geographically the studies were delimited to 6 government secondary schools of East Hararghe Zone. It did not include other Zones of Oromia Region the zone has 20 woredas, 3 Administration City and 59 government secondary schools were in the zone.

From 59 government secondary schools of East Hararghe Zone, 6 government secondary schools were Haramaya, Babile, Gursum, Sakare, Awbarre, and Adelle were selected through simple random sampling technique. Due to time and finance constraints the study was geographically delimited to three sample woredas such as Gursum, Babile, and Haramaya .

Conceptually, the study was delimited to assess and explore the leadership effectiveness in order to examine whether the principal's leadership effectiveness can significantly influence the students' academic achievement to establish if there were exists a relationship between Principals" instructional leadership approaches and students"

1.8.Limitations of The Study

This study was conducted only on 6 government secondary schools of East Hararghe Zone, of Oromia region. A number of limits encountered the researcher all the way through data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill the complete part of the questionnaires in accordance with the time

and difficulty to access some school principals for interview during the time of appointment. Some of the respondents could not fill the open ended questions. However, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

Mincu, M., & Romiti, S. (2022). Evidence-informed practice in Italian education. In Brown, C., & Malin, J. (Eds.), Emerald reference discusses the importance of evidence-informed practices in education, which aligns with the study's focus on evaluating school leadership effectiveness and its impact on student achievement within a specific educational context

1.9. Definitions of Key Terms

Leadership: - The capability to mobilize and work with others to eloquent and attain shared. (Influence of principals' leadership styles on students academic achievement in secondary schools, state university college of education, ipetu- ijsha, 2022)

Leadership Style: - The leadership style of a person is the behavior prototype that on the overall school climate, (al and Velarde et al.), 2022

Effectiveness: - a leader's effectiveness as seen by both self and others in gathering the job-related desires of group, on behalf of followers' desires to advanced stage manager,

Causal to institute effectiveness, and attainment by the leader's labor (Placeholder 2014; al and Velarde et al.; 2018)

Leadership Effectiveness: - The limitation or indicator which determines the result of a leaders' performance when he/she effort to influence the others to achieve convinced ambition in a given informed practice in Italian education, (Mincu M), 2022.

School Leadership: Refers the dominant personnel to become instructional leaders take part

Secondary school: Refers to the school scheme recognized to offer 4 years of general in the leadership of teaching learning and managing of the school.

Academy: is an organization in which civilization, information, ability, attitude, knowledge and behavior transmit from generation to generation such as school.

Academic achievement: The success of student in their school triumph and an educational quality of any learner which achieved after evaluation metrics connotation how a good person or an association is performing or gaining.

District: In this study area refers to Woreda

Instructional leadership: In this study refers to a come up to where the leader focus on serving the staff promote a learning atmosphere free of disturbance, a scheme of clear teaching objectives, and elevated teacher prospect for students education (school climate create conditions conducive to student success (Leithwood & Riehl), 2018.

1.10. Organization Of The Study

These studies would intend to contain five chapters. The first chapter deals with the introductory section under this section the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition and organization of the study were treated. The second chapters" deals with the review of related literature that used to provide detailed information related to the effectiveness of a school leadership in improving student achievement.

Third chapter's deals with research methodology, such as research design, source of data population, sampling techniques, instrument for data collection procedures of the study and method of data analysis. The fourth chapter focuses on data presentation analysis and interpretation. Finally fifth chapters present summary, conclusion, and recommendation.

2. REVIEW OF RELATED LITERATURE

This chapter provides an overview of leadership concepts, traits and the meaning instructional Leadership emphasizing the role of school leadership in achieving educational goals. It discusses various leadership styles, including autocratic, democratic, laissez-faire, and situational leadership, and their influence on student engagement and academic performance. The review also highlights the historical context of principal ship in Ethiopia and the importance of instructional leadership in fostering a positive school climate and enhancing student outcomes.s

2.1. Leadership Concepts And Traits

Leadership is defined as a process where an individual influences a group to achieve a common goal (Placeholder2021). Key traits essential for effective leadership include intelligence, self-confidence, charisma, determination, sociability, and integrity (Placeholder,2020)These traits manifest during critical moments of leadership and are vital for guiding individuals towards achieving established objectives (Nahavandi, 2022).

2.2. The Concept of Effectiveness

Effectiveness in leadership refers to the ability to achieve desired outcomes and meet organizational goals, particularly in rapidly changing environments (Drucker, cited in (Placeholder, 2023). It encompasses both direct influences on teaching and learning, such as supporting and developing teachers, and indirect influences that create conducive organizational conditions (Leithwood et al (Placeholder,2019) .The concept of effectiveness is context-dependent, varying based on situational factors and the support from superiors and (Mincu M,2022.)

2.3.. The Role of Effective School Leader On Student Academic Success

Effective school leadership is recognized as a critical factor influencing student academic success, second only to classroom (Placeholder,2018)School leaders play a vital role in setting clear goals, fostering a positive school climate, and supporting teachers, which collectively enhance student (Placeholder,2016) Research indicates that strong instructional leadership directly correlates with improved student outcomes, emphasizing the importance of leadership practices in educational leadership (Placeholder, 2017)

2.4. The Meaning of Instructional Leadership

Instructional leadership refers to the actions and behaviors of school leaders that focus on improving teaching and learning within the Instructional leadership (Placeholder,2020).It emphasizes the principal's role in setting a clear vision for educational excellence, supporting teachers' professional development, and fostering a collaborative environment that prioritizes student (Placeholder ,2018)instructional leaders are characterized by their ability to engage with teachers, monitor instructional practices, and create a culture of continuous development in teaching (Placeholder,2019)

2.5. The meaning of Leadership Styles

Leadership styles refer to the various approaches that leaders use to guide, motivate, and manage their followers in achieving organizational (Placeholder,2019)These styles can range from autocratic, where leaders make decisions unilaterally, to democratic, where leaders involve team members in the decision-making process, and laissez-faire, where leaders take a hands-off approach (A; Iqbal,2019) choice of leadership style significantly impacts team dynamics, communication, and overall effectiveness in achieving desired outcomes Autocratic leadership.

Autocratic leadership is a style where the leader makes decisions unilaterally, dictating tasks and timelines to team members without seeking their .This approach can be effective in situations requiring quick decision-making or when managing inexperienced teams, but it often leads to low morale and resentment among staff if used (Placeholder, 2018),Critics argue that autocratic leadership stifles creativity and innovation, as team members may feel discouraged from contributing their ideas (Placeholder,2018)

2.5.1.Democratic Leadership

Democratic leadership, also known as participative leadership, involves leaders who actively seek input and feedback from team members, fostering a collaborative environment (Northouse,2018),This leadership style is associated with higher levels of employee satisfaction and engagement, as it empowers individuals to contribute to decision-making processes and encourages creativity (Meyer et al., 2022; Tan et al., 2022; Thomson & Hillman, 2019), and improves the efficiency and equity in schools (Placeholder,2019).Research indicates that democratic leadership positively impacts student academic achievement by creating a supportive and inclusive educational climate (Placeholder,2018)

2.5.2.Laissez-Faire or Free-Rein Leadership Style

Laissez-faire leadership, also known as free-rein leadership, is characterized by hands-off approach where leaders provide minimal guidance and allow team members to make decisions independently (Ahsan & Khalid, 2023). This style can be effective with highly skilled and self-motivated teams, as it fosters autonomy and job satisfaction; however, it may lead to a lack of direction and accountability if team members are not reliable (Alrowwad et al., 2017). Research indicates that while laissez-faire leadership can enhance creativity, it is often considered the least effective leadership style compared to more structured approaches (Barnett et al., 2015).

2.5.3.Situational leadership style

Situational leadership is a flexible approach that posits that no single leadership style is optimal; instead, effective leaders adapt their style based on the specific circumstances and the maturity of their followers and also situational leadership refers to face-to-face contact with teachers with in all dimension based on current follow phenomena to improving instruction and increasing professional growth (Sergiovanni and Starratt, 2019).

The research indicates that situational leadership can lead to improved teacher effectiveness and student outcomes when leaders appropriately adjust their strategies to fit the context (Day et al, 2016)

2.6. The Relationship Between Leadership Style And Student Academic Success

Research indicates a strong correlation between leadership styles and student academic success, with democratic leadership being particularly effective in enhancing student performance (Yusuf, 2018). Leaders who adopt a participative approach foster an environment where teachers feel empowered to contribute to decision-making, leading to improved teaching practices and student outcomes (Ingersoll, 2017). Conversely, autocratic and laissez-faire leadership styles tend to have less positive impacts on student achievement, as they may limit collaboration and engagement among educators (Marks & Printy, 2023).school's mission this serves as the way toward student achievement by means using all school leaders

2.7.Major Roles of Principals to Promote Professional Practice as visionary and problem solving to Enhance Students' Academic Achievement

Instructional Leadership as Principals must act as instructional leaders by understanding and implementing effective teaching strategies, which directly correlates with improved student achievement (NPAdhikari ,2022). Their role in guiding teachers enhances Overall quality of education provided. Data-Driven Decision Making By collecting and

analyzing student performance data, principals can make informed decisions that target areas for improvement, leading to higher academic outcomes (APARAHAN, 2022). This data utilization is critical for identifying effective practices that support student success.

communicating with vision and mission development: Establishing a clear vision and mission for the school helps align the efforts of teachers, students, and the community towards common educational goals, which is essential for fostering an environment conducive to student achievement. A shared vision motivates all stakeholders to work collaboratively towards enhancing student performance.

Engagement as Principals must engage with parents, local organizations, and community members to create a supportive network that promotes student learning, as community involvement has been shown to positively impact student achievement (MoE, 2023). This collaboration enhances resources and support systems for students.

2.8.Setting School Vision and Defining the School Mission

Core Function of Leadership is establishing a clear school vision and mission is fundamental for school leaders, as it provides direction for improving student learning outcomes (R Newman 2022). A well-articulated vision aligns the efforts of educators and students towards achieving academic success. Collaborative focus and shared vision fosters a collaborative environment where all stakeholders, including teachers and students, are engaged in the learning process, which is essential for enhancing student achievement (Al-Jaradat 2017). This adaptability is crucial for addressing the diverse needs of students and fostering an environment that supports their academic achievements.

2.8.1.Creating Vision

Shared values and aspirations, as well-defined vision encapsulates the shared values and aspirations of the school community, guiding actions towards a common goal of enhancing student achievement (Paul G.Young April, 2023.). This alignment fosters a sense of purpose among staff and students, motivating them to strive for excellence. **Motivational Impact:** A compelling vision serves as a motivational force that encourages educators and students to work collaboratively towards achieving academic goals,

Ultimately leading to improved student performance (Paul G.Young April, 2023). When individuals are inspired by a clear vision, they are more likely to engage in practices that support learning. Collaborative development creating vision, developing widely Shared Vision

2.8.2.Developing Widely Shared Vision

Mobilizing others and developing a widely shared vision involves mobilizing staff and

stakeholders towards a common educational goal, which is crucial for enhancing student achievement (Kalpana seejo April 2024). A shared vision creates a unified direction that aligns efforts across the school community.

2.8.3. Being a Visionary Leader

Creating and communicating vision as Visionary leaders are expected to create and effectively communicate a clear organizational vision, which is essential for guiding efforts towards enhancing student achievement (Cheng, 2005). A well-articulated vision helps align the actions of educators and students towards common academic goals and inspiring and motivating leaders inspire and motivate staff and students by cultivating a shared vision that resonates with their aspirations, leading to increased engagement and commitment to academic excellence (Gyansah 2020). This motivation is crucial for fostering a positive school culture that supports student learning.

The effective leaders Problem solve and Direction setting as visionary leaders assists in identifying key challenges and setting strategic directions that facilitate effective problem-solving, ultimately contributing to improved student outcomes (Frauke Meyer (2021).

By focusing on a clear vision, leaders can prioritize initiatives that directly impact student achievement and foster a collaborative environment for success.

2.9. Summary of Reviewed of Related Literature.

This chapter presented a comprehensive review of literature concerning the effectiveness of school leadership and its impact on students' academic achievement. It explored various leadership theories, characteristics of effective school leadership, and the influence of different leadership styles such as autocratic, democratic, laissez-faire, and situational— on the school community and student performance. The analysis highlighted the critical role of school leaders in fostering a collaborative environment and setting a clear vision, which directly contributes to enhancing student outcomes..Hallinger, P. (2018). Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa. , 46(3), 362–384..This reference provides insights into the existing

The end literature on educational leadership, emphasizing its significance in improving student achievement and the need for effective leadership practices in schools.

3. RESEARCH DESIGN AND METHOD

This chapter of research includes description of the study area, research design, sources of data, sample-size and sampling techniques, instruments of data collection, validity and reliability of research instruments, methods of data analysis and ethical considerations.

3.1 Description of The Study Area

The study was conducted in East Hararghe Zone. East Hararghe Zone found in Oromia regional state of Ethiopia. The Zone takes its name from the former province of Hararghe and the zone was bordered the south west by Bale on the west-by-west hararghe zone, on the north by Dire Dawa and on the north and east by the Somali Region. The harari Region is an enclave inside this zone. The Administrative center of this zone is Harar. Which is 585km fare way from Addis Ababa and it found 840 and 40'45E? In the zone, the major economic activity of the zone is agriculture with coffee and chats are the major cash crops produced in the zone. Based on the 2007 the census conducted by CSA, the zone has total population of 2,723,850 with an area of 17,935.40 square kilometers. The East Hararghe zone contains, 20 district and 4 administration town, from the 20 district three of them are desert area and the zone consist Degas (15-20%), Weyinadega (35-45%) and Kola (30-40%) climate condition. In the zone there is one Government University and three branches of private University, In addition there are four-government owned and eight private owned TVET institution and 20 woreda education offices and 4 city administration education office, and 59 government secondary schools are in the zone. The secondary schools that are going to be involved in this study are Gursum secondary school, Gursum, Awbere, Babile, sakere, Adele, Haramaya government secondary schools that selected are found in East Hararghe Zone.

3.2 .Research Design

A concurrent mixed method was employed to enable the research to achieve this purpose and mixed research design was employed. Because, descriptive survey research design enables the researcher to describe the current practice and situations exist, Elliott (2020, *ascited in Markos*, 2021) described that descriptive survey design was important to answer questions related to the current status of the problem. According to Haile and Yitayew (2019) with agreement that descriptive survey method of research was more appropriate together several kinds of data on a broad size to achieve the objective of the study. In addition, it was help fully to obtain enough information from large number of

respondents and to describe the prevailing in-school factors and opinion related to the ongoing implementation of school leadership effectiveness in improving student academic achievement.

3.3 The Research Methods

In this study, both quantitative and qualitative approach was employed to collect extensive data and used to confirm findings from different data sources through triangulated data instruments and consequently to validate the generalizes ability of the study. The strategy was the concurrent triangulation strategy, which uses both quantitative and qualitative methods of data collection currently. This means, the quantitative methods would be used to organize the close-ended data collected from teachers and principals by questionnaires, whereas, qualitative method was employed as a supplementary to the Study with the information gained by open-ended questions and semi-structured interview in order to be standers and the phenomena on interest (Creswell, 2018).

3.4 .Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about school leadership effectiveness and students' academic achievement under the study area.

3.4.1. Primary sources

These were the key informants for information such as principals, department heads, school supervisors, PTA and teachers who were direct and indirect involved in leadership tasks at least in the classroom level. All of them were taken as data sources to assess their perceptions towards school leadership effectiveness in improving students' academic achievement.

3.4.2. Secondary sources of data

Secondary source of data was collected from documents such as records and reports, student's academic records and other school related documents of every secondary school of the selected woredas of East Hararghe Zone concerning school leadership effectiveness on students' academic achievement. These files were observed to strengthen the data that was obtained through questionnaires and interviews.

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Population

The population is the entire group of subjects the researcher wanted information on (Stockemer, 2019);

According to East Hararghe zone education office annual report; there are 59, secondary schools by the year 2024. Therefore, the population of the study was all 59 secondary Schools in the east Hararghe zone. From those (6) secondary school were selected purposively in systematic approach.

From the total population of 142, Frome those bay using the formula of $n = \frac{N}{1 + N(e)^2}$ Where n =sample size, N =population size, e =sampling error (0.05). The researcher selected 104 research sample by systematic random sampling and purposive samplings method

In this case six (6) students council, six (6) school principal, six (6) in school supervisors and 31 PTA totally 49 as leaders sample were selected by purposive sampling method and

(55) secondary school teachers were selected by systematic random sampling the total sample of the study was 104 in numbers.

3.5.2. Sample and Sampling techniques

The study utilized a combination of systematic random sampling and available sampling techniques to select participants. Key informants, including teachers and department heads, were chosen through simple random sampling, while supervisors, student council members, and principals were selected using available sampling techniques. The sample size was determined using the formula for finite populations, resulting in a selection of 104 respondents from a total population of 142 respondents in the sampled secondary schools of East Hararghe zone (Yemane, 1967; Bhardwaj, 2019)

A study population is the entire group of people to which a researcher intends the results of a study to apply. These were the ones a researcher wishes to generalize the results of the research study Casteel & Bridier (2021). The importance of differentiating between the population and target population in research cannot be overemphasized as these provide a backbone of any research study. Research methods of any postgraduate study entail a description of a population of interest from which the target population and the sample are derived. A clear distinction between these concepts was essential for research studies, but it also extends to academic and business writing. Casteel & Bridier

(2021).

According to East Hararghe Zone of educational office annual report evidenced 20 Woredas, 4 administrative towns and 59 secondary schools are there in the zone. The researcher selected three Woredas and six secondary schools namely; Gursum, Awbarre, Sakaere, Babile, Adele, and Haramaya secondary schools were selected by purposive approach

The participants total population was 142 including teachers and school leaders, from those 55 teachers were selected through systematic random sampling technique and also Six (6) secondary school principals, six (6) in school supervisors, six (6) student council and 31 PTS were selected using available sampling technique. Moreover using simple random sampling was selected for populations which are highly homogenous where the members of the research are randomly selected to participate in the research (Bhardwaj, 2019).

When deciding to sample, an important consideration was the sample frame, which was a group that participants can be selected from; it is important to select an appropriate sample frame so that the research questions can be answered and be representative of the entire population. The two common methods for sampling include probabilistic and non-probabilistic sampling with subsets for each type.

The researcher selected sample from six secondary school randomly due to simplify number of key informants those include teachers, school principals, school supervisors, student council and PTSA by using available sampling technique and Simple random sampling as numerically mentioned above. From the key informants teachers, using Simple random sampling while PTSA, supervisors, student council and principals were selected by using available sampling technique.

To determine the sample size, the researcher used the formula of finite (known population) the population for the target of real experiment used above 30% (Yemane, 1967). $n = \frac{N}{1 + N}$

(e) 2 Where n =sample size, N =population size, e =sampling error (0.05). So, the researcher had taken this 73.4% by the formula in this way. $N=142$, $e=0.05$ and $n=?$ $n = \frac{N}{1 + N}$ (e) 2, where N is total population, e = the level of precision (0.05) is important to calculate the sample size. This shows $n = 104/0.05$ where n is 104. The % is 73.6%. Therefore, 104(73.6%) respondents were selected from the total population of 142

Table 1 Sample and sampling techniques

Selected secondary school	Total sample population	Size	Total size	%	Sampling techniques
Gursum	33	25		75	Systematic random sampling
Awbare	17	12		70	Systematic random sampling
Saqaree	15	11		73	Systematic random sampling
Baabile	30	21		70	Systematic random sampling
Haramaya	32	24		75	Systematic random sampling
Adele	15	11		73	Systematic random sampling
Total	142	104		73	

Source s:2014Ec Annual Statics reports of the East Hararghe Zone office
Teachers who are working in sampled preparatory schools of east hararghe zone by using the $n = \frac{n}{1+n} \times 2$ formula.

To determine sample size for each school from the target population of 142 based on the proportionality samples OF Gurus $33/142 \times 104 = 25$, Awubare $17/142 \times 104 = 12$, Saqaree $15/142 \times 104 = 11$, Babile $21/142 \times 104 = 21$, Haramaya $32/142 \times 104 = 24$, Adele $15/142 \times 104 = 11$ then total sample size $25 + 12 + 11 + 21 + 24 + 11 = 104$. The detail of this sample size in the above table 1

3.6.Data Gathering Tools

The researcher used questionnaire, interview, and document analysis to collect information about the effectiveness of school leadership in improving students' academic achievement from respondents.

3.6.1. Questionnaire

The main reason to use a questionnaire was for obtaining factual information, opinions and attitudes from a large number of subjects within a short period and can provide researchers

with a large amount of data in a relatively short period (Patton, 2022). These justifications make the questionnaire more appropriate for this study. Two sets of (closed and open-ended) questionnaires were prepared to collect information from two groups of respondents, namely teachers and school leaders (department heads, unit leaders, external supervisors, vice principals). Close ended questions were developed using Liker scale to identify to what extent the respondents agreement or disagreement. Liker scale was easy to construct; it takes less time to construct; simplest way to describe opinions and provides more freedom to respond. The scale consists of five scales 5=strongly agree, 4=agree, 3=undecided, 2=agree, and 1=strongly agree. At the end of each category, an open-ended question would be included to provide respondents free responses. The items were prepared in accordance with the designed objectives and basic questions to be answered in the study. The items were aligned with the study's objectives, and the sampling included systematic random sampling from various schools in the East Hararghe Zone, resulting in a total of 104 respondents from a population of 142.

3.6.2. Document Analysis

Document analysis was made on the previous records, and it was one of the data collection tools that were used to validate or identify the consistency of questionnaire responses with the respondents included students' academic achievements document in the study. It focused on records and minutes that show the students' academic achievements result and checklists of the schools leadership used to influence the achievement of students. According to Abiyi et al., (2009). Document analysis can give an expert understanding of the available data, and also it is cheap. Document analysis was systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Documents that could be used for systematic evaluation as part of a study takes variety of forms. Document Analysis was used to cross check their information obtained by questionnaire, interview used as reference to support the data obtained from questionnaire and to cross check the respondent's responses.

To examine the overall performance of the organization, the researcher reviewed documented information to seek data like the annual plan and students' assessment results. According to Abiy Zegeye, Alemayehu Worku, Daniel Tefera, Melese Getu and Yilma Silashi (2019) document analysis can give an expert understanding of the available data, and also it is cheap. Document analysis takes time as a result the researcher used Sunday and Thursday by making agreement with school principals

3.6.3. Interview

The interview permits greater depth of response which is not possible through any other research data collection means (Abebayehu et al., 2021). A well-constructed and semi structured interview was prepared and administrated to heads of departments because they are believed to have sufficient information on the topic under study as they are practicing day-today school leadership effectiveness. The interview was employed for school

6 Principals, 6 Supervisors, 6 student council and 31 PTA total 49 which named as school leaders. For this investigation, semi-structured interview questions were prepared and developed to utilize information. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2019). The interview questions were translated to the local language (Afan Oromo) for PTA representatives to minimize communication barriers. The rationale for using semi structured interview as an additional tool used to gather *further* information that cross checks the dependability of data obtained via questionnaire

3.7.Data Collection Procedure

Data Collection was conducted by the researcher first started from authorization obtained by letters of authorization from Haramaya University and the zone education office to conduct the research. in East Hararghe Zone; and as the second steps sampling: Identify and select three Woredas and six respective schools for the study, ensuring a representative sample.

As the third steps consent: secured voluntary consent from the participants, including teachers, school leaders, and parents, explaining the study's objectives and procedures.

And the questionnaire administered and distributed, questionnaires to selected respondents, providing assistance and supervision to ensure clarity and accuracy in

responses. Next interviews were Conducted semi-structured interviews with school principals, supervisors, and PTA representatives, ensuring questions were translated to minimize communication barriers.

Document Analysis continued, review relevant documents, such as academic achievement records and school leadership checklists, to validate and cross-check data collected from questionnaires and interviews.

Finally, data Compilation process, collected and organized all data systematically for analysis, ensuring confidentiality and ethical considerations were maintained throughout the process and, the questionnaires was collected back at the right time from department head each school. The interview was conducted with 6, school Principals, 6 supervisors 6 student.

Councils and 31 PTA which become in total 49 after their consent was been got to lessen communication barriers during in-depth discussion.

3.8.Method of Data Analysis

All the data that were gathered by using questionnaires, interview and document analysis were analyzed both quantitatively and qualitatively. Quantitative data were analyzed by using frequency, percentage and mean scores. On the other hand, qualitative data was analyzed by narration and description

3.8.1. Quantitative data

As regards to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items of questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS20 to calculate frequency, percentage and the mean value of each item. Percentage and frequency were used. Because these were easier to interpret and useful to compare the trend over item or among categories

Moreover, the study employed mean score for the analysis of questionnaires Mean scores takes all scores in to account and support percent. Liker scale was employed to identify to what extent the respondents agreement or disagreement the scale consisted of five scales; five=strongly agree 4=agree 3=undecided, 2=disagree and1=strongly disagree. For ease of analysis interpretation

3.8.2. Qualitative data

The data collected using semi structured interview, open-ended question items and the

document analysis were analyzed and interpreted qualitatively. The hand written notes of interview and focus group discussion were transcribed, categorized and complied to gather in to themes; summary sheets were prepared and translated in to English. The result of document analysis and open-ended questions was summarized and organized into related category. Accordingly, analysis and interpretations were made based on the questionnaires, interviews, and document analysis.

Finally, the overall course of the study was summarized with findings, conclusions and some possible solution.

3.9. Checking for Validity and Reliability of Instruments

First the researcher conducted pilot testing, checking for validity and reliability. Conducted a pilot test with a small, representative sample of respondents (teachers and school leaders) to assess the clarity and relevance of the questionnaire (Mincu M, 2019). This step helps identify ambiguous or confusing questions.

Content Validity Assessment important for gather feedback from experts in the field to (school climate create conditions conducive to student success (Leithwood & Riehl, 2019)

Adjustments were made based on their recommendations to enhance content validity. Internal Consistency Measurement also other steps calculate the reliability of the instruments using Cronbach's Alpha, with a threshold of >0.7 considered acceptable (George & Mallery, 2016). This statistical measurement assesses the consistency of responses across items within the questionnaire. And Final adjustments were done by the researcher based on pilot test results and expert feedback, revise the questionnaire to eliminate unclear items and incorporate any necessary additions to ensure comprehensive coverage of the research topics. Thus, according to George and Mallery (cited in Ejere, 2016) provide the following rules: “ >0.9 = Excellent, >0.8 = Good, >0.7 = Acceptable, >0.6

= Questionable, >0.5 = Poor, and <0.5 = Unacceptable.

Thus, the actual score were calculated 0.909 the researcher self-developed items used in the study were reliable. Cronbach alpha coefficient for this item was 0.909 which was good to dispatch the questionnaire.

Finally, the instruments were sufficient to measure the variables and administered to 55 teachers and 49 school leaders and as scheduled on -face base.

3.10. Ethical Considerations

Ethical permission was obtained from the respective Haramaya University, a

formal letter to be submitted to all concerned bodies to obtain their cooperation. According to (Furi, 2016) in involving participants in the research work, it is important considering the ethical principles lay down to protect them. Moreover, all participants of the study were verbally informed the purpose and benefit of the study just to secure their permission. Any data and information given by them kept confidential that no one has opportunity to relate response to anyone of them and the data and information they provided would not be used for anything other than this study.

4. RESULTS AND DISCUSSIONS

The chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires. Interviews and document analysis. It consists of two parts. The first part was concerned with the description of characteristics of the respondents. Whereas; the second part deals with the analysis and interpretation of the data

The qualitative part was complementary to the quantitative analysis. The data was collected from 104 respondents. 104 copies of questionnaires were distributed to 55 teachers and 49 school leaders (6 supervisors, 6 principals, 31 PTA & 6 students' council).

Finally the return rate of the questionnaires was 104 (100%) specifically, 55 (100%) from teachers and 6 supervisors & 6 principals were interviewed in secondary schools of East Hararghe Zone

4.1. Participants' Characteristics

The general background information like sex, age, level of education, Trained attended in leader ship and year of experience of the teacher respondents were discussed

Table 2. Characteristics of participants

Items	Category of items	Respondents			
		Teachers		school leaders	
		No	%	No	%
Sex	Male	58	93.52	40	95.23
	Female	4	6.4	2	4.76
Age	21-30 years	22	35.4	11	26.19
	31-40 years	20	32.2	9	21.4
	41-50 years	11	17.7	17	40.47
	51-60 years	9	14.5	5	11.9
Educational Level	Diploma	-	-	19	45.2
	BA/BED/BSC	49	79.03	22	52.38
	MA	13	20.9	1	2.3
Work	5 and below	5	8.06	8	19.04
	6-10 years	25	40.32	20	47.6

experience	11-15 year	16	25.8	9	21.4
	16-20 year	11	17.7	5	11.9
	21 and above	5	8.06	-	-
Trained in school leadership	Did not take at all			39	92.8
				-	
	1-2week			-	
	3-4 week				
	1-3 month	-			
Graduated in EDPM(MA)		-13	20.9	6	14.28

The study revealed a significant gender disparity among respondents, with a predominance of male participants. Specifically, 92.72% of teacher respondents identified as male, while 91.83% of school leader respondents were also male.

In contrast, female representation was notably lower, with only 7.27% of teachers and 8.16% of school leaders being female, indicating a potential gender imbalance in the educational leadership landscape which become negative on student achievement

The age distribution of respondents highlights a diverse range of experience levels within the teaching and leadership roles. Among teacher respondents, 12.1% were aged 21-30 years, indicating a younger demographic entering the profession, while 40% fell within the 31-40 age range, suggesting a significant portion of mid-career educators. School leaders showed a higher concentration of younger individuals, with 44.89% aged 21-30, which may reflect a trend towards younger leadership in educational settings. Additionally, the presence of 20% of teachers and 14.28% of leaders aged 41-50 years suggests a stable workforce, while the absence of school leaders aged 51-60 years raises questions about retention and succession planning in educational leadership roles. Overall, the age distribution indicates a mix of emerging and established professionals, which can influence the dynamics of educational practices and leadership approaches in relation to student achievements.

The educational qualifications of the respondents reveal a strong foundation in higher education, with the majority holding degrees relevant to their roles. Specifically, 89.09% of teacher respondents and 87.75% of school leader respondents possess BA/BED/BSC degrees, indicating a well-educated workforce equipped with essential pedagogical knowledge. Additionally, 10.90% of teachers and 12.24% of leaders hold MA degrees, suggesting that a portion of the respondents have pursued advanced studies, which may enhance their expertise and leadership capabilities. However, the absence of diploma

The work experience of school leaders is a critical factor influencing their effectiveness and decision-making capabilities within educational institutions to in hence student achievement among the respondents, a notable 55% of school leaders have 6-10 years of experience, indicating a solid foundation of practical knowledge and familiarity with the challenges of educational leadership. However, only 16.32% possess 5 years or less of experience, while a mere 10.2% have 16-20 years, and none exceed 21 years, suggesting a relatively young leadership cohort. This limited experience may impact their ability to navigate.

Complex educational environments and implement long-term strategies effectively. Furthermore, the lack of extensive experience among school leaders raises concerns about their preparedness to address the evolving demands of modern education, including curriculum changes, staff management, and community engagement. Overall, while the current leaders bring fresh perspectives, their limited experience may necessitate ongoing professional development and mentorship to enhance their leadership effectiveness to increase student achievements .

The data indicates that a significant majority of respondents have not participated in training relevant to school leadership, with 92.8% of respondents reporting that they did not take any leadership training at all. This lack of training is particularly pronounced among teachers, where 100% indicated no attendance in raises concerns about the preparedness of both teachers and leaders to effectively fulfill their roles and address the complexities of modern educational environments.

The relationship between instructional leadership (IL) in schools and student achievement. An additional factor found to correlate with student achievement was where principals provided up-to-date instructional materials alongside with additional instruction for solving problems and making participatory decisions can contribute to student academic success, encouraging staff attendance at workshop, seminar and conference to update them on current issues ,while the school leader actively work to ensure highest academic

achievement of students and Consider ideas and suggestion of teachers to improve academic achievement of students 'in the school as well as to the role of school Leadership continuously assist and give constructive feedbacks that improves teachers performance in teaching , skill fully developing different programs and time tables that improve the instruction and spending more of their time to follow whether the educational activities carried out in accordance with the plan clearly shows from teachers responses were rated low level as result disagree as indicated in the weighted mean value from teachers responses were ($\bar{X} = 2.28$ $SD=0.65$) and leaders responses were ($\bar{X} = 2.61$ $SD=0.64$) which indicates scored *disagree* perception on school leaders providing school facilities for teaching and learning as instructional leadership, while the SD 0.65 from teachers response and from teachers response 0.64 is greater than 0.05, which shows there is no significant difference between the two groups of respondents. Finally the overall mean of weighted mean result was 2.44 which indicated disagree from the leaders and teachers groups of respondents this implies there were no facilities for instructional leadership in school the major leadership style that practiced in school

The information obtained from the document analysis and interviews confirmed that the researcher could not observe leaders effectiveness in providing instructional leadership role that showed the that can improve student academic achievement of the students in schools

4.2.The role of effective instructional leader ship in improving student achievement

Table 3: Leaders effectiveness in providing instructional leadership role

N o	School Leadership Respondent	N	Mean	SD	WM
	Effectiveness to:	s			
1	Provide adequate school facilities that enable to facilitate the teaching learning process	teachers	55	3.20	1.27
		leaders	49	3.20	1.27
					3.25
2	Work cooperatively with staff for solving problems and making participatory decisions can contribute to	teachers	55	2.80	3.03
		leaders	49	1.21	1.15
					2.81

student academic success

3	Continuously assist and give teachers constructive feedbacks that improves teachers leaders performance in teaching	teachers	55	2.43	2.48	2.43
		leaders	49	1.17	1.39	
4	Encouraging staff attendance at workshop, seminar and conference to update them on current issues	teachers	55	2.98	1.24	2.98
		leaders	49	2.98	1.24	
5	If school leader actively work to ensure highest academic achievement of students	teachers	55	2.52	1.15	2.38
		leaders	49	2.52	1.15	
6	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school	teachers	55	2.52	1.15	2.38
		leaders	49	2.52	1.15	
7	Skilfully developing different programs and time tables that improve the instruction	teachers	55	2.43	1.17	2.45
		leaders	49	2.43	1.17	
8	Take more of their time to follow whether the educational activities are carried out in accordance with the plan or not	teachers	55	2.30	2.45	2.37
		leaders	49	1.28	1.12	

Key: -Mean scores 1.00-1.80=strongly Agreement, -Mean scores 1.81-2.60=Agreement, -Mean scores 2.61-3.40=undecided, -Mean scores 3.41-4.20=Agreement and -Mean scores 4.21-5.00=Strongly Agreement.

In item 1,2,4,5 and,6 of table 3, the weighted mean value from teachers and leader responses in regards to whether school leadership Provide adequate school facilities that enable to facilitate the teaching learning process, work cooperatively with staff for solving

problems and making participatory decisions can contribute to student academic success, encouraging staff attendance at workshop, seminar and conference to update them on current issues ,while the school leader actively work to ensure highest academic achievement of students and Consider ideas and suggestion of teachers to improve academic achievement of students ‘in the school clearly shows from teachers responses were rated low level as result agreement as indicated in the weighted mean value from teachers ($\bar{X}=2.76$, $SD=1.18$) and weighted mean value from leaders responses ($\bar{X}=2.48$, $SD=1.19$) which indicates scored undecided perception on providing school facilities for teaching and learning

In item 3,7and, 8 of table 3, the weighted mean value from teachers responses ($\bar{X}=2.43$, $SD=2.03$) which indicates agreement and mean value from leaders responses ($\bar{X}=1.62$, $SD=1.22$) which indicates strongly agreement and the overall mean 2.02 which indicates both groups scored agreement perception to the role of school leadership continuously assist and give constructive feedbacks that improves teachers performance in teaching , Skillfully developing different programs and time tables that improve the instruction and spending more of their time to follow whether the educational activities are carried out in accordance with the plan

4.3.The major leadership style that practiced in school

Table 4.View on secondary school leadership style implemented by leaders

N o	School Effectiveness to:	Leadership Responded nets	N	Mea n	SD	WM
1	Democratic leadership style	teachers	55	2.69	1.03	2.56
		leaders	49	2.44	0.86	
2	Laissez-faire leadership	teachers	55	2.25	0.90	2.19
		leaders	49	2.14	0.57	
3	Authoritative leadership	teachers	55	2.41	1.24	2.31
		leaders	49	2.22	.872	
4	Combination of the three	teachers	55	3.18	1.18	3.04
		leaders	49	2.9	1.07	
Weighted mean		teachers	55	2.63	1.08	2.53
		leaders	49	2.43	0.844	

leaders	49	2.44	0.86
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KEY= 1.1.00-1.80=strongly disagree, 2.1.81-2.60= disagree, 3, 2.61-3.40=Undecided, 4.41-4.20=Agree and 5. 4.21-5. 5.00=strongly Agree SD=standard deviation, $\bar{X}$ weighted mean

Sources (Filed survey, 2018) and leader refers to: Principal, supervisor, department heads, PTA and student council.

According to the data obtained from the two groups of respondents about view on secondary school leadership style implemented by school leaders , the weighted mean value from teachers responses indicates ($\bar{X}$ = 2.63, SD=1.08) indicates *disagree* and weighted mean value from leaders responses ($\bar{X}$ =2.43 SD =0.844) and also *disagree perception on the view on secondary school leadership style implemented by school leaders* .The overall mean 2.53 which indicates *disagree* perception on providing school in regards to whether school leadership Provide adequate democratic leadership style, Laissez-faire leadership, Authoritative leadership and using Combination of the three were in moderate scale

The information obtained from the document analysis and interview confirmed that the researcher could observe very low rate of school leaders view on secondary school leadership style the importance relation between leader ship style and student achievement in school were very low.

Table 5 .Leadership Styles and academic achievement of students

N o	School Leadership	Respond en t s	N	Mea n	SD	WM
Effectiveness to:						
1	Democratic leadership style of school helps to increase student achievement	teachers	55	3.64	0.76	3.78
		leaders	49	3.92	0.73	
2	Laissez-faire leadership helps to increase students' achievement	teachers	55	3.75	0.88	3.67
		leaders	49	3.59	0.81	

3	Authoritative leadership helps to increase students 'achievement	teachers	55	3.78	0.738	3.7
		leaders	49	3.63	0.63	
4	Situational or Combination o The three leadership helps to increasestudents' achievement	teachers	55	3.53	0.89	3.58
		leaders	49	3.63	0.85	
5	School leadership style and students academic achievement does not have any relations	teachers	55	3.96	1.23	3.9
		leaders	49	3.84	1.24	
Weighted mean		teachers	55	3.73	0.89	3.72
		leaders	49	3.72	0.85	

KEY= 1.1.00-1.80=strongly disagree, 2.1.81-2.60= disagree, 3, 2.61-3.40=Undecided, 4.41-4.20=Agree and 5. 4.21-5. 5.00=strongly Agree SD=standard deviation, $\bar{X}$ weighted mean

Sources (Filed survey, 2018) and leader refers to: Principal, supervisor, department heads, PTA and student council. and leader refers to: Principal, supervisor, department heads, PTA and student council. As items in table 5, focuses on the idea the importance relation between leader ship style and student achievement in school . the respondents responses were analyzed such as, democratic leadership, laissez-faire leadership, authoritative leadership, and Situational or Combination of the three leadership and student achievement in selected secondary school. The result from teacher respondents weighted mean and standard deviations were ($\bar{X}$ =3.73, SD=0.89) and the result from leaders responses values weighted mean and standard deviations were

4.4. Major Roles of Principals to Promote Professional Practice as visionary to enhance Students' Academic Achievement,

Table 6. The effectiveness of school leadership in creating vision and mission

NO	School leadership effectiveness to	responden ts	No	Mean	SD
1	Setting effective school vision mission , goals ,and objectives for the improvement of students achievements Involve teachers and concerned stakeholders .	Teachers	55	1.95	0.870
		leaders	49	2.73	.785
2	Involving teachers and concerned stakeholders in setting the school mission, vision and objectives.	Teachers	55	1.76	0.838
		leaders	49	2.59	.497
3	Communicating the vision with stakeholders in order to have common understanding and shared value	Teachers	55	2.51	.054
		leaders	49	2.51	0.540
4	Capability in setting directions and encouraging the staff towards achieving the expected goals	Teachers	55	2.55	0.517
		leaders	49	2.55	.914
5	Plan and work to wards highest academic achievement of students	Teachers	55	2.22	.686
		leaders	49	2.22	.816
6	Frame the school goal for students’ academic achievement	Teachers	55	2.29	0.629
		leaders	49	2.73	.446
7	Allocate resources for the proper implementation and achievement of school vision and goals	Teachers	55	2.55	0.517
		leaders	49	2.22	.816
Whiet Mean				2.43	.500

$\bar{X}=3.72$, $SD=0.85$) which indicated agree *this* means respondents have the same response on the importance relation between leadership style and student achievement in school and the both group have low variance as SD result of both groups were 0.89, 0.85 greater than zero and less than 2 ,also the overall mean were scored 3.72 recognize the agreement of both groups

As a researcher compare the funding of this study with deferent from those study conducted on the manipulate of Principals' Leadership Styles on Students' Academic Achievement in Secondary Schools by Yusuf A. (2012) shows that democratic leadership style influences students' academic achievement positively, the study supported the findings of Mumba (2005) (sited in Yusuf 2012:119) that democratic leadership styles affected students' academic achievement and general school performance positively

The information obtained from the document analysis confirmed that the researcher could not see Leadership Styles which can be improve student academic achievement academic achievement of the students in schools where the study was conducted except for three of the sample schools are medium .

KEY= 1.1.00-1.80=strongly disagree, 2.1.81-2.60= disagree, 3 2.61-3.40=Undecided, 4.41-4.20=Agree and 5. 4.21-5. 5.00=strongly Agree

SD=standard deviation, $\bar{X}$ weighted mean Sources (Filed survey, 2018) and leader refers to: Principal, supervisor, department heads, PTA and student council.

The school's mission is what the school aspires to and tries to accomplish, as well as guide and control the values of the school's activities. S Suastir(2021) emphasized the importance of mission for the success of the leader and the school, as "operating without a clear sense of mission is like beginning a journey without having a destination in mind." Recent literature on effective schools and effective leadership also places the act of defining a school's mission as the primary task of school leaders E Moraal (2024). This refers to the leader's role in framing school-wide goals on which the school will focus its resources during a given school year [http://study .com](http://study.com) lesson Despite the existence of many more goals that pursue school resources, instructionally effective

Schools generally have a clearly defined mission or sets of goals which focus on student learning and Teachers and leaders were asked to rate the extent to which school leaders are effective in setting and defining the school's vision, mission, and goals. For the respondents' questionnaire, which had five rating-scales, were dispatched.

The above table shows the functions and roles of school leaders in setting the school's

mission, vision, and goal. With regard leaders' effectiveness in developing the school mission, goals, and objectives for the improvement of students' academic achievement, the mean values of their idea and scored the weighed mean and standard deviations from teachers respondents were (2.28 SD=0.65) the weighed mean and standard deviations from the leaders respondents scored ($\bar{X}=2.61$, SD=0.64) Both respondents were disagree ,which indicated low *this* means respondents have the same response on the rating of Setting effective school vision , mission , goals ,and objectives Involve teachers and concerned stakeholders in setting the school mission, vision and objectives, Communicate the vision with stakeholders in order to have common understanding and shared value, Capability in setting directions and encouraging the staff towards achieving the expected goals .

Plan and work and allocate resources for the proper implementation and achievement of school vision and goals, towards highest academic achievement of students for the improvement of students' academic achievement. The overall mean 3.70 shows both groups of respondents were agree .SD result were 0.65, 0.64 that implies there was little difference between both respondent groups due to SD result become greater than zero and less than 2,while also the overall mean were scored 2.44 which recognize the disagreement of both groups and the information obtained from the document analysis confirmed that the researcher could not see strategic plans that showed the highest academic achievement of the students in schools where the study was conducted except for three of the sample schools. The plans for the two schools were not well communicated with the concerned stakeholders. The plans were kept on a shelf simply for the sake of having them. They were found after a long time of searching, and the two principals themselves could not explain the elements of the plan in the document properly.

Table 7: Proportion of grade 12 students who passed Ethiopian school leaving certificate examination (ESLCE) in their respective two 2022-2023

Key M = Mean result, N = Total number of students who took grade 12 Ethiopian school Sample Academic year 2022 Academic year2023

Leaving certificate examination (ESLCE) in the specified two year in each school. and who scored and pass to university were collected. and researcher compare all school and explained it was obtained in (Table7) , among the sampled secondary schools students who took grade 12 Ethiopian school leaving certificate examination (ESLCE) in year 2022 and 2023 relatively, the highest percent of students who scored passing

point was recorded,

The mean result of the two years show Grsum (2.3 %), Babile(2%) , Haramaya (1.9%), Adele (1.6%), Awbarre (0.3) and sekere (0.45)

There was little improvement; on each school and the overall mean rate of passing students were 1.7 % which shows the student academic achievement is very low what it tells to us the school leaders evocativeness on instructional leadership, using best leadership style and become visionary leaders to improve student achievement is very low.

5. FINDINGS

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of the major findings of the study, conclusion drawn on the basis of the findings and the recommendations that assumed to be useful to enhance the effectiveness of school leadership with student academic achievement.

5.1. Summary

The propose of this study was to investigate the effectiveness of school leadership in enhancing students 'academic achievement in the East Haranghe Zone, Ethiopia. In this study, the researcher attempted to answer the following basic questions of the study

1.How do school leaders fulfill their roles as instructional leaders to improve students' academic achievement in selected secondary schools of East Hararghe Zone?

2.To what extent do school leaders effectively discharge the leadership style as their functions to enhance students' academic achievement in the selected secondary schools of East Hararghe Zone?

3.How do school leaders set and communicate a vision and mission that influences students' academic achievements in secondary schools within the East Hararghe Zone?

To answer those questions .The study employed a concurrent triangulation research method, integrating both quantitative and qualitative approaches. This method allowed for the simultaneous collection of data through questionnaires for quantitative analysis and semi-structured interviews, and, utilizing questionnaires, interviews, and document analysis to gather comprehensive data for qualitative insight. 104 respondents were Samples. From leaders and teachers leaders. 49 School leaders selected by available sampling and 55 school teachers were selected by systematic sampling. Return rate of 100% for the distributed questionnaires, highlighting role of leadership styles in influencing educational outcomes. The findings reveal a significant decline in student performance, particularly in the national exams for grade 12, highlighting the urgent need for effective instructional leadership.

The research identifies key areas where leadership practices can improved, such as goal setting, stakeholder engagement, to foster conducive learning environment

The first chapter was introduction that outlines the Background, statement of the problem, objectives, significance, limitations, and definitions of key terms, the second chapter

related literature, how effective school leadership can influence student performance, the third chapter about methodology describes the research design, data sources, population, sampling techniques, and data collection instruments, the fourth chapter the data analysis and interpretation, highlighting leadership styles and student achievement. The fifth summarizes conclusions, and recommendations of the study for improving school leadership practices to enhance student outcomes

According to the data analysis, the major findings of the study are the following

From this finding one could concluded that majority of the respondents expose their idea how the school leaders were not much effective in regards Provide adequate school facilities, work cooperatively with staff, encouraging staff attendance at workshop, seminar and conference to update them on current issues , and Consider ideas and suggestion of teachers to improve academic achievement of students 'in the school clearly shows from teachers responses were rated low level as result indicated in the weighted mean value from teachers ($\bar{X} = 2.76$, $SD=1.18$) and weighted mean value from leaders responses ($\bar{X}=2.48$, $SD =1.19$) which indicates scored undecided perception on providing school facilities for teaching and learning

In case of school leaders providing the role of continuously assist and give constructive feedbacks that improves teachers performance in teaching , Skillfully developing different programs and time tables that improve the instruction and spending more of their time to follow whether the educational activities are carried out in accordance with the plan indicates both groups scored low .agreement perception t from the result of the respondents teacher and leader ($\bar{X}= 2.43$, $SD=2.03$), ($\bar{X}=1.62$, $SD =1.22$) respectively and the overall mean 2.02

The majority of the respondents on idea of rate their agreement level school leader effectiveness on providing school in regards to whether school leadership Provide adequate democratic leadership style, Laissez-faire leadership, Authoritative leadership and using Combination of the three were in moderate scale which means undecided from teachers responses indicates ($\bar{X}= 2.76$, $SD=1.18$) and also weighted mean value from leaders responses ($\bar{X}=2.48SD =1.19$) and the overall mean 2.62 which indicates undecided perception respectively.

5.2. Conclusions

School leaders very crucial in school learning ,however majority of school leaders lack of ability to govern school effectively to enhance student academic achievement ,thus the lack of educational qualification of school leaders and teachers ,the absence of providing

adequate school facilities, work cooperatively with staff, and encouraging staff attendance at workshop, seminar and conference to update them on current issues which affected the achievement of students set by the (UNCEF ,2025)

Considering the ideas and suggestion of teachers was insufficient and poor, which affected the achievement of students and minimize the motivation and commitment or willingness of the teachers. Additionally in the absence of leaders providing the role of continuously assist and give constructive feedbacks that improves teachers performance in teaching , Skillfully developing different programs and time tables that improve the instruction and spending more of their time to follow whether the educational activities the students' achievement cannot be improved and achieved as (MOE 2024)

Majority of respondents expressed disfavor able perception towards the role of effective school leader on student academic success. It clearly identifies the school leadership effectiveness in East Hararghe Zone secondary school failed to enhance student academic achievements.

As in the analysis of the study the reaserchrer clearly over come there were lack of ability of school leaders in practicing different leadership style, such as democratic ,laissez-faire and Authoritative leadership and using Combination of the three style in school were very low, if leaders able to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that the student achievement can be improved and be achieved on this majority of students expressed disfavor able perception towards the role of effective school leader on student academic success, leadership style was powerfully correlated with student academic success all the way through a style of incorporated.

Practical needs assessment gone to practicing leadership style which makes school leader continuous engagement in order to perceive themselves as owners of leadership practical actions for the effective running of student academic success.

This study realized that most school leaders have not given due attention to instructional leadership they remained this task for the department heads and other not take it as their role and they remained this task for the department heads and others as result the central goal of schools is providing learning through effective teaching for the better students' academic achievement, school leaders must continuously and regularly observe the classroom instruction and provide constructive feedback for teachers on the areas which need improvements.

The study also revealed the lack of clear vision and mission that most school leader's not

delegation and sharing of responsibility to others to work hard towards highest achievement of students is insufficient due to this the school leaders' must delegation and sharing of responsibility to others to influence for the attainment of educational objectives on the staff.

The other findings was the data from interview and document analysis indicators, internal problems of the schools, implementation is not as effective as is wanted; especially because of the multiple responsibilities of the implementers, lack of capable head teachers to investigate and set direction in using of inquiry and enhancement of profession and shortage of finance to provide resources at the needed time. Lack of influence of leadership in the schools also great problem

5.3. Recommendations

Based on the findings and conclusion the following possible solutions are recommended to improve school leadership effectiveness in enhancing student academic achievements in east hararaghe secondary school

School leaders should align their resource on providing adequate school facilities, work cooperatively with staff, and encouraging staff attendance at workshop, seminar and conference to update them on current issues, and Consider ideas and suggestion of teachers which become engine for improvement of student achievements .this indicate effectiveness of school leadership.

As this finding there is the absence of leaders providing the role of continuously assist and give constructive feedbacks that improves teachers performance in teaching, Skillfully developing different programs and time tables that improve the instruction and spending more of their time to follow whether the educational activities for the students' achievement in the school which the end result is student achievement.

As the researcher obtain idea from the findings of the study most principal not practicing democratic leadership style, Laissez-faire leadership, Authoritative leadership and using Combination of the three style in school , if leader is capable to influence subordinates in using appropriate leadership styles in accordance with their levels of maturity, it is most likely that the student achievement can be improved and be achieved.

Other point what the researcher want to recommend principal, is that how he set school mission and vision and the challenges that affect school leadership effectiveness such as lack of human skill the respondents give their response on school leader lack of adequate training toward school leadership and unwise interference of higher officials in the functions of school

leaders unscheduled meetings, telephone calls, hallway/classroom tours and other face-to-face contacts must taken by the principal in order contribute to student achievement.

The researcher must recommend school leaders have not given due attention to instructional leadership they remained this task for the department heads and other not take it as their role and they remained this task for the department heads and others as result the central goal of schools is providing learning through effective teaching for the better students' academic achievement, school leaders must continuously and regularly observe the classroom instruction and provide constructive feedback for teachers on the areas which need improvements recommend government and concerned bodies to facilitate the way principal full their lack of technical skills or educational qualification regarding school leadership course and training to school leader because technical or educational qualification which support the professionalism of school leadership

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APPENDICES

Appendix 1

HARAMAYA UNIVERSITY

Post Graduate Program Directorate

Department Of Educational Pananning And Management

Question for school leaders and teachers

Dear Respondent, This questionnaire is designed to gather information about the school leadership effectiveness in improving students' academic achievement in secondary schools of East Hararghe Zone. The purpose of the study is to get information how the effectiveness of school leadership in improving students' academic achievement that will have no any negative effect on you as an individual or on your organization or school.

The success of this study depends on your genuine response to each of the item in the questionnaire. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through tel. number 0963923887

N.B: No need to write your name

Each question has its own instruction to follow

Thank you for your help

part I Characteristics of participants

Direction 1: please check by putting a “√” mark on the space provided against the items. Please, put a mark (√) of your choice among the alternatives or supply your own answer with respect to background information on the space provided in front of each item.

School name _____

Your role in school: Supervisor ☐ Dept. head ☐ Teacher ☐

Unit leader ☐ Principal

1. Teachrs .Male ☐ Female ☐

1.sex .Male ☐ Female

2.age . Teachers , 21-30 years ☐ 31-40 years ☐ 41-50 years ☐

51-60 years ☐

Leaders ,21-30 years ☐ 31-40 years ☐ 41-50 years ☐

51-60 years ☐

3 . Educational Level Teachers;Certificate ☐ BA/BSC/BE ☐ MA/MSC/Other ☐

Leaders ,Certificate ☐ BA/BSC/BE ☐ MA/MSC/Other ☐

4.Work experience in years: Teachers 5 and below years ☐ 6-10 Year ☐ 11-15 year ☐ 26 and above year ☐

Leaders , 5 and below years ☐ 6-10 years ☐ 11-15 ☐

16-20 year ☐ 21-25 year ☐ 26 and above year ☐

5.Tarained in leadership , Teachers 1-2wee k ☐ 3-4 week ☐ 1-3 month ☐

Leaders 1-2wee k ☐ 3-4 week ☐ 1-3 month ☐

6. Field of Specialization, Teachers ,Graduated in EDPM ☐ Other field ☐

Leaders, Graduated in EDPM ☐ Other field ☐

Part II: The role of effective instructional leader ship in improving student achievement

Direction 2: The following statements show the extent to which the school leaders effective as instructional leader ship in improving student achievement

: 5= Very High 4= High 3= Moderate 2=Low 1= Very low

No	Statements	1	2	3	4	5
	Your school leaders effectiveness to:					
1	Provide adequate school facilities that enable to facilitate the teaching learning process?					
2	Work cooperatively with staff for solving problems and making participatory decisions ?					
3	Continuously assist and give constructive feedbacks that improves teachers performance in teaching ?					
4	Encouraging staff attendance at workshop, seminar and conference to update them on current issues ?					
5	Actively work to ensure highest academic achievement of students ?					
6	Consider ideas and suggestion of teachers to improve academic achievement of students' in the school ?					
7	Skillfully developing different programs and time tables that improve the instruction ?					
8	Take more of their time to follow whether the educational activities are carried out in accordance with the plan or not ?					

Part III: Secondary School Leadership Styles

Secondary school leadership style exercised by leader in school .

In your opinion, what style of leadership is used in the administration of this school?

State and discuss

	Statements	5	4	3	2	1
No	Your school leaders Uses :					
1	Democratic leadership?					
2	Laissez-faire leadership?					
3	Authoritative leadership?					
4	Combination of the three?					

Part IV: The following statement shows student academic achievement and leadership style in school.

Which leadership style do you think will increase students' academic achievement by Putting tick mark (√) in one of the boxes against each item?

The numbers indicate:

5= Strongly Agreement 4 = Agreement ment3=Undecided,

2= Agreement, 1 = Strongly Agreement

Academic achievement and Leadership style

N o	School Leadership Effectiveness to:	5	4	3	2	1
1	Democratic leadership style of school helps to increase student achievement					
2	Laissez-faire leadership helps to increase students' achievement					
3	Authoritative leadership helps to increase students 'achievement					
4	Situational or Combination o the three leadership helps to increasestudents' achievement					
5	School leadership style and students academic achievement does not have any relations					

PART V. School Leadership Effectiveness promote Professional Practice as visionary asnd problem solving to Enhance Students’ Academic Achievement

Direction 5: The following statements show major roles of Principals to promote Professional Practice as visionary and problem solving to Enhance Students’ academic achievementyour school

By putting tick mark (√) in one of the boxes against each item. 5= Strongly Agreement4 = Agreement3 = Undecided2 = Agreement 1 = Strongly Agreement

N o	School Leadership Effectiveness to:	5	4	3	2	1
1	Setting effective school vision mission , goals ,and objectives for the improvement of students achievements Involve teachers and concerned stakeholders .					
2	Involving teachers and concerned stakeholders in setting the school mission, vision and objectives.					
3	Communicating the vision with stakeholders in order to have common understanding and shared value					
4	Capability in setting directions and encouraging the staff to wards achieving the expected goals					
5	Plan and work to wards highest academic achievement of students					
6	Frame the school goal for students’ academic achievement					
7	Allocate resources for the proper implementation and achievement of school vision and goals					

Part Part vi

Proportion of grade 12 students who passed Ethiopian school leaving certificate examination (ESLCE) in their respective two 2022-2023

Write the number of students as table provided in each of your school

Key M = Mean result, N = Total number of students who took grade 12 Ethiopian school

Sample Academic year 2022 Academic year2023

SampleAcademic year 2022					Academic year2023				
No	School name	Total number of	Number of students passed	passed students in percent	Total number of	Number of students passed to	passed students in percent	Total	passed %
1	Gurusum								
2	SaKare								
3	Awbarre								
4	Babile								
5	Haramay								
6	Adele								
Total									

APPENDIX 2

HARAMAYA UNIVERSITY

Post Graduate Program Directorate

Department Of Educational Planning And Management

Interview Guide for school Principal and Supervisors

The main purpose of this interview is to collect relevant data regarding effectiveness of school leadership in secondary schools of East Hararghe Zone. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

N.B:

No need to write your name

Each question has its own instruction to follow

Thank you for your help

Part I: General Information and Personal Data

Sex _____ Age ____ Qualification _____ Experience: As a teacher _____ & as a principal and/or vice principal _____ vice as Supervisor ____

Part II: Give your response to the questions in short, and be precise

How do you play your role as instructional leader and influence students' academic achievement? (How do you follow and assist the teaching learning process)

What leadership styles do you usually employ in order to be effective on your leadership and to increase students' academic achievement?

On what types of activities do you usually spend your time in the school?

What leadership style do you think is more appropriate for the academic achievement of students?

What are the major challenges that school leaders face during their leadership activities on students academic achievement?

Interview with parent teacher association heads /PTA heads Part I: General Information and Personal Data

Sex ____

Age ____

Qualification _

Experience: As a PTA member _____

Part II: Give your response to the questions in short, and be precise

1.What are your roles and functions as school PTA in creating good school leader effectiveness?

2. How do you look the cooperation of your school leaders to become effective?

3.How often do you discuss and take measure on the issues concerning school leadership effectiveness?

4.How often do you visit school for meeting and supervisions?

5. Do you participate and communicate school principal in the preparation and implementations of the school instructional leadership?

6. How do you play your role in PTA as school leader and influence students' academic achievement?

7.How do you follow and assist the teaching learning process) to improve students' academic achievement?

8. On what types of activities do you usually spend your time in the school?

9.Does students' achievement have a parallel relation with you as a school PTA?

10, how you understand the school mission and vision ?

11. How does the school leaders participate you in decision making process leaders participate you in decision making process?