

MEKELLE UNIVERSITY



INSTITUTE OF PEDAGOICAL SCIENCES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

A

Thesis

On

*Leadership Commitment in Creating Effective School Environment in Selected
Secondary School of Central Zone Tigray*

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Institute of Pedagogical Sciences Mekelle University in Partial Fulfillment of the
Requirement for the Award of M.Sc. Degree in School Leadership

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INSTITUTE OF PEDAGOICAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

“Leadership Commitment in Creating Effective School Environment in Secondary School of Central Zone Tigray”

This is to certify that this thesis entitled “Leadership Commitment in Creating Effective School Environment in Secondary School of Central Zone Tigray,” submitted in Partial fulfillment of the requirements for the award of the M.Sc degree in school leadership to Institute of Pedagogical Sciences, Mekelle University, through the Department of Educational Planning and Management, prepared by *Mr. Haile Tetemke, ID No. Ips/ps90/10* is an authentic work carried out under my supervision. The matter embodied in this project work has not been submitted earlier for award of any Degree or Diploma to the best of my knowledge and belief.

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Declaration

I, Haile Tetemke, declare that the thesis entitled “Leadership Commitment in Creating Effective School Environment in Secondary School of Central Zone Tigray”, is the result of my own effort. I have conducted the thesis independently with the guidance and support of the research advisors. The study has not been submitted to the award of any degree in any university. It is submitted for the partial fulfillment of the requirement of the Degree of Master of Science Degree in educational planning and management.

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LIST OF ACRONYMS

ESDP	Education Sector Development Plans
ETP	Education and Training Policy
F	stands for frequency
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformation Program
MoE	Ministry of Education

ABSTRACT

The main purpose of this study was to investigate the relationship between school leadership commitment and creating effective school environment in secondary school of central zone of Tigray, Ethiopia: To what extent leader commitment is effective in creating effective school environment in secondary school of central zone of Tigray, Ethiopia?, do school leaders perform the functions of school leadership activities to create effective school environment within their secondary school? and what are the supports which will manage for the leadership commitment in creating effective school environment? The study used both qualitative and quantitative methods and has employed correlation research design to investigate whether and to what extent a relationship between school leader's commitment and creating effective school environment existed. In this study, 156 teachers were selected using simple random sampling technique. In addition to that, 9 principals, 15 vice principals, and 6 supervisors were selected using the available sampling technique while 7 woreda education office experts were selected using purposive sampling technique to give information at the semi structured interview regarding the effectiveness of school leader's commitment on creating their school environment effective. In order to get a relevant data for the study the researcher used both primary and secondary data in which the primary data was gathered using questionnaire with five likert scales and Interviews and the Secondary data was gathered from Students' national exam result and efficiency of Principals document. The study findings showed that, there was a significant positive correlation between School leadership commitment and creating effective school environment. Hence, the findings indicated that, there was a strong positive correlation($r = .997$) between School leadership commitment and creating effective school environment. The researcher therefore recommended that, further research on extended time and large sample of secondary schools to come up with more valid finding. The study based on the findings give recommendations for better stand to: School leaders need to find ways of including the community in the life of the school and raise positive relationships with the community.

Key words: *School leadership, commitment, relationship, secondary school, effective school environment.*

CHAPTER ONE

1. INTRODUCTION

1.1. Back ground of the Study

Obviously, education is the vehicle to go with development. It can be done when qualified education is main tend also, qualified education will be attained through the existence of qualified leaders. Due to this reason the governments acknowledge the key rule that leaders play in the quality of education police leaders at the core of its quality improvement strategies. In most of government strategies, they are considered as significance inputs. Thus, they are encouraged to embrace the concept of continuous learning for their own benefit and the benefit of the student they teach, the communities in with, they live the country at large. There is counting need for then to keep learning, remain up to data with in developments in education and the evolving needs of the school and local community.

It is obvious that the primarily purpose of any school is providing quality education for learners in a way that they can be productive citizens, but which cannot be realized in the absence of suitable leadership. Research and practice has demonstrated the importance of leadership in securing sustainable school improvement, development and innovation (Spillane *et al.*(2004), it can be inferred that grasping the essence of leadership is grasping the essence of effective teaching –learning process. However, leadership is not simply a function of what a school principal, or indeed any other individual of group of leaders, knows and does.

Rather, it is the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks (Spillane *et al.*, 2004). Even though there are various types of school leadership practiced over the years in education, it seems that leadership is different from others, because it works collaboratively with all facts of school community such as students, teachers, parents and others (Dugignzn and Bezzina, 2006). There is a growing recognition in the increasingly complex contexts of educational change and accountability that deep and sustained school improvement leadership promotes a sense of belonging among participants, a sense of being valued members of their school community and a deep commitment to collective action for whole–school success (Duignan *et al.* 2006). However, in the past leadership was thought of wholly in terms of the head teacher or principal.

The concept of commitment leadership overlaps substantially with components of shared democratic, and teacher leadership. Although there are similarities, commitment leadership is not synonymous with those components. Commitment, component leadership in a school, shared leadership, on network of both formal and informal influential relationship in a school commitment the other hand, is typically investigated as an organization property that reflects deliberate patterns of commitment and mutual influence among organizational members (although not necessary reflected in formal position description or an organizational chart).

Leadership as coterminous with that of democratic leadership and examine it by reference to the structural arrangements and head teacher actions by which it may be created. In their description, democratic leadership includes distributed leadership, the latter consisting of a process of delegating responsibility and authority to senior management teams and then, more widely, giving teachers opportunities to share in decision – making bringing out the best through these strategies, and giving praise. Even most recently, connections have been made to teacher leadership (Harris and Muijs, 2004) However, teacher leadership as one component of distributed leadership is premised upon power redistribution within the school.

Even though earlier studies have shown that commitment leadership practice is more likely to equate with improved organizational performance on outcomes (Leithwood et al.2004)and positive correlation between commitment leadership and good school culture in western schools(Spillance,2005),there is little or no research conducted and showed similar cases in our country.

In our cases, there is very little evidence that most school leaders improve their school's performance and outcomes by increasing teacher's self-efficacy and motivation. There is also a lack of relevant research focusing on how commitment leadership and colleague's cooperation affect good school environment levels. Thus, this study attempted to investigate leadership commitment and its relationship with effective school environment levels in secondary school of central zone of Tigray.

1.2. Statement of the Problem

Traditional forms of school leadership's commitment and support grounded in training are poorly conceived to help teachers expand the possibility teaching, learning and schooling. Alternatively, school leadership commitment in creating and maintaining of school or cluster levels has been conceived a better model for helping teacher expand their knowledge and expertise in many countries. An Africa educator pointed out, school-based approach to leadership commitment can certainly be expected to expand and promote ownership of innovation, teacher's expertise and relevant to the class room. In light of this, the MOE in our country has school leadership commitment in creating effective school environment strategy. This new strategy set the goal of high quality and relevance school leadership commitment opportunities. What is important all leaders will engage actively in their own development as processionals and supported at every level of the education system. However, priority areas for improvement are highlight and standardize course are developed in Tigray national regional state in addition to our zone leaders are started to take leadership commitment.

Thus, the study works try to answer the following basic research questions:

- To what extent school leadership commitment is effective in creating effective school environment in Secondary School of Central Zone of Tigray, Ethiopia?
- Do school leaders perform the functions of school leadership activities to create effective school environment within their secondary school?
- What are the supports which will manage for the school leadership commitment in creating effective school environment?

1.3. Objective of the Study

1.3.1. General objective

- The general objective of the study was to assess the school leadership commitment in creating effective school environment in secondary school of central zone of Tigray, Ethiopia.

1.3.2. Specific objectives

The specific objectives of the study was;

- To explore the extent to which school leaders perform the functions of school leadership activities.

- To investigate the supports which managed for the leadership commitment in creating effective school environment in secondary school of central zone of Tigray.
- To investigate the relationship of school leadership commitment and effective school environment.
- To identify the effects that school leadership commitment has on creating effective secondary schools of central zone of Tigray.
- To determine school leaders affecting the quality of education in case of secondary schools of central zone of Tigray.

1.4. Significance of the Study

Having a good knowledge about the participation of school leadership commitment in creating effective school environment, leaders and education officers enables to give more attention and to reduce the factors that hinders leaders to adjust themselves to escape from the problem of leaders participation. Generally, the study helped to school leaders for their qualified achievement and quality education. Not only this also it will help to new researchers and other stakeholders who have interested to conduct a research on related topic problems.

Moreover, this study also have direct implication for practice providing insight into improvements for school principals and administrative development programs. This study offers guidance in to the level of influence, leadership commitment process specified in the Ethiopian professional teaching standards. As teachers demonstrate leadership in schools, they can provide input and participate in determining the information gathered through this study may be useful in identifying effective leadership practices schools.

1.5. Delimitation of the Study

On principle opportunity can be initiated by individual or may be offered by the school community. But this research limited on concerns with implementation of leadership for leaders and which focus in Secondary School of Central Zone of Tigray. The study of leadership commitment in creating effective school environment was very important to other schools' leaders. Because of time potential and financial constraints so, the scope of the study was limited to this zone at selected high schools.

1.6. Limitation of the Study

In conducting the investigation at hand, many problems encountered. In the first place, it was not inclusive of all secondary school of central zone Tigray. Secondly, it highly confined to using foreign materials as part of a review literature. More specifically, there was no much access to locally produced documents related to the problem raised in the study. As a result, the study was examine the issue without adequate reference to prior contributions in the same area except foreign articles.

1.7. Operational Definition of Key Terms

In this study several terms was used. These terms defined below were.

- **School leaders:** - Central Zone of Tigray School Principals, Vice Principals and Supervisors
- **Leadership:** - The process of influencing the activities of schools towards a goal setting and goal achievement.
- **Principal:** A person who lead and manage a school who selected by Woredas officers
- **Commitment:** - The loyalty, willingness and honesty of individuals to extent additional efforts for better school goal achievement.
- **Effective School Environment:** - Is a type of understanding set of norms, values, beliefs and traditions that make up the unwritten rules of how to think, feel and act in the school.
- **Secondary school-** In this study, secondary school refers to a school comprising grades 9-12.

1.8. Organization of the Study

This study was organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter concerned with the review of related literature while the third chapter provided the readers with the research designs and methodology of the study. The fourth chapter contained presentation, analysis and interpretation of data while the fifth chapter covered with the summary of the major findings, conclusion and recommendations. Finally, the reference and appendices attached at the end.

CHAPTER TWO

2. LITRUTUR REVIEW

This chapter, contained the reviewed of different literatures from articles, journals, research papers, magazines, books and reports which directly related with leadership commitment and creating effective school environment in Selected Secondary School of Central Zone of Tigray, Ethiopia.

The researcher presented the explored information regarding to the school leadership commitment in creating effective school environment, and its implication on socio-economic, political, cultural and other areas both in theoretical and empirical forms. Besides of this, this chapter also covered the concepts, perceptions and findings of different scholars on the sub titles of school leadership commitment in creating effective school environment, the role and consequences of teachers, students, school leaders and infrastructure on the assurances and familiarities of school leader ship practice and creating of effective school environment.

2.1. Leadership

Schools in which learning take place, are administered by managers, often known as school leaders or headmasters. The conditions pertaining to teachers' work environment are influenced by the leadership provided by leaders, and it is generally believed that the effectiveness of teachers and the academic achievement of students are directly influenced by leadership (Yukl, 2008). Tigistu, 2012 depicts that the following functions have to be used as a benchmark by school leaders to strengthen their effectiveness:

- ✓ Develop goals, policies and directions
- ✓ Organize the school and design programs to accomplish the goals
- ✓ Monitor progress, solve problems and maintain order
- ✓ Procure, allocate and manage resources
- ✓ Create a climate for personal and professional growth and development
- ✓ Represent the school to the Woreda educational office and the outside world.

Leadership has been defined in many ways. However, as indicated above, the most common definition refers to the ability of leaders to inspire members of a group to attain goals already set by an organization. Significantly, leadership is the process by which the behavior of individuals

can be influenced and workers encouraged and rallied to cooperate to attain a common goal (Adeyemi, 2010). Moreover, leadership can be understood as the process of leading the group through influencing people's behavior and is seen as a vigorous and interactive process in which three important parts, namely "leaders," "followers" and "situations" are involved (Hangül, Ş., & Şentürk, İ. (2022). In effect, the success of a leader depends on the ability to bring about personal success and respect.

Zaccaro (2007) states that research on leadership theories has failed to formulate a particular set of attributes for a successful leader though some common attributes of good leadership have been recognized. In addition, it has also been suggested by the trait leadership theory that leadership comes from different academic and ability traits that include "judgment," "knowledge" and "eloquence." Behavioral theories suggest that it is the behavior of the leader rather than personal attributes that determine effectiveness (Atsebeha, 2016).

An effective and proficient leader will motivate his/her followers to strive for an attractive future and will set out to create an environment where the commitment to common goals is of primary importance in terms of persuading people to achieve the goals of the organization and not in terms of the leader's need for power.

Inbase, (2019) describes the term "leadership" as the "process of social influence" during which one person selects, aids and supports others for the achievement of a common task. It is about creating an environment for employees that contributes to the organization or makes something worthwhile happen. In fact, leadership is the most important aspect impacting on the success of an organization. The reaching of outcomes through effective leadership is stressed in this paragraph as it is also stressed in the path-goal theory that the leader needs to clarify the path to success to followers.

2.2. Leadership in Education and Concept of School Leadership

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils and parents toward achieving common educational aims. School leadership as the school chief educational leader plays a most important role in shaping the nature of the school organization. In line with this, School leadership can be defined as the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals (William

A.et al., 2005). Likewise, Bekele Bogale, T., & Abdulahi, A. (2021).asserts School leadership has a key role in improving classroom practice, school policies and the relations between individual schools and the outside world.

According to the Ministry of Education, Government of Ethiopia (2005) (cited in Adugna 2017), Educational leaders play a pivotal role in the success of the school, in the successful school, leaders create a strong sense of vision and mission, build a strong culture of teamwork and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and have an instructional leadership quality that takes accountability for students achievement, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members: supervise students learning progress and closely work with parents and community members.

In relation with this, the effective educational leader is one who has the ability to develop a school's capacity to enhance student learning through the motivation of teachers, staff and students and such leadership is determined by the followers, not the leaders (Bhindi, Hansen, Rall, Riley, & Smith, 2008). On the other hand, the school leader is the main link between the community and the school, and the way they performs in this capacity that largely determines the attitudes of parents and students about the school (Adugna, 2014).

Similarly, although different stakeholders are existed in a school, school leader is a prominent figure who has the power to influence others. School leaders are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. They should also use interchangeably their leadership power managerial skill to cover their irreplaceable contributions and importance in instructional leadership. Likewise, school leaders should be familiar with their functions to accomplish their school improvement and also they are expected to follow the different styles of school leadership for their effectiveness (Adugna, 2014).

School leaders can play great role in transforming secondary and preparatory schools if they lead effectively. For example, according to Tewabech (2018), school leaders are responsible for the quality of their schools as well as for all personnel matters. Effective school leaders are responsible for establishing a school wide vision of commitment to high standards and the

success of all students. Developing a shared vision around standards and success for all students is an essential element of school leadership.

School principal is the primary leader in a school building. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act and put the needs of the school before themselves (Tewabech, 2018).

Besides, according to Tewabech, (2018), School leaders to say a good leader, it should contain a personality of listing all sides of an issue without jumping to conclusions collecting as much evidence as you can. School leader's role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective school leaders always documents discipline issues, makes fair decisions, and informs parents when necessary. In addition, school leaders' (directors/principals) are responsible for evaluating their teachers' performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. Evaluations should be fair and well documented pointed out both strengths and weaknesses (Tirussew *et al*, 2018).

According to Lerra and Teka (2014), there are three major challenges that school leadership may face during school reform program. The first challenge is to define high standards of intellectual quality for instruction and learning. The second challenge is building organizational capacity to achieve the defined standards of intellectual quality. The third challenge is to sustain the effort of school improvement. Many schools implement improvement programs but few institutionalize these reforms in the culture of the organization.

Similarly, Pont (2008) identified the following factors as challenges to school leadership in an attempt to improve quality of education: school autonomy, accountability for outcomes, role expansion, role overload, insufficient preparation and training, and lack of clarity about the core roles of school leadership.

According to Demeke (2017), education is one of the most important factors that contribute the economic growth of one nation. It is one of the fundamental factors of development which plays

an important role in the socioeconomic development of a society. In addition to that, he considered as the key to enhance individual and national development in which, for individuals it increases their earning potentials, for nations, it helps to create a healthy and productive workforce. Hence, effective school leadership in educational activities is very important to successfully achieve the school objectives. In relation to this, leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. Nowadays, the success of a school to achieve its goals depends largely on the ability of the leaders. Hence, school leaders are prominent figures to lead the school community for improvement. Therefore, educational researches on school effectiveness have recently been dominated by the concept of school leaders.

In addition to that, Leadership is generally associated with the concept of 'vision', mental picture of a preferred future for the organization and is essential for to have this sense of direction for schools and colleges, but it is just as important for institutions to be managed effectively, if only to ensure that, the vision is translated in to practice. It is now widely accepted that, educational leaders and managers need specific preparation if they are to be successful in leading schools. Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which together with a set of educational values, guides and professional practices (Heck and Hallinger, 2009). Therefore, a school leadership behavior has a subtle influence on the progress of the school and then effective leadership is at the core of every successful organization which is relatively recognized by:

2.2.1. Creating a Vision

A Vision is increasingly regarded as an essential component of leadership and refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. An effective leader is highly expected to have the ability of creating and communicating his/her organizational vision. This is because of that, the success of an organization depends on having a clear vision which is accepted by the stakeholders (Seyoum, 2014).

2.2.2. Setting High Expectations

School leaders need to have high expectations of all members of the school community in order to create an atmosphere of trust and perseverance. An enabling atmosphere maybe accomplished

through developing positive relationships with teachers, allowing teachers to take risks without penalty, providing opportunities for professional development, giving leadership in staff development, and working collaboratively. Hence, effective school leaders use analysis of best practice in education to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on Students' achievement and measure success in terms of positive students' outcomes. In addition to that, they provide the motivation and encouragement that lead to the success and manage effectively in an improving educational environment.

2.2.3. Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction (Teshale, 2015). Moreover, effective school leaders work to share their leadership responsibilities throughout all levels of the educational organization.

2.3. Effective School Environment

As Saleem, 2012, School effectiveness refers to effectiveness of enhancing conditions at school level. This study is the emphasis of enhancing conditions of schooling and output measures, mostly the achievement of the students.

School effectiveness could indicate how well the school is managed by the school leaders and how well parents and community are involved. School effectiveness therefore means 'the school accomplishes its objectives' (Botha, 2010). It can therefore be regarded as a distinct characteristic of an effective school. According to Botha (2010), studies of school effectiveness have two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools.

2.3.1. Infrastructure/School Environment

For the accomplishments of the school vision, mission and values, infrastructure or school environments are among the backbone instruments. According to Alfred and Albert (2016) in

order to achieve quality of education, it is vital ensued heavy investments in terms of finance, human resources and material resources into the education system.

It is clear that a suitable learning environment can pursue students adapt to learning needs and assists them to learn as well as welcoming (Linah, 2014). So, improving the school environment or fulfilling the infrastructure facilities are indispensable. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of students and their parents (Abadi, 2016). Hence, as Mimar (2012) indicated, educational facilities are important to assure quality of education due to two reasons: First, it is to prevent people from falling behind changing social and economic conditions. Second, it is to develop and change the community by restraining these conditions

In other words, school improvement refers to a systematic approach that improves quality of schools. In short, the main target of school improvement is an activity directed at improving teaching and learning so that better student achievement will be exhibited (Abadi, 2016).

The physical resources as listed by (Linah, 2014) are: classrooms, lecture theatres, auditoriums, libraries, laboratories, workshops, play grounds, assembly halls, administrative block and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet.

The quality of school's buildings may be related to other school quality issues such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers and the ability of teachers to undertake certain instructional approaches. In addition, class size is one of the factors that impact upon academic performance and the general relationship is a negative one (Linah, 2014).

Besides of the above, according to Martin (2013) and Linah (2014), there must be adequate hygiene and sanitation facilities accessible to all; where possible, health and nutrition services should be in the vicinity. When teachers and staff are deeply engaged in creating a safe, nurturing, challenging school environment, their job satisfaction increases. Consequently, a positive school environment is a product of collective effort.

In developing countries like Ethiopia, it requires holistic and consensual work with different stakeholders (such as communities, parents, and sponsors) for the development and maintenance of physical facilities in educational institutions to insure quality of education.

2.3.2. Safe and Healthy School Environment

Healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress. Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations. School improvement is about the enrichment of student progress, development and achievements, so most research evidence points towards the importance of teacher development and school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins, 2001).

Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents /guardians of children with special needs are actively involved in the school. So, teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (Abebe, 2012).

Concerning school facilities, schools should provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical center; sufficient number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT center (Abebe,2012). Parents can also play an important role in improving and maintaining the school, including the class rooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. This can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution (Abebe, 2012).

2.4. School Leadership Qualities

The task of the school leadership is demonstrated in all aspects of the general responsibilities of the school administration. Leadership effectiveness is a successful exercise of personal influence of one or more people with the aim of accomplishing organizational objectives through obtaining the followers approval. Effectiveness is successful accomplishment of proposed organizational objectives by using the scarce resources effectively and efficiently (Sparrow & Cooper (2014). Leadership has to do with the initiation, organization, motivation, inspiration and direction of the actions of the staff members of a group in a specific situation towards the achievement of the objectives of group. These practices of the leadership must be concerned with the quality of instruction as well as the students well fare, the moral and spiritual character of the school and maintaining of the discipline (Adugna,2014).

Similarly, as Dawit (2018), effectiveness of a school leader is determined by the professional norms he/she plays through having a clear vision regarding how to improve instruction and serve the students in the school. The leader is expected to provide the school with professional leadership through engaging others in the school. Effective school leaders encourage shared decision making with school community including staff, students and parents and ensure that all groups engage in a common goal moving in the same direction. Moreover, effective school

leaders work to share leadership responsibilities throughout all levels of the educational organization (Seyoum, 2014).

2.5. School Leaders Commitment

School leaders can play great role in transforming secondary and preparatory schools if they lead effectively. For example, according to Tewabech (2018), school directors (principals) are responsible for the quality of their schools as well as for all personnel matters. Effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. Developing a shared vision around standards and success for all students is an essential element of school leadership.

A school principal is the primary leader in a school building. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, thinks before they act and put the needs of the school before themselves (Tewabech, 2018).

Besides, according to Tewabech, (2018), director or principal to say a good leader, it should contain a personality of listing all sides of an issue without jumping to conclusions collecting as much evidence as you can. A principal role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary. In addition, school leaders' (directors/principals) are responsible for evaluating their teachers' performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. Evaluations should be fair and well documented pointed out both strengths and weaknesses (Tirussew *et al*, 2018).

According to Lerra and Teka (2014), there are three major challenges that school leadership may face during school reform program. The first challenge is to define high standards of intellectual quality for instruction and learning. The second challenge is building organizational capacity to achieve the defined standards of intellectual quality. The third challenge is to sustain the effort of

school improvement. Many schools implement improvement programs but few institutionalize these reforms in the culture of the organization.

Similarly, Pont (2008) identified the following factors as challenges to school leadership in an attempt to improve quality of education: school autonomy, accountability for outcomes, role expansion, role overload, insufficient preparation and training, and lack of clarity about the core roles of school leadership.

An effective principal is an active principal he / she has a reading ability of the school's pulse through school environments regarding to the academic achievement and the moral tone of the school's students and staff. This indicated that, principals are noticeable in the hall ways, classrooms and within the instructional climate. Similarly, Mhlanga (2019) asserted that, effective principals have a widespread knowledge of leadership approaches and advanced a responsiveness of when to practice them.

To be schools good and effective, Principals need to be effective leaders in which they should possess all good attributes of leaders and good quality leaders. Hence, principals' leadership is crucial in creating a school that value and ultimately attempts to achieve academic excellence for students.

2.6. Challenges of Leadership in Schools

The instructional leadership role of school leaders is affected by different barriers. Concerning this, different researchers pointed out the different barriers in different ways. For instance, Bouchard (2002) noted that among the predominant barriers expressed were management tasks, lack of respect for the office, teacher contracts, students with chaotic lives, staff development, lack of parent participation, and limited resources. Similarly, Ararso, (2014) argued that one of the primary challenges of confronted by school leaders is the expanding number of duties that require a tremendous investment of time and effort.

lack of the necessary knowledge and skills, lack of qualified staff, limited training and education, limited experience, insufficient time, multiple roles and responsibilities, geographic isolation, information and communication overload, paper work overload, too many reports, limited access to professional development (e.g., technology and coursework), poor teachers cooperation,

limited technology to access online professional development, political interference and external interruptions, salaries (teachers who teach the day program and run after-school programs make more money than principals), incentives (there should be a financial incentive for principals and assistant principals to accept leadership positions), principals and assistant principals are punished (reassigned) without warning /notice/ consent/ prior knowledge are some of the major barriers school principals are encountered in playing their instructional leadership role.

2.7. Strategies to Improve Leadership Roles

To improve leadership preparation, educators, policymakers, state education agency officials, and institutions of higher education should do the following:

Establish well organized leadership standards. These standards should be linked and aligned to evaluation systems, professional development requirements, and the direct needs of the districts, Implementation of such standards may mean that local school districts, statewide agencies, and universities have to collaborate and communicate in a more meaningful way (The Wallace Foundation, 2006).

In addition, leadership preparation programs should be monitored and evaluated based on participant, cohort groups. The leadership preparation program should be organized to promote teamwork, collaboration, and support. Most important, all stakeholders should work to single out high-quality candidates for leadership preparation instead of relying on self-selected candidates with administrative credentials but little demonstrated talent for leadership (The Wallace Foundation, 2006). Recruiting high-quality, diverse candidates to leadership preparation programs may require providing financial support for candidates to permit them to participate in an intensive program with a full-time, supervised internship, coordinating state and district leadership training opportunities while developing and improving leadership preparation programs is also a means for effective instruction leadership roles of school leaders. Designing a comprehensive and coherent curriculum leadership preparation programs, mentoring for beginning principals, developing a supportive cohort structure for leader candidates, and providing candidates with administrative internships are major strategies to make instructional leadership role and practice of school leaders effective.

In order to achieve a coherent program, universities and school districts should work together to recruiting, training, and supporting qualified school leaders, creating clear pathways to

leadership certification, state policy agencies need to have clear guidelines and requirements for licensure and certification of leader candidates. The communication of the requirements and the process to go about it should be readily accessible and easy to understand (The Wallace Foundation, 2006).

A study conducted by Mulkeen et al. (2004) many secondary school administrators in Sub Saharan Africa (in Guinea, Ghana, Ethiopia, Tanzania, Uganda, and Madagascar) are illprepared to meet the demands posed by the changing nature of their jobs. As a result he argued that organized and systematic training in educational leadership and effective and transparent management that goes beyond the occasional workshop presently offered in most systems is urgently needed for school leaders.

Moreover, Horng and Loeb (2011) also suggest that school leaders should be able to be organizational managers at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such school leaders are likely able to demonstrate students' academic improvement and effective school environment. However, in daily practice, in average, only one fifth of the school leader time is dedicated to organizational management activities. Most school leaders spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paper work that does not relate to the school's outcome development (Horng & Loeb, 2011).

A national or regional institution that specializes in advanced degrees or certification for educational leadership could be one option to address this need. Concerted effort to improve school leadership is one of the more promising points of intervention to raise the quality of secondary education across much of Africa. Mechanisms for recruiting teachers to become school leaders or head teachers are unsystematic and not necessarily based on professional criteria Mulkeen et al. (2004). also indicates that the position of school leaders is often not professionalized or seen as a career choice. It is sometimes filled by senior teachers who rotate through the position for limited periods of time. Therefore, it needs a more systematic approach to the selection and training of school leaders would lead to stronger school leadership.

2.8. Effect of School Leadership commitment on Students' Learning

According to Leithwood, et al. (2010), school leadership has an indirect influence on student learning that normally takes place through school goal-setting processes, the school culture, and decision-making processes, the provision of resources, teachers' commitment and attitudes towards change, instructional practices and an orderly environment. In relation with this, the literature revealed that there are three distinct "paths" in which school leadership influences the flow to improve student learning, namely rational, emotional and organizational paths and it is a critical contributor to trust among teachers, parents and learners. (Leithwood *et al.*, 2010). School leadership should be a choice open to all school members interested in participating in activities that support improved teaching and learning, and school success (Foster, 2005).

On the other hand, Hallinger and Heck (2011) argue that, school leadership should focus on fostering conditions that support effective teaching and learning and that are oriented towards capacity building for professional learning and change styles and knows the ability level of followers along with their willingness to perform specific tasks. The outcome of a student's education as evidenced through test scores is often determined by the focus and effectiveness of a school's leadership (Leithwood, 2004). Likewise, Leithwood *et al.* (2008) say there are four categories of leadership practices that contribute to successful school leadership: building a vision and setting directions; understanding and developing teachers; redesigning the organization; and managing the teaching and learning programs.

2.9. The Influence of School Leader's Commitment on Students' Learning

"Successful leadership can play a highly significant and frequently underestimated role in improving students' learning in two important ways" (Leithwood, 2004). They regard firstly that "classroom instruction" is the most important factor that contributes to effective learning and high achievement and leadership is the next. Fundamentally the most important purpose of a school is to occur learning and if the leadership does not focus on this core purpose, the leadership has failed in its responsibility. Much of the failure in schools may be as a result of the school leader's understanding and knowledge of how to implement their powerful leadership role. Therefore there is an urgent need to provide professional training to principals to understand and fulfill their roles. Therefore, "school leader's should make ensure they have

developed a strong understanding of the unique aspects of their school before they decide on the leadership styles and strategies they will use for improvement ” (Cruickshank, 2017).

According to (Kenneth Leithwood and Ben Levin 2005), academic achievement, as it is typically measured, is just one of the several indicators of student outcomes. Achievement measures reflect students’ skills and knowledge in a specific curriculum domain. According to Teshale (2015), the size of leadership effect on students’ achievement varies on the basis of dedication of leaders to assist students. Actually, leadership is one of the largest contributors to students’ achievement out of all the identified school related factors that have any influence on student achievement what so ever. Additional Supporting evidence came from Gaziel (2007) who suggested that, school principals affect students’ learning indirectly through developing aschool mission, school principals’ influence on students’ learning is indirect second to the classroom teacher. Therefore, school leaders do not affect students’ academic achievement through direct instruction as teachers do.

2.10. The School Leader’s Commitment on Students’ Achievement

According to Hardman (2011), Student achievement is defined by a predetermined scale that indicates the cut-off point established to determine the passing or failing on an individual student assessment. The actions of school leaders impact school capacity and may either enhance or diminish student achievement. School capacity is the collective power of a school staff to raise student achievement (King, 2004). Effective educational leader is one who has the ability to develop a school’s capability to improve student learning through the motivation of teachers, staff and students (Daley, Guarino & Santibanez, 2006). Such leadership is determined by the followers, not the leaders (Bhindi, Hansen, Rall, Riley, & Smith, 2008). Therefore, it may be requested that, student achievement is caused by the teacher’s perception of school leadership. The outcome of a student’s education as evidenced through test scores is often determined by the focus and effectiveness of a school’s leadership (Leithwood, 2005 &2008). Therefore, Students’ academic achievement should be the basic products of effective schools. Otherwise nobody can evaluate the effectiveness of school (Saleem et al., 2012).

2.11. The Functions of Instructional Leadership on Students’ Achievement

Instructional leadership involves those actions that a principal takes or delegates to others to stimulate growth in students’ learning. The three major functions of instructional leadership were

defining mission, managing the instructional program and promoting a positive school climate (Hallinger, 2009). Principals, as instructional leaders, promote student learning and growth by setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, planning teacher professional development and evaluating teachers regularly. Similarly, the key role of instructional leadership is the promotion of teachers' professional growth with respect to teaching methods by taking definite steps and collegial interactions about teaching and learning. The instructional leadership guides, directs and regulates the education occurrence (Bekuretsion, 2014). In relation with this he asserted that, instructional leaders have an understanding of the "real issues" or values of life and are not only clear in their personal views, but also open for the views of others.

The government of Ethiopia has prepared a guide line which integrates instructional leadership functions and criteria for employment and selection of competent school leaders at secondary schools with higher standard in academic willingness, well experiences in instructional activities and commitment aspects of teachers to be school leader (MoE, 2013). In line with this, Kemal (2015) stated that, "instructional leadership has a particular importance in educational administration because of its far-reaching effects on the achievement of school programs, objectives and educational goals".

2.12. Linking Effective School Environment to Students' Academic Performance

School effectiveness refers to effectiveness of enhancing conditions at school level (Scheerens, 2004). It includes all the contextual variables related with school such as teaching, learning, administration, students' motivation and community involvement. A possible connection between effective school environment and students' enactment may occur through the school development planning process. School effectiveness, focuses more on teaching and learning processes and on students' learning outcomes in classroom practice (Creemers & Reezigt, 2005). Learners' academic performance will not change if teachers do not take ownership of learners' achievement and have positive attitudes towards teaching and learning.

On the other hand, School effectiveness refers to the level of the accomplishment to the school's setting goals or objectives in both outputs and outcomes. It also covers the product of students as learners as well as the satisfaction of teacher (Samruet Kangpeng, 2008). The quality of students

is one of the indicators for school effectiveness. In relation with this, (Saleem et al., 2012) stated, Students' achievement should be the basic products of effective schools, if not nobody can evaluate the effectiveness of school. Similarly, (Kormla 2012), asserts, an effective school expects high academic standards for all students in a positive and caring atmosphere that sustains a culture in which effective teaching and learning flourish. Therefore, students' performance is an internal learning strategy that improves learning processes to improve learning outcomes. On the other hand, the school administrator is a vital mechanism and high influence factor to the quality of education as the outcomes of effective educational system, an administrative system and organization (Duangjai et al, 2013).

2.13 Linking Effective School Environment and Students' Learning Outcomes

Mehreteab, (2015) asserted, Student learning outcomes are defined in terms of the knowledge, skills, and abilities which students have accomplished as a result of their participation in a specific set of educational proficiencies, secondary schools in this case. For schools, learning increases the ability of all involved to donate to the accomplishment of the school and to be more effective in meeting its goals and achieving its purposes. According to Taye (2013), current research focuses on the role of student recognizes that, students do not inactively receive information from the teacher rather actively facilitate trying to make sense of it and to relate it to what they already know about the topic. This shows that, School leadership has a vital role to the success of students learning outcomes as a result of their active participation. Thus, students develop new knowledge through a process of active construction. In Ethiopia, substantial struggles have been made to develop access in education at all levels of the education system

2.14. Linking School Leadership Commitment with Parent Involvement in Creating Effective School Environment

The issue of parental participation in schooling has acquired a central place in recent educational discussions. Parental involvement is a necessary condition to assurance a more transparent and democratic administration of schools (Balarin&cueto, 2007). The school leaders works with teachers, students and other stakeholders to bring a definite effect on better students' result. Students' achievement increases when teachers believe that they are part of a competent staff with the ability to overcome educational problems and parents are one of the stakeholders and

could have a role in dealing the school. They can help their child learn and achieve better. Good quality home learning contributes more to children's intellectual and social development than parental occupation.

A recent synthesis of evidence about alternative ways in which parents might help their children learn to read found that, approaches in which either parent or child were relatively passive were of little value. Children's reading improved when parents actively taught their children how to read using a variety of techniques well known to teachers of reading. This would also be the case something that in most schools would require principal initiative.

Saleem et al (2013) stated, Parental involvement may be different from culture to culture and society to society and may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. But some families have far more resources than others to be involved in productive ways. Therefore, there are many consequences which happen when parents do not participate in their learners' education which include; high dropout rates and poor academic performance. More consequences are poor relation between parents and educators as well as poor behavioral control to learners (Joseph, 2014).

CHAPTER THREE

3. METHODOLOGY

This chapter deals with the research design, research method, population, sample size and Sampling techniques, instruments of data collection, validity and reliability of the instruments, procedures of data collection and method of data analysis.

3.1 Description of Study Area

Central Zone is a Zone in region of Tigray which is part of Northern Ethiopian. Central zone is bordered on the east by Eastern Zone, on the South by South Eastern Zone, on the West by North Western and on the North by Eritrea. Towns and cities in Central Zone include Axum and Adwa, as well as the historically significant village of Yeha and the town of Tembien Abiyi Adi. The capital city of central zone of Tigray is Axum which is 240 Kilometers far from Mekelle the capital city of Tigray region. Central zone contains a total of 22 woredas and 68 secondary school and 74% of all eligible children are enrolled in primary school and 28% in secondary schools. The lists of sampled woredas and secondary school of the zone was incorporated in the table 1 below.

Table 3 1: List of sampled woreda's and secondary schools found in central zone of Tigray, Ethiopia

Woreda's Name	Total List of schools in the woreda's	Sampled School Name	Sampling method
Adwa	Abba Hailemaryam General Secondary School	Abba Hailemaryam General Secondary School	Random Sampling
	Yeha General Secondary School		
	Wedi keshi General Secondary School	Yeha General Secondary School	Random Sampling
	Semayata Yeha General Secondary School		
Ketema Adwa	Tadelech General Secondary School	Tadelech General Secondary School	Random Sampling
	Queen Sheba number 1 General Secondary School		

	Queen Sheba number 2 General Secondary School	Queen Sheba Preparatory School	Random Sampling
	Queen Sheba Preparatory School		
	Doctor Tsegay General Secondary School		
Aesha	Aesha General Secondary School	Aesha General Secondary School	Available sampling
Rama	Rama II Preparatory School	Rama II Preparatory School	Random Sampling
	Rama General Secondary School		
Neadier	Suhulmicheal General Secondary School	Daero Hafash General Secondary School	Random Sampling
	Daero Hafash General Secondary School		
	Lahmat General Secondary School		
Laelay	Debrebrhan Secondary School	Debrebrhan Secondary School	Random Sampling
Michew	Debre kal General Secondary School		
Ketema Axum	Aksaum preparatory School	Kaleb Senior Secondary School	Random Sampling
	Kaleb Senior Secondary School	Menelek I Secondary School	Random Sampling
	Aksum General Secondary School		
	Menelek I Secondary School		

3.2. Design of the Study

According to Gay et al (2012), a research design is a general strategy for conducting a research study, determined by the nature of the hypothesis, variables involved and any environmental constraints and correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Then, correlation research design was selected to conduct this study because of its quantitative nature in examining whether a relationship exists between commitment of school leadership and school environment. Correlational research can provide information that allows predictability based on associations. In this study, there is an interest in the variables of commitment of school leadership and school environment. Thus, a correlational study employed to determine if any relationship exists between the two variables. Hence, the current study conducted to determine if a relationship exists between commitment of school leadership and school environment, but not to investigate if one is caused by the other as correlational research does not provide for causality.

3.3. Data Source

For successful accomplishment of the stated objective, necessary data's collected from primary and secondary sources. Primary sources refer to individuals or organizations from which information has to be originated directly as a result of the particular problem under study. Thus, the primary sources in this study was collected from teachers, principals, supervisors, educational office experts, PTA in the selected secondary school. The selection of these participants as a source of data was based on the expectation that they should have better information and experiences with respect to the study topic. Secondary sources refer to a wealth of published and unpublished articles available from the high schools, government departments, research organizations, the presses and various other agents. Not only these but also policies and strategies was used as secondary sources.

3.4. Populations, Sample and Sampling Techniques

3.4.1. Population

According to Aron and Coups, (2008) Population is the entire group of people to which a researcher intends the results of a study to apply. Therefore, Central Zone contains a total of 22 Woredas with currently containing 68 secondary schools. Among those 7 woredas that have

secondary school was selected randomly for this study which containing 10 secondary schools accounts 14.7% of the total. Then the individual schools in the sample was selected using simple random sampling to give every school equal chance of being included in to the sample. In this regard, McMillan [1996] mentions that in simple random sample every member of the population has an equal and independent chance of being selected.

3.4.2. Sample Size and Sampling Techniques

On this data collection, random sampling techniques was employed on the representatives of the school community these are: teachers. Principals, supervisors, educational office experts and PTA in Central Zone which selected purposively due to their small number and importance on the assuring the data. Each respondent in each high schools have equivalent result. The respondents from each high school was selected by random sampling methods for gathering of primary data (questionnaire, interview and document analysis).

Then a respondent of service users of each administration was selected based on convenience accidental method. This is due to the nature of the service user unavailability in fixed time and place.

Therefore, the total population and sample size of the teachers, principals, vice principals, supervisors, woreda education office experts and PTSA was summarized in table 3.2.

Table 3 2: Population, Sample size and Sampling techniques

N ^o	Type of respondents	Total population	Sample size		Sampling technique
		N ^o	N ^o	%	
1	Teachers	510	156	30.5	Simple random sampling
2	Principals	9	9	100	Availability
3	Vice principals	15	15	100	Availability
3	School supervisors	6	6	100	Availability
4	Woreda education officer	7	7	100	Purposive
5	PTSA	50	10	20	Purposive
Total		597	203	34	

3.5. Data gathering instruments

On the basis of the research questions raised, three instruments was used in the process of collecting the necessary data for the study. These were; questionnaire, interview and document analysis.

3.5.1. Questionnaire

The questionnaire was used as a data gathering tool because it enables researchers to collect information from the large size of respondents within manageable time and provides a wide range of coverage of data with minimum cost. Therefore, questionnaires was prepared for selected teachers participated in the study. The prepared questionnaire consisting of three parts. Part one described general information about respondents, part two designed to gather information on respondents' general background, and the third one focused on different issues. Both open and closed ended questionnaire types was employed. The closed ended questionnaire was used by the researcher to get information from large number of respondents by selecting one option from the given scales that best aligns with their views and likert type scale and the open-ended questionnaires employed in order to give opportunity for the respondents to express their feelings and perceptions concerning the role played by the school leadership commitment in relation to effective school environment.

3.5.2. Interview

An interview can be defined as the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, a semi - structured type of interview was employed with the principals, vice principals, supervisors, woreda official expert and PTSA respondents on the assumption that it helps to get an in-depth information and convenient to conduct.

3.5.3. Document analysis

Document analysis can give an expert understanding of available data and also it is cheap. Hence, besides questionnaire and interviews as major tools of data collection instruments in this study, the researcher was used the secondary data source of document analysis such as school records to collect supplementary information concerning the school leadership practice (school strategic plan, community participation and reports in relation to effective school environment) in order to enrich the data gathered about the concerned issues of the study. It also helped the researcher to cross check the data obtained through questionnaire and interview under the study.

3.6. Procedures for Data Collection

Data-collection procedures refer to how and when the data are collected and the procedures used to collect data can influence the research validity. First of all, the researcher goes to the woreda education offices and discussed on the purpose of the study with concerned bodies of the education offices. Then upon the agreement, the researcher visited selected secondary schools to discuss with principals, vice principals and PTSA supervisors about the purpose of the research after having get permission from woreda education offices. Subsequently, before administering the questionnaires for data collection in the sample respondents, the researcher was informed them about the purpose of the study and how to fill the questionnaire. After that, the questionnaire distributed to the respondents. On the other hand, semi- structured interview was conducted face to face. In relation to this, document analysis that is a secondary source was also conduct by the researcher.

3.7. Pilot test, Validity and Reliability

Testing the validity and reliability of the data collecting instruments before providing the actual study subject is vital to check the quality of the data that would be used for the study. Accordingly, to minimize doubts on the participants of this study, the researcher developed data collecting instruments and conduct a pilot test on 20 teachers of the randomly selected secondary schools. On the basis of the data obtained from the participants of the pilot test, some questionnaires was modified in which the questionnaires that have similar meaning condensed.

To check the validity experts in the area including my advisor saw the instrument and their comments incorporated. Likewise, the reliability of the instruments measured by using Cronbach alpha method with the help of SPSS. The result of the pilot tested statistically computed by the SPSS computer program.

3.8. Data Analysis Techniques

Both qualitative and quantitative method of data analysis were employed. Thus, the data collected from the closed ended questionnaires coded and entered in to the statistical (SPSS) and descriptive statistics of mean and standard deviation used to describe the data and Pearson r correlation coefficient analysis also applied to generalize the data to determine the relation between school leadership commitment and school environment. On the other hand, the data which obtained by the use of open-ended questionnaire and the data obtained from the interviewee analyzed and interpreted qualitatively.

CHAPTER 4

4. RESULTS AND DISCUSSION

4.1. Data presentation

This part of the thesis deals with the presentation and interpretation of the data gathered from the sample schools to seek appropriate answers to the basic questions raised in part one of the research document. Accordingly, presentation and analysis were made by making use of the data gathered from 10 secondary school of 9 principals, 6 supervisors, 156 teachers, 7 woreda education office experts, 15 vice principals and 10 PTSA. Five tools used for collecting of appropriate data's. These were a set of questionnaires including close ended and open ended items, an interview guide, FGD, document analysis and observation. Therefore, analysis and interpretation of the data was made based on the responses, perceptions and thoughts obtained from the respondents and the data obtained from various documents.

Overall, this part of the research comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, service of years and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire, interviews, FGD, documents analysis and observations. Finally, the data obtained from the interview session, document analysis, and observation were presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

4.1.1. Characteristics of Respondents

Scholars, collecting and analyzing the demographic information (Like: sex, age, educational background, social status, existence on the research area, etc.) of their respondents in collecting of their data. Because clear determining of the responses characterization privileged the researchers to twist and obstruct the anticipatorily, inclusiveness, validity, actuality and comprehensiveness of their data. For detailed information the demographic situation of school stakeholders presented on the following consecutive tables 4.1.

Table 4 1: The details of the characteristics of the teachers, principals, vice principals, supervisors, Woreda education office experts and PTSA.

No	Items	Items category	Respondents											
			Teachers		Principals		V/ Principals		Supervisors		Experts		Parents	
			F	%	F	%	F	%	F	%	F	%	F	%
1	Sex	Male	113	72.4	6	100	12	80	6	100	7	100	5	50
		Female	43	27.6	-	-	3	20	-	-	-	-	5	50
		Total	156	100	6	100	15	100	6	100	7	100	10	100
4	Educational qualifications	Certificate	-	-	-	-	-	-	-	-	-	-	10	100
		Diploma	-	-	-	-	-	-	-	-	-	-	-	-
		BA/BSC	113	72.4	-	-	7	46.7	-	-	3	42.9	-	-
		M.Sc./MA	43	27.6	9	100	8	53.3	6	100	4	57.1	-	-
		Total	156	100	9	100	15	100	6	100	7	100	10	100
5	Teaching experiences in year	<5	53	34	9	100	10	66.7	6	100	4	57.1	-	-
		6 – 10	58	37.2	-	-	5	33.3	-	-	3	42.9	-	-
		11 -15	40	25.6	-	-	-	-	-	-	-	-	-	-
		>16	5	3.2	-	-	-	-	-	-	-	-	-	-
		Total	156	100	9	100	15	100	6	100	7	100	-	-
6	Teaching workload per week	<12	12	7.7	-	-	-	-	-	-	-	-	-	-
		12 – 18	89	57	-	-	-	-	-	-	-	-	-	-
		19 – 24	50	32.1	-	-	-	-	-	-	-	-	-	-
		>24	5	3.2	-	-	-	-	-	-	-	-	-	-
		Total	156	100	-	-	-	-	-	-	-	-	-	-
7	Administration /management training	0	101	64.7	-	-	-	-	-	-	-	-	-	-
		1 time	35	22.4	-	-	4	26.7	-	-	-	-	8	80
		2 times	14	9	3	33.4	7	46.6	3	50	-	-	2	20
		3 times	6	3.9	4	44.4	4	26.7	3	50	5	71.4	-	-
		4 times	-	-	2	22.2	-	-	-	-	2	28.6	-	-
		> 5 times	-	-	-	-	-	-	-	-	-	-	-	-
		Total	156	100	9	100	15	15	6	100	7	100	10	100
8	School lead experiences in year	0	-	-	-	-	-	-	-	-	-	-	-	-
		1 -5	-	-	-	-	-	-	-	-	-	-	-	-
		6 – 10	-	-	-	-	5	33.3	-	-	2	28.6	-	-
		11 -15	-	-	4	44.4	4	26.7	-	-	1	14.3	-	-
		16-20	-	-	3	33.4	5	33.3	5	83.3	4	57.1	-	-
		>20	-	-	2	22.2	1	6.7	1	16.7	-	-	-	-
		Total	-	-	9	100	15	100	6	100	7	100	-	-
9	Age in year	20-30	47	30.1	-	-	-	-	-	-	-	-	-	-
		31-35	72	46.2	-	-	-	-	-	-	-	-	-	-
		36 – 40	20	12.8	2	22.2	5	33.3	-	-	2	28.6	7	70
		41 – 45	2	1.3	2	22.2	6	40	2	33.3	2	28.6	3	30
		>46	15	9.6	5	55.6	4	26.7	4	66.7	3	42.8	-	-
		Total	156	100	9	100	15	100	6	100	7	100	10	100

Source: (Own Survey, 2022), * F- stands for frequency

The researcher seemingly that to present the demographic situation of the respondents on the ages, sex, educational background and working experience variables consecutively by using the above tables 4.1. Sex participation of the respondents on some positions were not promising. As prevailed the above data, female participation in teachers, vice principals, PTSA were 27.6%, 20% and 50%, respectively.

Besides of this female participation on principles, supervisors and woreda education office experts were nothing. Thus, the managerial positions of the selected secondary schools in general were occupied by males as the researcher crosschecked on both FGD and interview. But, in the Millennium Development Goals (MDG) document, it is indicated that the involvement of both girls and boys in education should be proportional. This indicates that, gender participation on some positions were not promising and they conquered actual intervention according to the understanding of the researcher. The main reason is that; females are half population of the community, accordingly, their active participation have a power to improve and to attest phenomenal change on the quality of education if they participate as a member of managerial and leadership positions. However, their participation on some positions was nullified. Subsequently, this is disastrous situation to bring a fundamental change on the creating effective school environment by ignoring around half of the community members; so, the researcher suggests that educational and gender offices should work hard to improve this problem vigorously.

Similar to gender issues age distribution of the respondents assessed on this study. As well presented on the above tables, the age distributions of the respondents listed as, 76.3% the teachers were on the range of 20 – 35 years. Majority of the principals, supervisors and PTSA respondents were on the range of 36 and above years. Due to the view of the investigator, respondent's age categorized under adult age level which helped to obtain a clear, actual information and unbiased data. Additionally, the school principals make good opportunity to lead middle age students and staff safely and to secure the implementation of improving safe school environment in selected secondary schools because they can adopt and understand easily through short term trainings. Quality and actuality of information's and data's' affected by the educational status of respondents. By considering this, the researcher collected their academic level, accordingly, 72.4%, 46.7%, 42.9% and 60% of respondents had bachelor degree

respectively. Hence, principals and supervisors had 100% Master degree holder. Controversially, none of the PTSA participants was not certified except the members of the teacher and principals. Therefore, it's meant that the teachers, principals and supervisors had acquired the necessary teaching qualification and competency requirements for those educational levels, and probably this might also mean that they could teach, manage and develop schools up to the very required or expected point. In contrast the PTSA could not have minimum certification level.

Qualification of the professions and adaptation of the working environment has their own advantages for improvement and success of the job. Accordingly, to evaluate the reality of the problems and opportunities, the researcher evaluated the working experience as leadership of the respondents, accordingly, 33.3% and 28.6% of vice principals and woreda education office expert respectively had 6-10 years of experiences. Furthermore, the 100% of the principals stayed on the area for 11 and above years. Furthermore, none of the teachers, principals and supervisors had less than five years of experiences. However, the PTSA members had less than one year on the position since they elected at that specified academic year. Therefore, the school teachers, principals, supervisors and PTSA need to be well experienced not only in the understanding of their own schools in the educational ladders specifically, but also in the understanding clearly what the community, others stakeholders and their staff are going to accomplish in the schools for which they are responsible, but gender disproportion should improve.

As can we observed on the above table 4.1, only 3.2% of the teachers had the load above 24 periods per week, one principal's lead only one secondary school, and one supervisor lead two secondary schools. Thus, this is a minimum standard as seated regional education office as well ministry of education, therefore, this is an opportunity to create effective school environment.

4.1.2. School Physical Environment and School Facilities

This subsection covered the class room, school facilities, instructional materials and its impact on assuring school environmental as stated the responses of respondents presented on the following table 4.2.

Table 4 2: School physical environment and school facility response for teacher’s respondent

No	Items related school leadership	No	Respondents									
			SDA		DA		UD		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	Adequate classrooms, Sufficient desks and seats in the classrooms, student furniture (chair and tables), black board and chalk	156	39	25	70	45	-	-	47	30	-	-
2	Specialized teaching areas and digital library with internet	156	94	60	51	32.5	-	-	11	7.5	-	-
3	Enough science kit , text book, pedagogical center	156	99	64.5	55	35.3	-	-	2	1.3	-	-
4	Appropriate and separate Chemistry, physics and Biology Laboratories	156	55	35.3	70	44.8	-	-	27	17.3	4	2.6
5	Sufficient sporting and playground facilities	156	55	35.3	62	39.7	-	-	35	22.4	4	2.6
6	Sufficient cafeterias facilities	156	39	25	70	45	-	-	47	30	-	-
7	Sufficient rest room (toilets) both girls and boys of students and teachers	156	94	60	51	32.5	-	-	11	7.5	-	-

Source: (Own Survey, 2022),

**Alternative scale: Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree =1

Teachers responses regard to attractiveness of the school environment and enough staff room were, 70% disagreed and strongly disagree, but 30% of them agreed as stated on the above table the responds that their school were not attractive, not well equipped and has no enough staffroom. On top of this the researcher conducted observation around the school compounds of the selected schools and did an interview with principals, vice principals, supervisors, woreda education expert officers and PTSA’s. On top of this , all the schools under study has electric power, Queen sheba preparatory school, Rama –II preparatory school, Daero Hafash general secondary school and Debrebrhan secondary school has relatively adequate school environment. But most of the rest secondary schools under study were with inadequate school facilities.

Similarly Aesha general secondary schools, Menelik I secondary school and Tadelech general secondary school has almost zero school facilities. This is due to shortage of school leaders placed in the secondary school. Thus, the schools with no complete school leaders has a lot of gaps in creating effective school environment as well as staffrooms for each secondary schools which align with the perspective of the teachers respondents. So, the researcher conquers the intervention of community and the school leaders to improve it because, teaching and learning process acquires an attractive working environment to transfer what you have and innovate ideas.

As presented on the above table, 82.5 % of teacher's response for the question availability of enough textbooks and specialized teaching materials disagree and strongly disagreed. Hence not only the number but also textbook and reading materials for each student in the study area were not adequate as claimed by teachers. Consequently, students and teacher get difficulties to implement and apply like home work and class works. This was among the hinder of these effective school environment.

The teacher's responses on the availability and functionality of three science laboratories were, 80.1% of the teachers strongly disagree and disagree, contrariwise, 2.6% of the teachers agree with the presence of the three separate science laboratory room. But 17.3% of teachers responded shown that they were undecided, this may happen that the school leaders do not enforce to the teachers to know the school compound. From this result the researcher conceived that the study area has not three separate laboratory class rooms separately with specified equipment and chemicals that used to easily communicate the students to assure quality of educations. From the above data we can realize that the majority of teachers insured that there were no laboratories in the study area. According to the understanding of the researcher, if this gap is not fulfill as soon as possible, the students will be facing when they joined to universities on science, medical and engineering fields. Therefore, concerned offices and community members must work hard cooperatively with different people to resolve.

Furthermore, the researcher collecting the perception and information from teachers on the school's presence and using of ICT center for teaching learning processes, accordingly, 39.7% of teachers strongly agree with the idea and 22.4% of teachers also stated agree. From this result the schools using computers for teaching and learning process and is a promising opportunity for the

selected secondary schools students and teachers to use soft copy materials and use different video lectures on the absence of laboratory facility. However, there was shortage of internet, so school leaders and woreda education bureau should be resolve it. As the discussed on the above there were shortage of textbooks and laboratory facilities on these schools, then, to tackle and minimize their consequences by using different soft copy books, and animation and video laboratories because there are availabilities of computers. Therefore, the researcher immensely recommending expansion of internet to use alternatively and it is easy than installing of laboratories in order to create effective school environment.

As stated on the above table, teachers were asked to give their idea on the school's sufficient reference books and enough library, accordingly, 57% of teachers and said strongly disagree, and 12.8% of teachers and stated disagree with the idea. This indicates that there are inadequacies of textbooks and libraries.

As the researcher crosschecked through observation there were shortage of water supply on the nine schools and completely albescent in Debre brhane secondary school. Again from the above table presents the assessment of school's facilities of first aid clinic, sufficient cafeteria, access of toilet room for the female and male students and teachers separately or not in the study area, shown that 60% of the teachers strongly disagree and 32.5% of teachers again disagree.

From the above results, we were confirmed the lack of facilities of the study area. As a result, may be it is impossible to fulfil all the necessary facilities through regular system, but, by taking good experiences from other schools and other countries experiences by creating mutual consciousness on this problem both the school leaders and members of the community to participate actively it is possible to resolve or minimize it.

4.1.3. Validation of School Environment Thought Observation

The researcher conducted observation on the ten sampled secondary school for more than three days per high school excluding the secondary school is working on. The findings of the observation were presented table 4.3 below.

Table 4 3: Validation of school environment using observation

No	Items/facilities	Facilities		Not available
		Available		
		Adequate.	Inadequate	
1	Sufficient administration blocks		✓	
2	Well equip and enough staffroom for each departments		✓	
3	Libraries	1,4,6,8,9	2,3,5,7,10	
4	Laboratories	9	3,4,5,6,8	2,1,7,10
5	Science kit	4,9	2,6,7	1,3,5,8,10
6	Textbook	4,6,7,8,9	1,2,10	3,5
7	Pedagogical Center		1,2,3,4,7,8,9,10	5,6
8	Student furniture (chair, table)	2,4,7,10	1,3,5,6,8,9	
9	Black board and chalk	1,2,3,4,5,6,7,8,9,10		
10	Classroom	2,4,6,8,9	1,5,7	3,10
11	Water supply		1,2,3,4,5,6,7,9,10	8
12	Electric power	1,2,3,4,5,6,7,8,9,10		
13	ICT center	3,4,9	1,2, 5,6,7,8,10	
14	Separate toilet for male & female	4,9	1,5,7	2,3,6,8,10
15	The school annual plan		✓	
16	The school strategic plan		✓	
17	Continuous assessment formats		✓	
18	Report document, Performance progress reports and Training reports		✓	
19	Self-assessment documents		✓	
20	Documents showing community contribution		✓	

Source: (Own Survey, 2022)

Key: 1- Abba Hailemaryam general secondary school: 2- Yeha general secondary school: 3- Tadelech general secondary school: 4- Queen sheba preparatory school: 5- Aesha general secondary school: 6 - Rama II preparatory school: 7- Daero Hafash general secondary school: 8- Debrebrhan secondary school: 9- Kaleb senior secondary school and 10 - Menelek I secondary school.

From the above table the researcher validated the above issues listed under table 4.2 through observation, interview with principals, vice principals and supervisors, woreda education expert officers and FGD of PTSA the main hindrance for the weak quality of education in our secondary school mainly were inadequate school facilities or in effective school environment like separate laboratory rooms with enough chemicals and materials, library with reference books, water supply for both toilet, laboratory and drinking purposes, toilet for staffs and female and male students, sport field track, and unavailability of internet, pedagogical center or instructional materials, well trained laboratory technician, text books, separate cafeteria for both students and staffs, plasma and first aid kit in case of emergency. As a result, unsafe school environment of those school facilities has a power to minimize learning interest of students. As Tadesse (2014) confirmed that, the quality and availability of school facilities experienced by a learner determine the quality of education and thus school environment.

4.2. Linking School Leadership Commitment with Parent Involvement in creating Effective School Environment

Parents/guardians/community member's active participation playing pivotal role on improvements of infrastructure, fulfilment of facilities and follow up of the students learning process in general on assuring quality education as a result of effective school environment. By considering this the researcher presented the perceptions, opinions and thoughts of parents/guardians/community members towards creating effective school environment.

Schools as institutions are expected to work for improvement of students' achievement as a result of creation of conducive school environment. This requires establishing monitoring strategies of students' progress regularly through discussion with teachers and school leaders as well as their parents/guardians/community members (Dawit, 2018). More so, parents/guardians/community members as stakeholders play a key role in the school system by encouraging their children to read and also motivating the teachers to work towards academic excellence. Usually, teachers who motivated well and paid well work with devotion in order to ensure effective school performance. In line with this, the committed school leaders, can improve school environment through influencing the motivation and capacity of teachers (Mehretab, 2015).

Then, all the respondents were asked to express their opinion on the extent of the parents/guardians/community member's participation on schooling/creating effective school environment.

Table 4 4: Teachers' perception on the extent of parental participation on schooling

S. N ^o	Items	Responses					Mean	SD
		SA	A	UD	DA	SDA		
		5	4	3	2	1		
1	School leaders invite to have high parents/guardians/community members participation towards the school	7	24	-	66	59	2.06	1.18
2	Strong positive relation between parents/guardians/community members and school leaders in evaluating the overall performance of the school	5	33	-	89	29	2.33	1.10
3	The extent to which school leaders work to make the community active participant in problem solving of academic activities	-	-	3	50	103	1.35	0.51
4	The extent of school leaders encourage parents/community members school relationship to strength collaborative work	2	18	-	70	66	1.84	0.99
5	The extent to which school leaders encourage participation of parents/guardians/community members in the management of the school	-	-	-	105	51	1.67	0.47
6	The extent to which school leaders encourage parents/community members to support the school with important resources	-	19	-	87	50	1.92	0.89
7	The extent school leader opens their door to the community	7	23	2	78	46	2.14	1.13
Av. Mean							1.9	0.89

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Source: (Own Survey, 2022)

The above table 4.4 shows the effect of school leader's commitment to invite parents/ guardians and community members/ leaders to participate on creating effective school environment. Hence with respect to item 1, that focused on school leaders commitment to invite participation of parents/ guardians and community members/ leaders to create good school environment was low which was focused on the relationship between school leader's commitment and effective school environment, the mean value was 2.06 which indicates a low performance when compared with the demarcation mean. In addition to that, regarding to item 2 that was concerned on the relationship between school leader's commitment parents/ guardians and community members/ leaders was also rated at low level having a 2.33 mean value.

Similarly, secondary school teachers were asked to measure the extent to which school leaders enhance community participation as it is one of the domains of creating effective school environment. Regarding this idea, literature revealed that PTSA and community members should be active in advising on the benefits of education and in encouraging parents/guardians/community members to send their children to school so as to increase access and reduce dropout. Therefore, the school leaders of secondary schools of central zone did below average in enhancing community participation in problem solving of academic activities and this in turn might affect the realization of the school improvement program since educational goals cannot be achieved in the absence of community participation.

With regard to item 4 of table 4.4 above, the majority of teachers agreed that school leaders encourage parents/guardians/community members- school relationship to strength collaborative work at low level with mean value of 1.84 regarding this idea, literature revealed that those schools that are able to create positive relationships with their wider community can create effective school environment. Therefore, as revealed from the result, school leaders of secondary schools of central zone were not effective in enhancing parents/guardians/community members- school relationship. As depicted in item 5 of table 4.4 above, the majority of teachers agreed that school leaders encourage participation of parents/guardians/community members in the management of the school at a low level with mean value of 1.67. Regarding the interview result, one secondary school external supervisor mentioned that: "PTSA members are often participating in school management, but the capacity and activities of PTSA members to mobilize parents in large to play their role is very less".

Additionally, one secondary school principal indicated that: Few of PTSA members are coming to school and take part in the meetings and decisions of some important issues of school after repetitive invitation. But, the main responsibilities of PTSAs is not only coming to school by themselves but to mobilize the parents in large to enable them to support the school. But, still in this aspect their contribution is very less particularly in secondary school. As indicated in item 6 of the same table above, the majority of teachers agreed that school leaders encourage parents/guardians/community members to support the school with important resources at a low level with mean value of 1.92. This idea also triangulated through interview revealed that there was low support of resources from parents/guardians/community members. The result from interview also revealed less support of community. For instance, supporting the idea one external supervisor of sample school informed that: “Resources, such as financial and material support from parents are very less particularly in secondary school”. Regarding this idea literature revealed that communities and PTSA need to play important roles in all aspects of education from raising resources to managing schools (MOE, 2005) also revealed that school cannot succeed without the support of the parents and community. As can be seen from item 7 of the same table above, school leaders open their door to the community at low level and were not committed .Thus, if the school leaders are not ready to welcome the community with full interest and respect ion the community or stakeholders may not have interest to come to school and work with schools and this might in turn affect the collaboration and positive relationship between school leaders and school communities which is very important in facilitating the realization of effective school environment. Thus, the finding revealed that, school leaders of central zone performed at a low level in promoting community participation or implementing the domain. The weighted mean with standard deviation (mean = 1.9, standard deviation= 0.89) also indicated low performance level.

In the interview questions all of the principals, supervisors and Woreda education office experts said that, without the involvement of parents/guardians/community members in the management of schools, schools cannot have effective school environment.

Similarly, parents/guardians/community member’s involvement may be very essential in school-based activities that involve contacts with teachers and school leaders, monitoring the students’ activities in school and checking their periodical academic progress reports (Muhammad et al.,

2017). In line with this, improvement of school environment requires establishing monitoring strategies of students' progress regularly through discussion with school leaders with their parents/guardians/community members. Unless progress is properly monitored, performance of schools cannot be easily determined (Dawit, 2018). However, on the basis of the data obtained from the participants regarding to the extent of parents/guardians/community members participation on creating effective school environment was in a low level with a 1.90 mean value. This means, although parents/guardians/community members participation is one of the responsible stake holders on creating effective school environment, it was not succeeded in selected secondary schools of central zone that were sample of the current study in the previous three successive years (2009 – 2011E.C).

Further findings from the supervisors and woreda educational office experts revealed that, most parents/guardians/community members have not been able to make follow up and take control over their children's learning at home and at school as needed, did not ask on their children's academic performance and over all discipline by considering as teachers' responsibilities and also did not participate in school meeting. The findings were concurred with what Joseph (2014) found that, parents/guardians/community members did not fully participate in school meetings and did not ask for their children's academic reports, discipline and school attendance by taking as teachers' responsibilities. The researcher believed that, the above data in table 4.4 helps to get further information on the commitment of the school leaders to achieve the school goal by integrating with responsible stake holders to achieve school goals.

As it presented on the above table, therefore, the parents/guardians/community members of the selected secondary schools of the zone parents/guardians/community members never visit their school, never follow up the daily academic achievement of their students, lets almost small time for extra activities and meeting of the school, were never involvement in school decision making and they presented and rarely involved. Besides of this their participation on meetings which arranged by the school leaders was not participating regularly.

FGD with PTSA and interview of principals, vice principals and supervisors indicated that, the parents/guardians/community member's involvement on the school activities and follow up their children's have a big challenge even if its contribution is visible and this aligns with the above data.

Therefore, the parents/guardians/community member's involvement for assuring effective school environment was below the minimum requirements from the parents/guardians/community member's that expected from the education sector.

4.3. Effectiveness of School Leadership

4.3.1. Effectiveness of school leaders in developing the schools mission, goals and objectives

The participant teachers were asked to rate the extent to which school leaders were effective and committed in leading the school by setting the school mission, goal and objectives. Questionnaire which contained five rating-scales were filled by the respondents and the result was summarized in the table 4.5 below.

Table 4 5: School Leaders' capacity in developing school mission, goals and objectives

S. No	Items	Responses					Mean	SD
		SA	A	UD	DA	SDA		
		5	4	3	2	1		
1	School leaders develop the school mission, goals and objectives for improvement of school environment	8	26	-	102	20	2.35	1.06
2	The school leaders are easy to approach, flexible and open to other people's views or differences	10	24	-	97	25	2.33	1.11
3	The school leaders' compliments both staff and students in their work	5	29	17	85	20	2.44	1.03
4	The school leaders communicates directly, clearly and has good relationship to staff and students	19	20	12	85	20	2.57	1.22
5	In school issues, decision making is done in group	-	20	12	95	29	2.21	0.81
6	Good administrative support and supervision system	12	22	12	75	35	2.36	1.19
7	School leaders are selected professional base	-	-	-	41	115	1.26	0.44

8	School leadership responds to expressed feelings by staff and students	3	20	24	23	86	1.91	1.18
9	School leaders has a high expectation of staff and students in terms of academic, social and emotional efforts	13	-	14	32	97	1.71	1.17
10	The School leaders have the ability to translate strategy in to practice	8	10	5	27	106	1.62	1.13
11	The school leaders seek new ways to create effective school environment	23	10	4	23	96	1.98	1.49
12	The school leaders are effective in coordinating different groups for curriculum implementation.	7	33	-	-	116	1.63	1.22
Av. Mean							2.03	1.08

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Source: (Own Survey, 2022)

The above table 4.5 shows the capacity of school leaders in leading the school by setting the schools mission, goals and objectives. With regard to item1 which was concerned with leaders' effectiveness in developing the school mission, goals and objectives for the creating effective school environment, the mean value obtained from the response given by the participants was 2.35 value. Hence, the commitment of the school leaders in developing the school mission, goals and objectives on the creating effective school environment was rated at low performance while comparing with the mean value set as demarcation. In line with this, Teshale (2015) on his study of school leadership commitment on creating effective school environment asserted that, school leadership effectiveness in developing school mission, goals and objectives for the creating of effective school environment was rated at low performance.

On the other hand, the data obtained from the participants for the commitment of school leaders towards translating strategy in to practice, the school leaders are easy to approach, flexible and open to other people's views or differences and the school leaders communicates directly, clearly

and has good relationship to staff and students, showed that, it was rated at low performance having a 1.62, 2.33 and 2.57, respectively mean value. In addition to that, the data obtained from the participants, the status of the school leaders in seeking new ways and competing in planning the school vision, to improve creating effective school environment in relation to the standards of secondary schools was at a lower performance as the mean value is 1.98 demarked at low scale. The final data obtained from the same respondents on the basis of leaders effectiveness in coordinating concerned stakeholders for curriculum implementation, the school leaders' compliments both staff and students in their work, and in school issues, decision making is done in group, it is possible to say that, the school leaders were performing at the lower level on the basis of the mean value 1.63, 2.44 and 2.21 respectively. Schools need the involvement of all stakeholders in the school plan, but most of the time school plan is prepared by school principals. As a result, the school mission and vision is not clear to all stakeholders and the proposed creating effective school environment are not achieved without the participation of stakeholder (MoE, 2007). Similarly, Schools with weak leadership commitment has a negative school capacity and lower in creating effective school environment (Brenda & Hardman, 2011)

In addition to that, the information gathered from school principals, vice principals, supervisors and woreda educational office experts through interview revealed that, the implementation of school mission to achieve the school goal regarding to creating effective school environment was low. They said that, the school leader have a direct impact on optimizing and creating effective school environment. Similarly, Parsons & Beauchamp (2013) suggested that, leadership has a significant effect on creating effective school environment through by developing teachers' efficacy in curriculum and instruction, engaging and motivating staff, fostering a shared purpose, creating conditions for effective teaching and learning, fostering program coherence, encouraging organizational learning, and through feedback, direction and communication.

Generally, the data revealed that, the school leaders' commitment in developing the school mission, goals and objectives for the creating effective school environment was rated as low effective because the overall weighted mean value obtained is 2.03, and the document analysis show similar problem. That was the school annual plan, strategic plan, continuous assessment formats, report document: performance progress reports, training reports, self-assessment documents and documents showing community contribution was prepared simply but not

notified their continuous analysis. The result is similar with what Teshale (2015) concluded.

4.4. The Extent to which School leaders perform the functions of school Leadership Activities

To bring a fundamental change on their own life and reflect their influence on the community schools should be competent, to do so, the approach of school leaders with the students and teachers are mandatory, so, it needs some improvements and they should work cooperatively more than this. Thus, the extent to which school leaders perform the functions of school leadership activities was given on table 8 below.

Table 4 6: The extent to which school leaders perform the functions of school leadership activities.

S. N ^o	Items	Responses					Mea n	SD
		SA	A	UD	DA	SDA		
		5	4	3	2	1		
1	The school leaders give trainings for teachers that can bring a source of confidences for creating effective school environment	7	79	10	46	14	3.12	1.15
2	The school leaders develop a vision based strategic direction, keep the work of the school under review and account for its improvement on the basis creating effective school environment	7	17	3	63	66	1.76	.93
3	The school leaders delegate some of their leadership tasks to teachers.	3	8	3	20	122	1.39	.90
4	The school leaders help to clarify the themes of the school's mission in terms of its implications in relation to creating effective school environment	10	13	8	33	92	1.82	1.23
Av. Mean							2.02	1.00

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Source: (Own Survey, 2022)

The above table 4.6 shows the extent to which the school leaders perform the functions of school leadership. Accordingly, the data obtained from table 4.6 with regard to item 1 on the basis of school leaders' extent on giving trainings for teachers that can bring a source of confidences for effective school environment had 3.12 mean value. Then, this showed that, the extent of the school leaders' extent on giving trainings for teachers that can bring a source of confidences for creating effective school environment was at a moderate performance when compared with the demarcation mean value. Likewise, the effectiveness of the school leaders on developing and implementing a vision based on strategic direction on students' achievement was rated at low performance with a 1.76 mean value. In light of this, Adugna (2014) in his study on the practice and challenges of school leadership in secondary schools of central zone asserted that, there was limitation of school leaders in implementation of vision through strategic planning, the effectiveness of the school environment on keeping the work of the school under review on the basis of school environment was limited at a very low degree with a 1.38 mean value. However, the data obtained from table 4.6 with regard to item 3, the extent of the effectiveness of the school leaders regarding the delegation and sharing of their leadership tasks to teachers in relation to creating effective school environment was rated at low performance having a 1.82 mean value. Sharing leadership among stakeholders, strengthening school community relationship involving the community in decision making activities help schools to accomplish tasks collaboratively and to mobilize resources to satisfy the needs and interests of their customers (Tadesse, 2014). In line, he found that, the practice of secondary schools in Harari regional state was low. while the effectiveness of the school leaders with regard to helping to clarify themes of the schools mission in terms of its practical implementation was replied to be at low degree of performance with a 2.23 mean value. Hence, the one of the research question of this study showed the extent to which school leaders perform the functions of school leadership activities.

Therefore, it is possible to conclude that, the opinion of respondents on the extents of school leaders in performing the function of school leadership activities was rated at a low performance because of a 2.02 average mean value. In relation to this, the selected participants of woreda education office expert were also replied that, as woreda, the performance of school leaders in the selected secondary schools in performing the school leadership activities on the basis of creating effective school environment was at low level.

Additionally, Due to understanding of the researcher, school leaders of the selected secondary school of central zone had been not involved teachers in decision making regarding teaching learning process and no implement the rules and regulation of the school effectively that may be the main factor for not creating effective school environment that leads to the students not attend the teaching and learning process effectively, so, it needs attention.

The researcher collected perceptions of teachers on the status of school leaders' administration support, supervision system and motivating of students, teachers and community members, because these have a critical role on creating effective school environment. As the researcher understand from the above table, most of the teachers respondents conformed that the school leaders make administrative support, supervision, motivating students, teachers and community members to create effective school environment whereas most of the teachers responded the school leaders lacks the administrative support as it intended from its work responsibilities.

Therefore, from the above data and FGD confirmed result the school leaders assigned to the secondary schools doesn't merit based and most of the school leaders do not took educational leadership courses and they assigned directly even they have master's degree. This is among the worries of the researcher that suggest for the concerned office to intervene for improvement of education and to produce competent citizen. Furthermore, according to group discussion conducted with PTSA, open-ended questioners and interview results, even though the school leaders in the study area made effort to use community, student's parent, teaching and non-teaching staff to succeed the goal of education but didn't organized and continuously. So, fundamental changes are not coming from a top down but from the ground because the actual challenge and opportunity are easily determining by the local knowledge. Therefore, the researcher recommends for the school leaders to conscious and understand the stunning role of community participation for creating effective school environment. This is blessing, as Potter and Powell (1992) explained the impacts of positive leadership in sets goal and motivation the staff to be committed to their achievements.

4.4.1. Students' School Performance

Table 4 7: Students' achievement based on Grade Performance Average (GPA) from document analysis (2009 - 2011 E.C)

Name of School	Year	Candi dates	≥ 2		< 2		Joined to preparatory in (%)
			F	%	F	%	
Abba Hailemaryam General Secondary School	2009	978	671	68.61	307	31.39	27.8
	2010	817	634	77.6	183	22.4	22.3
	2011	922	693	75.16	229	24.84	33.6
Yeha General Secondary School	2009	340	250	73.5	90	26.5	28
	2010	366	278	76	88	24	29
	2011	380	266	70	114	30	26
Tadelech General Secondary School	2009	510	340	66.7	170	33.3	27.8
	2010	477	292	61.2	185	38.8	29.8
	2011	535	321	60	214	40	28.9
Aesha General Secondary School	2009	180	130	72.2	50	27.6	26.7
	2010	160	120	75	40	25	27.3
	2011	190	130	68.4	60	31.6	25.1
Rama II Preparatory School	2009	176	148	84.1	28	15.9	28.8
	2010	180	140	77.8	40	22.2	24.4
	2011	200	126	63	74	37	30.6
Daero Hafash General Secondary School	2009	213	170	79.8	43	20.2	46.5
	2010	378	135	35.7	243	64.3	32.4
	2011	290	165	56.9	125	43.1	32.5
Debrebrhan Secondary School	2009	366	254	69.4	112	30.6	55.2
	2010	386	289	74.5	97	25.5	21.3
	2011	396	310	78.3	86	21.7	27.9
Kaleb Senior Secondary School	2009	314	241	76.6	73	23.4	28.2
	2010	316	220	69.6	96	30.4	29.5
	2011	310	206	66.5	104	33.5	26.4
Menelek I Secondary School	2009	287	166	57.8	121	42.2	21.8
	2010	217	104	47.9	113	52.1	19.3
	2011	422	183	43.4	239	56.6	23.6

Source: (Own Survey, 2022), * F- stands for frequency

As can be seen from table 4.7, the performance of the students in relation to their result scored from the national examination was different from year to year even from school to school. The data showed that, the achievement of the students on the basis of the number of students scored >2.00 GPA, < 2.00 GPA and those who joined to the preparatory level was up and down from year to year in the selected secondary schools but decreased as a zone level although the ground was the same. Therefore, the school environment was an inadequate educational setting as the standard for secondary school specified of the selected secondary schools in relation to their academic achievement was not in a good progress from year to year in the zone. This implies the school leadership contribution was not as such to create effective school environment.

Table 4 8: Three years’ cumulative students’ achievement in zone of selected secondary schools

Students achievement from zone education office	From 2009 – 2011 E.C
	F (%)
≥ 2.00 GPA	6982 (82.7%)
< 2.00 GPA	3324 (39.4%)
Joined to preparatory	2018 (28.9%)

Source: (Own Survey, 2022), * F- stands for frequency

According to the summary given in table 4.8, the cumulative students school performance documented from zone educational office, the total number of students were 10,306 (100%) of which the students who scored 2.00 point and above were 6982 (82.7%), whereas, the remaining 3324 (39.4%) scored below 2.00 point. On the other hand, 2018 (28.9%) of the total candidates were joined to the preparatory level. Therefore, the data revealed that most of the students 6422 (76.1%) did not join to the preparatory level in the three successive years. Therefore, the fluctuation of results revealed that the school leaders were not committed to create effective school environment.

4.4.2. Effectiveness of School Leaders on Students’ Achievement

From the literature review, effective educational leader is one who has the ability to develop a effective school environment which is the collective power of a school staff to raise students’ achievement to enhance their learning through the motivation of teachers, staff and students. Therefore, school leadership is one of the most complex processes that help to influence people to achieve common goals and to be an effective leader, school leaders need to have a better knowledge and the required skills of more than one leadership theory to serve their customers

effectively and efficiently. This indicated that, school environment is affected by the teachers' perception of school leadership. Then, all the respondents were asked to rate the level of school leaders commitment in their schooling and to check the truthfulness of the raw data obtained from the secondary source of document analysis was presented as follow.

Table 4 9: Teachers' perception on the relationship between school leadership effectiveness and Students' achievement.

S. N ^o	Items	Responses					Mean	SD
		SA	A	UD	DA	SDA		
		5	4	3	2	1		
1	The school leadership commitment and creating effective school environment have a direct relationship	120	13	-	13	10	4.41	1.23
2	The school principals arrange a schedule to visit other effective schools to develop experience	17	99	-	23	17	3.48	1.19
3	The work effectiveness of our school for creating effective environment has been increasing from year to year.	17	7	-	40	92	1.82	1.31
Av. Mean							3.23	1.24

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Source: (Own Survey, 2022)

Table 4.9 above illustrates the school leader's effectiveness on creating effective school environment. Hence, this was the main research question of the study. With respect to item 1, which was focused on the relationship between school leaders and creating effective school environment, the mean value was 4.41 that indicated the relationship was highly effective. Similarly, the data obtained from the participants, the opinion of teachers towards sharing of experience was rated as moderately effective with a 3.48 mean value. Whereas, the data from the same table which was concerned with the increasing status of work effectiveness in the schools had a mean value of 1.82 which indicated the performance was low effective. This means that, the work effectiveness of the schools was not in a straight line rather up and down. This was also triangulated with the help of the data gathered using interview and the efficiency of the schools principals in the last three successive years (2009-2011 E.C). Then, based on the data obtained

for each item from the participants, the overall status of school leaders' effectiveness on creating effective school environment was rated as moderately effective having a 3.23 average mean value.

In line with this, Bogale (2014) on his study regarding to the role of the school leaders in creating effective school environment. found that, the overall degree of the school leadership practices was computed with an average mean value of 3.05 which revealed almost moderate performance in practicing on the dimension of the role of the school leaders practice in creating effective school environment progress in secondary schools of central zone and he forwarded that, the school leaders should give attention to their responsibilities regarding the creating effective school environment through meeting teachers to discuss on the performance of students and discussing with parents about the academic progress of the students. Therefore, a school with an established teaching and learning culture will have a well-developed organizational structure and instructional programme that focuses on all aspects of the academic achievement of students in schools and smooth school environment.

4.4.3. The Trend of Students' Over All Participation

All the respondents were asked to express their opinion on the trend of grade 10 students' academic achievement to check the truthfulness of the actual data obtained using document analysis.

Table 4 10: Teachers' perception on the trend of grade 10 students' achievement in the national examination (2009 – 20011 E.C).

S. N ^o	Items	Responses					Mean	SD
		SA	A	UD	DA	SDA		
		5	4	3	2	1		
1	The trend of students' over all participation has been increasing.	7	26	-	96	27	2.29	1.079
2	The trend of students' over all participation has been decreasing.	112	17	-	17	10	4.31	1.283
Av. Mean							3.3	1.171

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low

Source: (Own Survey, 2022)

The above table 4.10 shows the perception of teachers on trend of student's over all participation. Thus, the research question concerns on the trend of students' over all participation in 2009- 2011 E.C. With regard to item 1, the data showed that, the students' over all participation has not increased vertically from year to year with a 2.29 mean value. However, the data obtained for item 2, with a mean value 4.31 indicated that, the students' over all participation in the secondary schools has been decreasing vertically. Therefore, the 3.3 average mean value showed that, the trend of the students in secondary schools under study that took as samples of this study was rated at moderate performance. From this, it is possible to conclude that, the opinion of the respondents on the trend of students' over all participation who took grade 10 national examination has been decreasing vertically from year to year in a zone level.

Generally, the trend of students' academic achievement rated was moderately effective. In addition to that, the interviewed respondents also confirmed that the students' academic achievement was not as expected although it was not bad. On the other hand, document analysis was made by the researcher to triangulate the result of the students obtained in the grade 10 national examination. Hence the data obtained indicated a similar performance of the students with the data obtained by interview and questionnaire. However, the academic achievement of the students was found to be below the bench mark set by the schools especially the result of students who got a promotion point from grade 10 to preparatory level this might be as a result of lack of school leaders' commitment and ineffective school environment.

4.5. The Relationship between the School Leadership Commitment and Creating Effective School Environment

In order to investigate if there was any kind of relationship between school leader's commitment and creating effective school environment, the participants of the study were asked whether the school leadership had an effect on the creating effective school environment in the selected secondary schools as a result of creating effective school environment. In the interview questions, the school principals said that, "If the school leadership performance is bad or if there is no consultation with teachers and other stakeholders in the issues pertaining to teaching and learning in the school, it might be difficult to achieve objectives of the School". Hence, creating effective school environment might be difficult to reach better.

Table 4 11: Principals’ performance and students’ achievement from three years’ cumulative efficiency and schools standard performance, respectively.

Year	Cumulative efficiency of principals	Schools standard performance (%)
2009	91.00	50.68
2010	88.33	42.80
2011	85.3	31.30

Source: (Own Survey, 2022), * F- stands for frequency

Three years’ cumulative efficiency of the selected school principals for the current study (2009-2011 E.C) and three years’ schools standard performance from the zone education office used to measure the performance of the school leaders and schools standard performance, respectively. Accordingly, Correlation between school principals’ performance and schools standard performance as shown in the table below had strong positive linear relationship.

Table 4 12: Correlation between school principals’ performance and schools standard performance.

		School leaders performance	schools standard performance
School leaders performance	Pearson correlation	1	.997*
	Sig. (2 tailed)		.045
	N	3	
schools standard performance	Pearson correlation	.997*	1
	Sig. (2 tailed)	.045	
	N	3	3

*. Correlation is significant at the 0.05 level (2-tailed).

The above table 4.12 shows the relationship between the school leader’s performance and schools standard performance. Accordingly, the Pearson coefficient results for the relationship between the school leader’s performance and schools standard performance. The interpretation of correlation coefficient is given as: Pearson coefficient (r) between 0.65 and 1 or between -1 and -0.65 is strong relation (Gay et al., 2012). Hence, from the analysis table 4.12 it is clear that, the results obtained on a 2-tailed test of significance showed there is a strong positive (r = .997) relationship between the school principals’ performance and schools standard performance in the secondary schools from the result of national standardization of secondary schools. The strong positive relationship between school leaders and schools standard performance indicated that, creating effective school environment has positive linear relationship with the work effectiveness

of the school leaders. That means, the commitment of the school leaders has a great effect in improving effective school environment.

In order to check the relationship between school leadership commitment and creating effective school environment in the selected secondary schools of the zone that were participated as sample of this study, the researcher has triangulated the findings obtained from Table 4.12 by cross checking with the views of the teachers on the questionnaire analyzed in Table 4.9 which shows school leadership influences on creating effective school environment was positively. In relation to this, interview was conducted for the responsible participants of secondary school supervisors, principals, vice principals and Woreda education office experts and revealed that, school leaders commitment and creating effective school environment was directly related. Therefore, the researcher concluded that, creating effective school environment was on the hand of the work effectiveness of the school leader's. In line with this, Cruickshank, (2017) said that, school leadership can significantly influence the quality of teaching and learning in their schools and consequently students' achievement by improving the working conditions of their teachers and the environment of their school. Similarly, Abeya (2017) found that, school climate has a significant positive relationship with the school leader's commitment in Ethiopia secondary schools. However, the relation was not as strong as the relation in the current study.

Generally, the strong positive correlation ($r = .997$) between the school leadership and standard school performance showed that, the school progress on creating effective school environment depends on the work effectiveness of the school leaders.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The final part of this study deals with the summary of the findings of the study, the conclusions and recommendations forwarded on the basis of the findings.

5.1. Summary

The main objective of this study was to assess the relationship between school leadership commitment and creating effective school environment. In order to achieve this study, purposive sampling technique was used. The study was conducted in ten secondary schools of central zone of Tigray. In relation to this, 156 sample teachers were selected using simple random sampling technique to participate in the study. On the other hand, interview was conducted with 9 principals, 15 vice principals, 6 secondary schools' supervisors and 6 woreda educational office experts and 10 PTSA representatives. The supervisors, principals and vice principals and woreda educational office experts were selected using available sampling technique. The data obtained were analyzed using statistical tools of mean and standard deviation and correlation was used to investigate whether there was a relationship between school leadership commitment and creating effective school environment. According to the result of the data analysis, the following major findings were identified.

Regarding to the effects that school leadership has on creating effective secondary schools, it was found out that, the overall capacity of the school leaders to lead the school effectively in relation to creating effective secondary schools was rated at a low performance by the respondents having an average mean value of 2.03. In addition to that, the information gathered from the school principals, vice principals, supervisors and woreda educational office leaders through interview revealed that, the implementation of school mission in relation to creating effective secondary schools was not achieved as expected. In light of this, Rautiola (2009) said that, School leaders play an indirect role by providing the elements of professional development, clear expectations and safe space for school leadership teams to align their aspirations with the central office that can enhance the organizational effectiveness and goal attainment. Then, it was concluded that the effect of the school leadership on creating effective secondary schools in the secondary schools was rated as low performance.

Concerning the extent to which school leaders perform the functions of school leadership activities, it was asserted that, the overall extent to which the school leaders perform the function of school leadership activities was rated at low performance because of a 2.02 average mean value. In relation to this, the selected participants of supervisors, principals, vice principals and woreda educational office experts were also replied that, as woreda, the performance of school leaders in the secondary schools in performing the school leadership activities on the basis of creating effective school environment was at low level. The finding of this study can be supported by Adugna (2014) in his study on the practice and challenges of school leadership in secondary schools of ilubabor zone, there was limitation of school leaders in implementation of vision through strategic planning. In light of this, the finding from the study conducted by Teshale (2015) showed that, the school leadership effectiveness in performing the school leadership with school vision, mission and goals was rated as low effective because the overall weighted mean obtained was 2.3 and the document analysis made also shows that there was a problem in performing these activities.

Then, it is possible to conclude that, the finding from the data gathered showed that, the school leaders perform the functions of school leadership low effectively. Regarding to the relationship between school leadership commitment and effective school environment, it was found that, there was a moderate relationship between the school leadership commitment and effective school environment from the data obtained using descriptive statistics with an average mean value of 3.23. In line, Bogale (2014) asserted that, the degree of the school leadership practices had an average mean value of 3.05 which indicated that, the performance in practicing the role of the school leaders in monitoring the school environment in secondary schools of south west Shoa Zone was to some extent and he concluded that, the school leaders should have to give attention to their responsibilities regarding the main the school environment smooth. On the other hand, the data obtained using pearson correlation regarding the relation between school principals' performance and school standard performance showed that, there was a strong positive relation ($r = .997$) which tells both were in the same direction.

With regard to the extent that parents' participation on students' achievement, it was discovered that, the effect of the parental participation on creating effective school environment was rated in a low level with a 1.9 mean value. But, different literatures show that parental participation in

school has a crucial linkage with school climate. The findings were supported by what Joseph (2014) asserted in which parents did not fully participated in school meetings and were not following up for their children's academic performance and the overall status of their students.

With respect to the trend of students' achievement in secondary schools in the last three successive years (2009 – 2011 E.C), the data gathered from the participants indicated that, the trend of the students was rated by the participants as moderately effective with a 3.3 average mean value. In order to check whether the finding was significance, the researcher was also triangulated using document analysis of the students result in their national examination from the zone education office and the finding showed that, the trend of the students' achievement who joined preparatory has been decreasing from year to year and the three years' cumulative result tells a low performance (28.9%) as zone.

5.1.1. Effect of school leadership commitment on creating effective school environment

Based on the data gathered, the overall effect of the school leadership commitment on creating effective school environment was found with a low positive effect. This means that, the overall capacity of the school leaders to lead the school effectively regarding to achieving the mission and goals of the school in relation to effective school environment was rated at a low performance by the respondents having an average mean value of 2.03. Hence, the study concluded that, there was a need to which the school leaders should give attention on their responsibility to make effective school environment.

5.1.2. Extent of School leaders in performing the functions of School leadership

According to the data obtained from respondents, the School leaders were not performed the functions of the school leadership activities and were low effective in performing these activities. It was asserted that, the effectiveness of the school leaders in performing the activities of effective school leadership was low. Then, the study concluded that, school leaders need to accomplish the functions of effective school leadership activities as it was crucial to meet the standardized target of the school in relation to creating effective school environment.

5.1.3. Relationship between school leadership commitment and creating effective school environment

Regarding the research question, the school leadership commitment and effective school environment in the selected secondary schools of central zone had a high relationship from the data obtained using descriptive statistics with an average mean value of 3.23 on the perception of teachers. Moreover, the analysis of data using correlation indicated that, there was a strong positive relation between school leadership commitment and creating effective school environment. This means, both were in the same direction.

5.1.4. Extent of parents' participation on creating effective school environment

Regarding to the extent of parental participation on creating effective school environment in those schools, the participants were asked to rate the performance. Accordingly, the analysis of the data showed that, the participation of participants as stakeholders was found in a low performance with the presence of 1.9 average mean value. Further information found from participants using interview also indicated, there was very limited participation of parents in the schools as a zone.

5.1.5. Trend of Students' Achievement in (2009-2011 E.C)

According to the data gathered from the participants, the trend of the students achievement in the sample secondary schools was fluctuated from year to year which means up and down. However, the overall weighted data showed, there was a low status of students achievement as zone. Therefore, the study concluded that, school leaders are expected to be forefront in the development of students' academic achievement in relation to the grade 10 national examinations in specific and te whole students in general by encouraging, motivating and coordinating teachers, students and other stakeholders as a result the school environment becomes conducive.

5.2. Conclusion

It has been indicated that, the aim of this research was to investigate the relationship between leadership commitments in creating effective school environment and in secondary school of

central zone Tigray. The research was correlational research and the instruments used to answer the research question were questionnaire, semi structural interview, document analysis and FGD. On the basis of the major findings, the following conclusions were drawn.

The result of the data analysis has shown that, School leadership commitment has much more direct effect in developing effective school environment. Qualitative measure was tend to suggest that, the school leadership commitment has its own effect on creating effective school and hence school success on the basis of the opinions expressed by interviewee. On the other hand, the result indicated that, the school leader's commitment of the sample secondary schools were performing the functions of school leadership activities to a lower extent as rated in the questionnaire by the participants and expressed by the interviewee.

Additionally, the finding has shown that, the participation of parents in developing effective school environment as stakeholders was rated to a lower performance. Then, its effect to create effective school environment was insufficient, but related literatures indicated that, parental participation is crucial for the development of effective school environment. Additionally, the overall finding of showed that, the trend of grade 10 students' achievement in relation to the national examination was in a lower performance in the three successive years (2009-2011 E.C) from the opinion of respondents and actual data obtained from three years' cumulative document analysis, 28.9% as woreda.

With regard to the relationship between school leadership commitment and creating school environment; it was found that, there was a strong positive relationship between the school leadership commitment and creating effective school environment having ($r = .997$).

5.3. Recommendation

Based on the result of the study and conclusion, the researcher would like to recommend to the school leaders and further researchers.

- It is important that school leaders and other identify and develop effective leadership style or model that can enhance effective school environment, and would lead to enhance the school performance. Then, secondary school leaders should give attention to their responsibility regarding to develop and implement the school mission and objectives.

- Different studies revealed that, the successful function of a school depends upon the presence of committed school leaders and other stakeholders need to be participated on the development of effective school environment. Then, school leaders need to find ways how to perform the functions school leadership activity effectively.
- As the result revealed, there was a strong positive correlation between school leadership commitment and effective school environment, but the result of the students from the national examination was not more appreciable. Then, school leadership need to search the ways that enhance the achievement of students to a greater extent as a result of effective school environment.
- As the result revealed, parental participation in the sample secondary schools of the zone was found in a low performance. In addition to that, the school leaders seem to be lack of adequate skills in coordinating the stakeholders. But, school leaders need to find ways of including the community in the life of the school and foster positive relationships with the community that has a crucial positive effect in maximizing the school performance.
- Finally, further research is recommended to conduct on the relationship between school leadership commitment and creating effective school environment on extended time and large sample.

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APPENDIX A
MEKELLE UNIVERSITY
Institute of Pedagogical Sciences
Department of Educational Planning and Management
Questionnaire to be filled by teachers

Dear respondents;

The purpose of these questionnaires is to collect relevant data to the entitled “Assessing the relationship between leadership commitments and creating effective school environment”. Your participation is crucial for the success of the study. So, you are kindly requested to read all questions and fill the questionnaires with genuine information. Be sure that your responses will not be used for other purpose rather than academic purpose.

General Instruction: Please! Note the following points before you start filling the questionnaires:

You do not need to write your name on the questionnaires.

Thank you for your genuine response!

Part one: General information and personal data’s indicate your response by using a mark (√) in the space provided.

1. Name of the school_____
2. Sex: Male Female
3. Age: 25-30 31-35 36-40 41-45 46 and above
4. Work experience: 1-5 years 6-10 years 11-15years 16- 20 years 21 and above
5. Educational back ground: Diploma Bed Master
6. *Current work position:* Teacher Other

Part two: About the basic Questionnaire; -

- This questionnaire asks for information about the leader commitment in creating effective school environment
- This questionnaire has two sections with open and closed items. Each table in the close item contains five responses. Choose only one response from the given alternatives and put ‘√’ mark in the space provided. And give a brief description of your opinions for the open ended questions. Every response is given based on your school context.

➤ The person who completes this questionnaire should be the teacher of this school. If you don't have information to answer a particular question, please consult other teachers in this school.

➤ For the Closed questions, please use one of the following scales to indicate your response.

Key: SA= Strong agree (5) A= Agree (4) UD= undecided (3) DA= Disagree (2) and SAD = Strongly Disagree (1)

Table1. Questions regarding to school leaders' capacity in developing school mission, goals and objectives

S. N ^o	Items	Responses				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	School leaders develop the school mission, goals and objectives for improvement of school environment					
2	The school leaders are easy to approach, flexible and open to other people's views or differences					
3	The school leaders' compliments both staff and students in their work					
4	The school leaders communicates directly, clearly and has good relationship to staff and students					
5	In school issues, decision making is done in group					
6	Good administrative support and supervision system.					
7	School leaders are selected professional base					
8	School leadership responds to expressed feelings by staff and students					
9	School leaders has a high expectation of staff and students in terms of academic, social and emotional efforts					
10	The School leaders have the ability to translate					

	strategy in to practice.					
11	The school leaders seek new ways to create effective school environment					
12	The school leaders are effective in coordinating different groups for curriculum implementation.					

Table2. Questions regarding to the extent to which school leaders perform the functions of school leadership activities.

S. N ^o	Items	Responses				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	The school leaders give trainings for teachers that can bring a source of confidences for creating effective school environment					
2	The school leaders develop a vision based strategic direction, keep the work of the school under review and account for its improvement on the basis creating effective school environment					
3	The school leaders delegate some of their leadership tasks to teachers.					
4	The school leaders help to clarify the themes of the school's mission in terms of its practical implications in relation to creating effective school environment					

Table3. Questions regarding to the opinion of teachers on the relationship b/n school leaders leadership effectiveness and effective school environment

S. N ^o	Items	Responses				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	The school leadership commitment and creating effective school environment have a direct					

	relationship					
2	The school leaders arrange a schedule to visit other effective schools to develop experience					
3	The work effectiveness of our school for creating effective environment has been increasing from year to year.					

Table 4. Perception of teachers on the effect of parental participation on creating effective school environment

S. No	Items	Responses				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	School leaders invite to have high parents/guardians/community members participation towards the schools					
2	Strong positive relation between parents/guardians/community members and school leaders in evaluating the overall performance of the school					
3	The extent to which school leaders work to make the community active participant in problem solving of academic activities					
4	The extent to which school leaders encourage parents/guardians/community members - school relationship to strength collaborative work					
5	The extent to which school leaders encourage participation of parents/guardians/community members in the management of the school					
6	The extent to which school leaders encourage parents/guardians/community members to support the school with important resources					
7	The extent school leader opens their door to the					

community					
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Table -5: Questions regarding school physical environment and school facility response for teacher’s respondent

No	Items related school leadership	Respondents				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	Specialized teaching areas and digital library					
2	Enough Sconce kit , text book, pedagogical center					
3	Appropriate and separate Chemistry, physics and Biology Laboratories					
4	ICT center					
5	Sufficient library with enough reference books					
6	Sufficient sporting and playground facilities					
7	Sufficient cafeterias facilities					
8	The school has electricity and running water					
9	Sufficient rest room (toilets) both girls and boys of students and teachers					

Table -6: Teachers’ perception on the trend of grade 10 students’ achievement in the national examination (2009 – 20011 E.C).

S. No	Items	Responses				
		SA	A	UD	DA	SDA
		5	4	3	2	1
1	The trend of students’ over all participation in the national exam has been increasing.					
2	The trend of students’ over all participation in the national exam has been decreasing.					

Open ended questions for teachers

1. What effects do the school leader’s commitment have on creating effective school environment in your school? -----

2. To what extent do the school leaders perform the functions of School leadership activities to meet the goals and vision of your school? Please, justify briefly. -----

3. What is the relationship between School leadership commitment and effective school environment? Please, justify briefly. -----

4. What is the role of parental participation in supporting school leader commitment and creating effective school environment? Please, give your justification briefly. -----

5. How did you see your school trend in becoming effective school in the last three successive years? Why? Please give your justification briefly. -----

6. What type of leadership style do your school leaders use? and justify how this style affects school environment.

Thank you for your cooperation!!!

APPENDIX B
MEKELLE UNIVERSITY

Institute of Pedagogical Sciences

Department of Educational Planning and Management

Interview questions for principals, vice principals and Supervisors of secondary schools.

1. Name of the school _____
 2. Sex: Male Female
 3. Age: 25-30 31-35 36-40 41-45 46 and above
 4. Work experience: 1-5 years 6-10 years 11-15 years 16- 20 years 21 and above
 5. Educational back ground Diploma Bed Master
 6. *Current work position:* vice principal principal supervisor
- 1) What are your roles in leading effective school environment as the leader of the school?
Regarding to;
- mentoring teachers to make effective use of instructional time,
 - using research to understand teaching methods to create competent students,
 - developing the school mission, goals and objectives
 - translating the strategy in to practice,
 - Coordinating different groups (parents, students, teachers, and community members) for curriculum implementation
- 2) To what extent do you perform the functions of school leadership activities? Please, justify briefly.
- 3) What relationships do your school leadership and effective school environment? How/ why?
- 4) What effects does parental participation in your school on creating effective school environment? Do you believe that, parental involvement has a contribution on creating effective school environment? What type of contribution?
- 5) What type of leadership style do you use in your school and how does this style affect in creation effective school environment?

APPENDIX C
MEKELLE UNIVERSITY

Institute of Pedagogical Sciences

Department of Educational Planning and Management

Interview questions for woreda educational office experts

1. What roles do your office played in supporting secondary schools to leadership in creating effective school environment?
2. As expert, what was your support given to enhance secondary school leaders knowledge and skill in leading their schools?
3. What do you think is better to have a conducive school to have effective school environment?
4. How did you see the relation between parents involvement and effective school environment and what was your contribution in initiating parents' participation in the secondary schools?

Thank you for your cooperation!!!

Appendix D
Observation Checklist
Availability of Facilities in the School

No	Items/facilities	Facilities		Not available
		Available		
		Adequate.	Inadequate	
1	Libraries			
2	Laboratories			
3	Science kit			
4	Textbook			
5	Pedagogical Center & teaching aid			
6	Student furniture (chair, table)			
7	Black board and chalk			
8	Classroom			
9	Water supply			
10	Electric power			
11	Separate toilet for male & female students			
12	Playground			
13	The school annual plan			
14	The school strategic plan			
15	Continuous assessment formats			
16	Report document: Performance progress reports and Training reports			
17	Self-assessment documents			
18	Documents showing community contribution			
19	ICT center			
20	Sufficient administration blocks			
21	Well equip and enough staffroom for each department			

Appendix E
Mekelle University
Institute of Pedagogical Sciences
Department of Educational Planning and Management

Feedback on Questions: Pilot Study

- 1) How long did it take you to complete the questions? _____
- 2) Were the instructions clear? a) Yes b) No
- 3) If your answer is not, which ones were unclear?

Did you object to answering any of the questions? a) Yes b) No

- 4) If your answer is no, which ones?

5) Do you think any major issue was omitted in the questions? a) Yes b) No

- 6) If your answer is yes, which ones?

- 7) Any other comments?

Thank you again in advance, for giving me valuable feedback!!