

***A STUDY OF ADDIS ABABA GOVERNMENT PRIMARY  
SCHOOLS PRINCIPALS' GENDER, LEADERSHIP STYLES  
AND THEIR PERCEIVED EFFECTIVENESS***

**BY  
DEJENE NIGUSIE**

**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND  
MANAGEMENT**

***ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES***

***JULY 2007***

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

*A STUDY OF ADDIS ABABA GOVERNMENT PRIMARY  
SCHOOLS PRINCIPALS' GENDER, LEADERSHIP STYLES AND  
THEIR PERCEIVED EFFECTIVENESS*

BY  
DEJENE NIGUSIE



COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT

APPROVED BY BOARD OF EXAMINERS

Yokunoamlak Alemu(Dr)

CHAIR MAN, DEPT, GRADUATE COMMITTEE

Yokunoamlak Alemu  
SIGNATURE

AYALEW SHIBESHI (Assoc. Prof.)

ADVISOR

Ayalew Shibeshi  
SIGNATURE

Wolke Mekonen  
EXTERNAL EXAMINER

Wolke Mekonen  
SIGNATURE

Segeun Teferra  
INTERNAL EXAMINER

Segeun Teferra  
SIGNATURE

### Dedication

*This thesis is dedicated to my friend,  
Frehiwot Tesfaye and our daughter,  
Ruth Dejene, who was born while I was  
conducting this research.*

## **ACKNOWLEDGEMENTS**

First of all I would like to boldly express my heartfelt gratitude to my advisor, Ato Ayalew Shibeshi, Associate Professor and senior staff in the Department, who rendered me unreserved and invaluable comments throughout the work of this research. Words could not really express his patience to read the paper between lines so that he could give me very critical comment in every stages of this research paper.

In addition to his professional support, his moral and material supports have contributed a lot for the completion of this paper. My advisor, thank you once again.

I am also grateful to thanks all those who stood by me through out the work of this paper, specially during the time of data collection, of whom Alazar Ali is worth mentioning.

Moreover I would like to extend my gratitude to Meresa Neme, who provided me important materials for the study.

# TABLE OF CONTENTS

<b>Content</b>	<b>Pages</b>
Acknowledgment .....	i
Table of Contents.....	ii
List of Tables and Figures .....	iv
Abstract .....	v
<b>CHAPTER ONE</b>	
1. The Problem and its Approach .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Hypothesis .....	4
1.4 General Objectives.....	5
1.5 Specific Objectives .....	
1.6 Significance of the Study.....	5
1.7 Delimitation of the Study.....	6
1.8 Limitations of the Study .....	6
1.9 Definition of Key Terms.....	7
1.10 Organization of the Study.....	8
<b>CHAPTER TWO</b>	
2. REVIEW OF RELATED LITERATURE.....	9
2.1 Leadership and Management .....	9
2.2 Theoretical Background of Leadership.....	10
2.2.1 Trait Theory .....	10
2.2.2 Behaviouristic/Relationship Theory .....	11
2.2.3 Situational/ Contingency Theory .....	12
2.3 Various Leadership Styles and their Characteristics .....	14
2.3.1 Authoritarian style .....	14
2.3.2 Democratic Style .....	14
2.3.3 Laissez- Faire Style .....	15
2.4 People Oriented Vs Task Oriented Leadership Style .....	15
2.5 Management Styles of Male and Female School Principals .....	16
2.5.1 Leadership Style Preference of Male and Female Principals .....	17
2.5.2 Communication Style of Male and Female Principals .....	19
2.5.3 Decision Making Styles of Male and Female Principals.....	20
2.5.4 Conflict Resolving Styles of Male and Female Principals .....	22

2.6 Situation as Determinant Factors for Principals' Leadership Effectiveness.....	22
2.7 Competence as factor for Leadership Effectiveness .....	25
2.8 Gender and Leadership Effectiveness: Who is more Effective in Leadership: Male or Female? .....	25
<b>CHAPTER THREE</b>	
3. DESIGN AND METHODOLOGY OF THE STUDY .....	28
3.1 Methodology.....	28
3.2 Sampling Techniques and Procedures .....	28
3.3 Sample Size .....	28
3.4 Data Gathering Instruments.....	30
3.5 Pilot Test .....	32
3.6 Method of Data Analysis .....	32
<b>CHAPTER FOUR</b>	
4. PRESENTATION AND ANALYSIS OF DATA .....	34
4.1 Characteristics of the Respondents.....	34
4.2 Overall rating of Male and Female Principals Leadership Style Preference .....	34
4.3 Teachers' Sex-Stereotypic Perception of Their Principals Leadership Style .....	36
4.4 The Relationship Between Gender and Leader Effectiveness. ....	38
4.5 Principals Leadership Styles and Effectiveness as Perceived by the Teachers and the Principals Themselves .....	43
4.6 The Relationship Between Leadership Styles and Leadership Effectiveness .....	48
<b>CHAPTER FIVE</b>	
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	56
5.1 Summary of the Major Findings .....	57
5.2 Conclusion .....	60
5.3 Recommendations.....	62
REFERENCES .....	65
APPENDICES .....	68

## List of Figures

	Page
Figure 1. Managerial Gird .....	16
Figure 2. Fielder's Contingency Model.....	23
Figure 3. Reddin's Leaders Archetypes.....	24

## List of Tables

	Page
Table 1: Summary of Sampling Size and Sampling Technique of the Study .....	30
Table 2. Over all rating of Principals and Teachers Regarding Principals' Leadership Style by their Sex .....	35
Table 3: Female Teachers' Perception of Principals' Leadership Style by their Sex.....	37
Table 4: Male Teachers Rating of principals' Leadership Style by Their Sex .....	37
Table 5. Female Teachers, Perception of Principals Conflict Resolving Ability by their Sex.....	38
Table 6. Male Teachers Perception of Principals Conflict Resolving Ability by their Sex.....	39
Table 7. Female Teachers Perception of Principals communication skill by their Sex. ....	40
Table 8. Male Teachers Perception of Principals Communication Ability by their Sex .....	41
Table 9. Female Teachers Perception of Principals Decision Making Effectiveness by their Sex. ....	42
Table 10. Male Teachers Perception of Principals Decision Making Ability by their Sex.....	43
Table 11. Teachers Perception and Principals' Own Perception of their own Leadership Styles.....	44
Table 12. Teachers' Perception and Principals Perception of the Principals' own Conflict Resolving Skill Effectiveness .....	45
Table 13. Teachers' Perception and Principals Perception of the Principals' own communication skill Effectiveness.....	46
Table 14. Teachers perception and Principals Perception of the Principals' own Decision Making skill Effectiveness. ....	47
Table 15. Autocratic Leadership Style and Effectiveness .....	49
Table 16. Democratic Leadership Style and Effectiveness .....	50
Table 17. Laissez- faire Leadership Style and Effectiveness .....	51
Table 18 Overall Teachers' Rating of principals Conflict Resolving Effectiveness.....	52
Table 19. Overall Teachers Rating of Principals Communication Ability.....	53
Table 20. Overall Teachers' Rating of Principals' Decision Making Effectiveness .....	54

## **ABSTRACT**

*The purpose of this study was to assess the relationship between principals' gender, leadership style and their perceived effectiveness in leadership.*

*Therefore both male and female principals and teachers were included in the study and data were collected from both of them regarding the leadership style and effectiveness of the principals.*

*The data were collected through questionnaire, from the principals and the teachers. Accordingly 14 principals (7 males and 7 females) and 269 teachers (160 males and 109 females) were involved in filling the questionnaire. Moreover, some structured and unstructured interview was held with the principals. The collected data were analysed by percentage and chi-square.*

*The result of the study indicated that there is significant relationship between gender of the principals and leadership style preference. As of teacher's sex- stereotypic perception towards the leadership styles of the principals leadership effectiveness both male and female teachers rated female principals as more effective than their male counterparts.*

*The study also found out that there was wide gap of perception between teachers and principals regarding the latter's leadership styles and effectiveness.*

*Another issue raised in the study was the relationship between leadership styles and leadership effectiveness. In this regard the study exhibited lack of significant relationship between the two variables. On the other hand the study indicated the existence of significant relationship between principals' gender and leadership effectiveness.*

*Finally, consideration of gender in selecting leadership- to deploy the right person in the right place, equal treatment of all teachers on the part of the principals- to minimize sex- stereotypic perception, consistent meeting of teachers and principals – to minimize the gap of perception on leadership issues between the two, and thorough understanding of the types and sprit of leadership on the part of the principals- to employ appropriate style under various situations so as to be effective leader, were forwarded as recommendations based on the result of the study.*

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

This chapter discusses the background of the study, a statement of the problem, objectives of the study, significance, delimitation and limitation of the study, organization of the study and definition of terms are also included under this chapter.

### 1.1 Background of the Study

The emergence of the concept of leadership as one of the main elements of organization is not a new phenomena. It is rather as old as the age of organization itself. Therefore most of the time leadership and organization are inseparable things.

Supporting the above idea Williams, Dubrin and Sisk(1985:332) wrote that leadership is a key element in organization because it enables the achievement of organizational goals by meaningfully combining and organizing the available resources of the organization which would otherwise remain useless. This idea indicates that even if an organization has adequate resources, it is meaningless unless logically and systematically coordinated. Thus leadership is one of the tools by which we can do so.

However it should be noted that since the coming into existence of leadership people have been using various styles at different stages of modernization, from the classical period up to the present. This means people (particularly leaders) use different leadership styles in their attempt to achieve the goal of their organization. This variation in leadership style preference is affected by different factors.

Boatwright and Linda Forest (2000:340) for example, in their study of "factors affecting leadership style preference" have identified gender, age, educational level, type of organization and work experience as determinant factors for one's leadership style preference.

On the other hand, Engen and Willimsen (2002:167) carried out a research on the same issue and identified status, gender, number and characteristics of subordinates, and type of the organization as factors that determine one's leadership style.

After looking into most of the studies on this issue, Vinnlcombe and Colwill (1995:32) summarized that the result of those studies are conflicting and hence they suggest further investigation on this issue.

Based on the above studies this research focuses mainly on the relationship between gender and leadership style preference. This means that it attempts to investigate whether male and female school principals prefer different or similar leadership styles. Moreover it also looks in to the effect of principal's gender and leadership styles on their effectiveness.

In addition to gender and leadership styles preference what usually attracts the attention of scholars in the field is the question of whether there is a link between gender and leadership effectiveness. It is clear that both male and female leaders have their own leadership qualities. However, their effectiveness or ineffectiveness depends on the match between their style and the work situation. In spite of this, there is sex stereotype in selecting leaders in different organizations by considering one group as more effective than another.

Hersey and Blanchard (1988:290) developed four basic leader behaviour quadrants and the situation in which each of the leader behaviour (leadership, styles) are likely to be effective, by considering different situational factors such as:

- Areas of an individual's and group's activity to be influenced.
- Readiness level of the individual or group in each of the selected areas
- Deciding which of the four leadership styles (high task and low relationship, high task and high relationship, high relationship and low task, and low relationship and low task) would be appropriate in each area. Suppose if subordinate's readiness level is low, that is, the staff member is unable and unwilling to take responsibility in a particular task area, the leader should use a directive (telling) style (high task/low relationship style) with such subordinates.

Generally, in order to promote leadership effectiveness and thus attain the goal of organization it is necessary to consider the situation in which the organization is found and leadership style preference of different people in choosing leaders by considering different variables such as gender, experience, age etc so that it is possible to place the right person in the right place.

Therefore in addition to gender and leadership style preference this study also investigates the link between male and female school principals and their effectiveness in their leadership.

In connection with this it is necessary to know how to measure leaders' effectiveness. In this regard various scholars suggested different indicators of leaders effectiveness. Hersey and Blanchard (1988) for instance suggested that leaders' effectiveness can be measured by quality of outputs and workers (subordinates) satisfaction in their work. Hoy and Miskel (1991:278) also indicated some of the indicators of leader effectiveness such as group output, group morale and satisfaction of group members.

However in some public institutions, like schools, it is difficult to measure their output within short period therefore it is not commonly used as a criteria to measure school leadership effectiveness.

## **1.2 Statement of the Problem**

In most organizations of our country the dissatisfaction of subordinates with their leaders in their work place is a felt problem. One of the causes for this problem is the failure of the leaders to use appropriate leadership styles under various conditions. In this regard leadership style preference may be affected by different variables such as gender, age, experience, subordinates readiness etc,

Regarding gender and leadership style preference Hersey and Blanchard (1988), indicated that male leaders are usually task oriented and controlling while females are people oriented, democratic and less controlling. They further suggested that, by considering their styles it will be effective to put male leaders in places that require high control such as industry and laboratory and female leaders in conditions and organizations where workers should enjoy their profession democratically, such as in schools.

By the same token this fact is also observable in our country. This means male and female leaders are not equally favored by subordinates in all organizations. In other words in some organizations female leaders have more acceptance while in some other organizations male leaders have better acceptance. Therefore, this phenomena needs further investigation because it could give us some hint regarding how to make use of gender difference in selecting leaders and by deploying male and female leaders in different organizations so that they will be effective in attaining the goal of their organization.

If we see particularly at school organizations, these days they are demanding people-oriented leadership styles than task oriented ones and democratic leaders than autocratic ones. A study conducted by Goin (in McGrath, 1992) indicated that since school leadership is currently moving from strict hierarchical arrangements to a more supportive and inclusive structure those people with such talents are highly needed to meet this new demand.

Therefore, such things should be considered before the selection of leaders so as to increase the opportunity of attaining the goal of organizations, specially school organizations.

In connection with the issue of gender and leadership style preference it is imperative to look into the link between gender and leader effectiveness.

Most of the time people consider only males as effective leaders and thus associate masculine behaviours to effective leadership. In this regard Nelson and Quick (1997:350) stated that historical stereotype persist and people characterize successful managers with more male-oriented behaviours than female-oriented behaviours.

Similarly what is widely observed in our country is that there is sex stereotype in selecting leaders instead of using their varied leadership styles for good. Zenebe(1992) indicated the existence of sex stereotype in selecting leaders and further stated the dominance of male over their female counterparts because the latter are assumed to be ineffective leaders.

Therefore, this study attempts to investigate whether male and female principals prefer similar or different leadership styles. Moreover the research also looks into the link between gender and principals' leadership effectiveness using different indicators of effectiveness.

### **1.3 Hypothesis**

Based on the observed problems and the controversies among scholars on the above issues, the researcher of this study wants to conduct further study.

Accordingly the following hypothesis have been formulated to be tested in their order in the course of the study. These are:

1. There is no significant difference between male and female principals in their leadership style preferences.
2. There is no sex- stereotypic perception among teachers regarding their principals leadership styles preference and effectiveness.

3. There is no significant difference, in perception, between the teachers and the principals regarding the latter's leadership style preference and effectiveness.
4. There is no significant relationship between leadership style and leadership effectiveness of principals.
5. There is no significant relationship between gender and leadership effectiveness of principals.

## **1.4 General Objectives**

As widely observed in our society most of the time females do not assume leadership position (in our case in school context). This is because there is sex stereotype (as reported by Ababayehu, 1995 and Zenebe, 1992) in which females are considered as incapable and ineffective leaders while males are considered effective leaders which thus promotes the dominance of males in assuming leadership positions.

The main objective of this study is, therefore, to investigate the leadership styles of male and female school principals and also whether their style and gender really affect their effectiveness in achieving the goal of their organization. To this effect the researcher will suggest important points regarding the application of the result of the study to the field of education specially to school organizations.

Generally, the study is assumed to contribute a lot on the issue of selecting leaders by recommending and suggesting points to be considered, for officials in education sector, to Addis Ababa Education Bureau, to school boards and school communities, in selecting school principals.

Moreover, the study will give some information on the links of gender, leadership styles and leaders effectiveness hence it plays a supportive role in appointing leaders for different positions, specially school principals.

## **1.5 Specific Objectives**

1. To investigate whether principals' gender affect their leadership style preference.
2. To assess whether there is bias of perception, on the part of teachers, regarding principals leadership styles and effectiveness.
3. to investigate the relationship between leadership styles and effectiveness in leadership.
4. To investigate whether there is relationship between gender and leadership effectiveness.

## **1.6 Significance of the Study**

This study has the following significance.

1. It helps authorities in selecting leaders, with special focus on gender and leadership style, by providing ample information on males and females leadership style preference so that the right person would be placed in the right place which in turn promotes leaders' effectiveness in achieving the goal of their organizations.
2. It indicates the effect and extent of teachers' sex stereotype perception of their principals' leadership effectiveness.
3. It shows the gap between the principals perception of their own leadership style and effectiveness and the teachers perception and hence provides important suggestions to fill in the gap between the two groups.
4. It enriches the existing literature on the issue of gender, leadership styles preference and leadership effectiveness.
5. It initiates further studies on this issue.

## **1.7 Delimitation of the Study**

In this study leadership is delimited only to educational leadership so it does not include other leadership positions such as political, religious and others.

Because of the nature of the study the researcher needs to obtain sufficient samples of male and female principals. Therefore since it is relatively better to get sufficient sample size (specially of female principals) in Addis Ababa, particularly in elementary schools, the study is limited to Addis Ababa government primary schools. The study does not include public, missionary and foreign schools because the number of female principals in these schools is very few.

As of its depth the study is limited to investigate the leadership style preference of male and female principals and their effectiveness. In evaluating the effectiveness of male and female principals in their administrative roles only their leadership style was taken as a frame of reference. Thus other diversified areas of schools activities from which effectiveness can be measured were not treated in this study. Furthermore leadership effectiveness was measured only from the perspectives of conflict resolution, communication skills and decision making skills.

## 1.8 Limitations of the Study

Some of the limitations of this study were the following. Due to lack of organized data in Addis Ababa education bureau as well as the education offices of each sub-cities, regarding the placement of principals by their sex, the researcher has to go to a number of schools to check whether the principal was male or female besides informal information obtained from education bureau officers of the selected sub-cities which consumed much of the time of the researcher.

Another problem was that the process of data collection was so tedious because in some of the sample schools the return rate was less than half of the questionnaire distributed thus the researcher was obliged to distribute the questionnaire twice in those schools.

## 1.9 Definition of Key Terms

The meanings of important terms used in the study are given here under.

- **Consideration**- the perceived degree to which an individual regards the comfort, well-being, status and contribution of followers.
- **Country club leadership**: Involves thoughtful attention to needs of people for satisfying relationship, leads to a comfortable, friendly organization atmosphere and work temperature.
- **Demand Reconciliation**- the perceived degree to which an individual reconciles conflicting demands and reduces disorder in the system.
- **Impoverished leadership**: such leaders believe that exertion of minimum effort is required to get required work done and is appropriate to sustain organization membership.
- **Leadership style**: It is a relatively consistent pattern of behaviour a leader exhibits in his/her attempts to influence the activities of his/her followers-consistency in this case is the leader's ability to use appropriate styles under varying situation than insisting on single style under all situations (Williams, Dubrin, Sisk, 1985: 333).
- **Leadership**: Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey and Blanchard, 1988:86).

- ***Pendulum management***: Believes that adequate organization performance is possible through balancing the necessity to get out work while maintaining moral of people at a satisfactory level.
- ***Persuasiveness***- The perceived degree to which an individual exhibits foresight and ability to predict outcomes accurately.
- ***Primary schools***: In this study primary schools are those schools which contain grades 1 up to grade 8.
- ***Production emphasis***- The perceived degree to which an individual applies pressure for production output.
- ***Role assumption***- The perceived degree to which an individual actively exercises the leadership role rather than surrender leadership to others.
- ***Superior orientation***- The perceived degree to which an individual maintains cordial relations with superior, influences them and strives for higher status.
- ***Task management***: Efficiency operations results form arranging conditions of work in such a way that human elements interfere to a minimum degree.
- ***Team management***: work accomplishment is from committed people; interdependent through a “common stake” in organization purpose leads to relationship of trust and respect. Black and Mouton (in Hersey and Blanchard, 1988: 100).
- ***Tolerance of Freedom***- The perceived degree to which an individual allows followers’ scope for initiative, decision and action.
- ***Tolerance of uncertainly***- The perceived degree to which an individual is able to tolerate uncertainty and postponement without anxiety and upset.(Morsink, 1970:82)

## **1.10 Organization of the Study**

This research paper is organized in five chapters. The first chapter deals with the problem and its approach which includes background of the study, statement of the problem, significance of the study, delimitation and limitation of the study. Definition of terms and organization of the study are also included under this chapter. The second chapter deals with the review of related literature. The third chapter presents the design of the study which contains methods of the study, sampling technique, data gathering instrument and methods of data analysis. Next comes the fourth chapter which contains the presentation, analysis, discussion and interpretation of findings. The summary, conclusion and recommendations part of the study were dealt under the fifth chapter.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

In this chapter literatures related to the problem under investigation were reviewed and presented under various sub-topics so as to give a clear insight into the study.

#### 2.1 Leadership and Management

Most of the time people consider leadership and management as synonymous and thus use the two terms interchangeably. However it should be noted that the two terms are not synonymous.

In support of this idea Schön (in Sergiovanni and Corbally, 1984:216) stated the difference between the two terms and further elaborated that, one can be a leader without being a manager thus he/she, for example, can fulfill many of the symbolic, inspirational, educational and normative functions of a leader and hence represents what an organization stands for without carrying any of the formal burdens of management. Conversely one can manage without leading. For instance one can monitor and control organizational activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational function of leadership.

Other authors, Hersey and Blanchard (1988:30), also stated the distinction between leadership and management by focusing specially on their degree of broadness and noticed that leadership is a broader concept than management whereas management is a special kind of leadership in which the achievement of organizational goal is paramount. This implies that leadership can occur regardless of reason while management is goal oriented.

Williams (1978: 237) also states the difference and interaction between the two terms briefly. He noted that all managers are leaders, but not all leaders are managers

This idea indicates that management is a domain of leadership and thus is included in leadership. Therefore it strengthens the idea of Hersey and Blanchard regarding broadness of the two terms.

Yukl (2002:15) on his side described the difference between leadership and management from the view point of incompatible values and different personalities of people who assume the two positions. He indicated that managers value stability, order and efficiency whereas leaders value flexibility, innovation and adaptation.

In similar vein, Bennis and Nanus (in Yukl, 2002) proposed that “managers are people who do things right and leaders are people who do the right thing”. This means in other words managers are concerned with how things get done and they try to get people to perform better; leaders on the other hand are concerned with what things mean to people and they try to get people to agree about the most important things to be done.

Another Scholar, Kottler (in Law and Glover, 2000:26) stated the difference between leadership and management in terms of the activities to be performed by people assuming the two positions. According to Kotter, a key function of leadership is strategic development while routine and day-to-day problem solving is clearly the function of management.

Generally, what could be concluded from the above points is that in one way or another leadership and management are different terms. Thus they should not be used interchangeably.

## **2.2 Theoretical Background of Leadership**

Since the coming into existence of the concept of leadership various scholars, authors educators and others have said a lot about leadership on its various aspects such as on duties of leaders, characteristics of effective leaders, basis of choosing leaders etc. To reflect their views on these and other issues different theories were developed. The major ones are discussed here under.

### **2.2.1 Trait Theory**

This theory is also known as “the great man” theory because according to this theory leaders are born and not made.

This theory of leadership focuses on leader’s own behaviour and suggests that the same qualities are likely to be present in all those individuals who lead others (Rashid and Archer, 1983:86).

Hersey and Blanchard (1988:160) also stated that the trait theory of leadership is characterized by the belief that there were certain characteristics such as physical, energy, or friendliness, that were essential for effective leadership. They further stated that these inherent personal qualities, like intelligence, were felt to be transferable from one situation to another. This means the trait theory assume that certain leadership styles are effective under all situations

Stogdill (in Rashid and Archer, 1983: 212) identified some of the special characteristics that an effective leader should possess. These special qualities are high degree of originality,

adaptability, integrity, popularity and expertise. Therefore according to the trait theory of leadership since all people did not possess all of these qualities only those who possess them would be considered potential leaders.

Yukl (2001: 177) looked back into early researches on trait theories of leadership and indicated that most of the studies on the theory identified certain qualities as the characteristics of effective leadership. The qualities were mostly: physical characteristics (eg. Height, appearance) aspects of personality (eg. self esteem, dominance, stability emotion) and aptitudes (general intelligence, verbal fluency and creativity).

This theory was found invalid and has been disproved by different researches, for instance Yukl himself had observed the trait approach to leadership and wrote that the old assumption that leaders are born has been discredited completely, and the premise that certain leader trait are absolutely necessary for effective leadership has never been substantiated in several decades of trait research.

Generally due to various criticism the trait approach to leadership has been greatly discouraged if not totally abolished.

### **2.2.2 Behaviouristic/Relationship theory**

The behaviouristic theory of leadership emphasizes on the relationship between the leadership role and the achievement of group performance and follower satisfaction (Rashid and Archer, 1983: 213). The behaviouristic/ relationship theory of leadership describes leader behaviour in terms of two basic dimensions:- these are: initiating *structure* and *consideration* (Yukl, 2002, Hersey and Blanchard, 1988, Rashid and Archer, 1983)

Rashid and Archer stated that 'initiating structure' emphasizes the leader's efforts to detach himself/herself from members of the work group to establish defined channels of communication, patterns of formal organization, and procedural practices. On the other hand consideration emphasizes such aspects as friendship, mutual respect, trust for others and warmth in the leader-follower relationship.

To put in a nut shell, initiating structure given much emphasis for product while consideration gives much emphasis for people in an organization.

Most scholars in the field, such as (Williams, Durbin, and Sisk, 1985, Choen, Fink, Gadon and Willits 1988, Yukl 2002, Hersey and Blanchard 1988 Rashid and Archer 1983) have further divided the initiating structure and consideration into four dimensions. These are:

1. High consideration and low initiating structure
2. High consideration and high initiating structure
3. Low consideration and high initiating structure
4. Low consideration and low initiating structure

After conducting series of studies regarding the relationships between these dimensions and leader effectiveness the scholars reported that in order to be effective, leaders need to be high on both dimensions simultaneously.

To summarize, the Behavioral theory of leadership, unlike the trait theory, focuses on the degree of emphasis given to the two major components of organization-task accomplishment and people and thus evaluates leader's effectiveness from the view points of these two dimensions.

### **2.2.3 Situational/ Contingency Theory**

The basic assumption of situational leadership theory is that there is no single way of leading people in all situation. Gordon (1996: 316) confirmed the above idea by stating that the core point of situational leadership is that managers should select a leadership style that "best fits with the situation at a given time."

The above idea implies that leadership varies from organization to organization depending on the situation so leaders should first look into their working situation in order to chose appropriate leadership style that best fits the situation.

Although there are various factors that influence one's leadership style preference under different situations the common factors are: subordinate consideration, supervisors consideration and task consideration (Gordon: 1996).

- ***Subordinate consideration:*** reflects the leader's awareness of subordinates expertise, experience, competence, job knowledge, hierarchical level and psychological characteristics.

- **Supervisor consideration:** reflects the leader's degree for upward influence as well as his/her similarity of attitudes and behaviours to those in higher position.
- **Task consideration:** on the other hand reflects the degree of time urgency, amount of physical danger, permissible error rate, presence of external stress and degree of ambiguity of the work being performed (Gordon, 1996:317).

Therefore any leader should consider these factors before employing certain leadership styles.

On the other hand, Fiedler (in Yukl, 2002:210) stated that for a manager to be effective, from leadership point of view, the three situational variables to be considered are:

- **Leader-member relations:** this is the extent to which the leader has the support and loyalty of subordinates, friendly and cooperative.
- **Position power:** is the extent to which the leader has authority to evaluate subordinate performance and administer reward and punishments.
- **Task structure:** is the extent to which there are standard operating procedures to accomplish the task.

Moreover it is essential to know that effective leaders not only have the diagnostic ability to determine the most appropriate leadership styles, but they also have the ability to correctly apply that style.

In conclusion of the above idea Owens (in Hersey and Blanchard, 1988:233) stated the following.

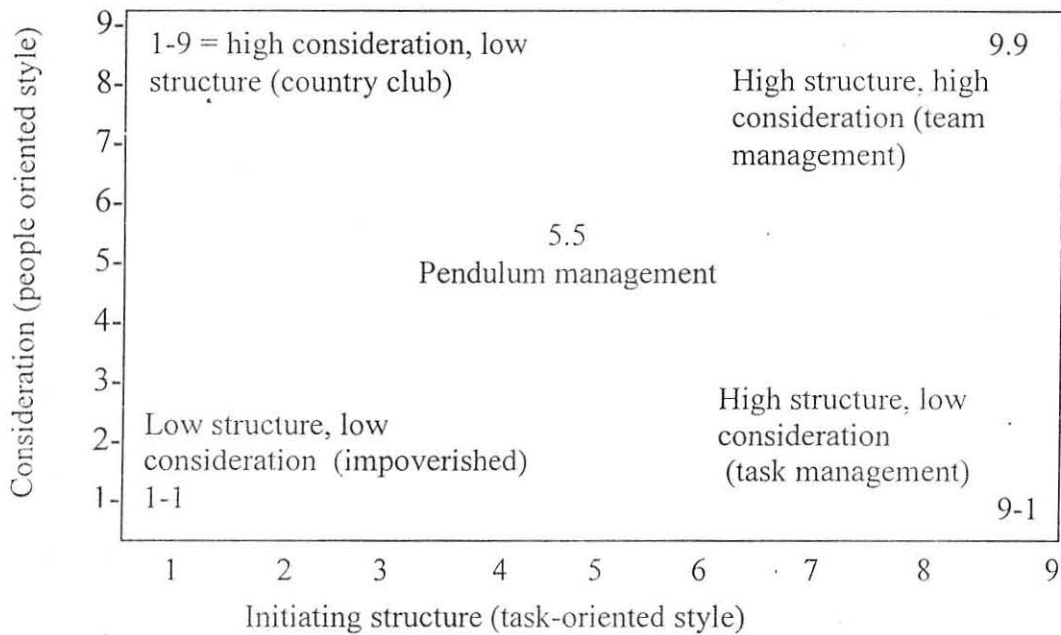
*Effective managers expressed a virtual consensus that, based on their actual experience, each situation they handle demanded a different leadership style. No single style could suffice under the day-to-day, even minute-by-minute, varying conditions of different personalities and moods among their employees, routine process verses changing or sudden deadlines, new and ever changing government regulations and paper work, ambitious roles of workers, wide ranges in job complexity from simple to innovation-demanding, changes in organizational structure and markets and task technologies and so on.*

Generally, the conclusion is that contingency theory has come to mean, therefore, that effective manager has and knows how to use, many leadership style as each is appropriate to a particular

of works. Due to these characteristics most of the time people equate task-oriented leader with autocratic leadership and people-oriented leader with democratic leadership.

Having conducted a comprehensive study on the task-oriented and employees-oriented dimension of leadership, the Ohio state and the Michigan studies have developed various leadership behaviours similar to managerial grid, which identified ranges of management behaviours based on the various ways that task-oriented and employee-oriented styles can interact with each other. The grid contains five major leadership styles as depicted below (Stoner, 1982).

**Figure 1. Managerial Grid**



Source: Hersey and Blanchard, 1988: P. 100

## 2.5 Management Styles of Male and Female School Principals

In studying the leadership style preference of male and female school principals different scholars focus on different aspects of management style. However most of the scholars (eg. Shackleton, 1995; Coles, 1975, Stracher,1993) has discussed some of the core components of management in their study. The points include: leadership style, communication style, conflict resolution style and decision making styles of male and female principals.

### 2.5.1 Leadership Style Preference of Male and Female Principals

Now days as women increasingly enter leadership roles that traditionally have been occupied mainly by men, the possibility that the leadership styles of men and women differ continues to attract the attention of scholars in the field. However studies that compare male's and female's leadership style preference have not yet demonstrated a clear pattern of difference or similarity in leadership styles between the sexes.

In support of the above idea Adkinson, Frasher and Frasher and Shakishaft (in Fullan 2000) stated that studies comparing the leadership styles of males and females have had mixed results; some say there is a difference while others report no significant difference thus they suggest further study on the issue.

Eagly, Karau and Johnson, (in Fullan 2000), in their meta analysis studies that compared the leadership styles of male and female principals, found that there is some evidence, that men and women principals have different leadership styles. They further reported that women tend to display a democratic and participatory style and to be more task-oriented than do men. However, Eagly et.al.(2000:106) sated that there are men who practice democratic leadership style and women who practice autocratic leadership style. Thus Eagly et. al) concluded that there is an overlap between male's and female's leadership style preference and there is no style reserved for only one sex.

Glovers (2000: 30) on the other hand stated that women leaders are assumed to have inclined towards people oriented and relationship leadership style while men adopt task-oriented style.

In similar vein, Eagly and Johnson (1990) conducted an extensive research on the leadership style preference of males and females under three different types of social context:

1. Laboratory experiments, which compares the leadership styles of male and female leaders of laboratory groups.
2. Assessment studies which compared the leadership styles of people not selected for occupancy of leadership roles (eg. Business students) and
3. Organizational studies, which compared the leadership styles of male and female managers who occupy the same organizational role. (eg. Elementary school principals)

In their study, therefore, Eagly and Johnson found a significant relationship between the social context of the research and the leadership style preference of the two sexes. Accordingly in the laboratory and assessment settings, females tend to prefer interpersonally oriented styles and men tend to prefer task oriented styles of leadership. However in the organizational study no difference is found between the two sexes in terms of task-oriented Vs interpersonally oriented dimension of leadership style.

As of the democratic versus autocratic styles females are found more democratic and participatory than their male counterpart under the organizational study (Eagly and Johnson, 1990). The study thus exhibited that work environment can determine one's leadership style preference.

In other study conducted by Morsink (1970), male and female secondary school principals were compared in terms of twelve dimensions of leader behaviour. Such as representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration and superior orientation.

The result of the study showed that there is no significant differences between male and female principals on two of the dimensions: tolerance of uncertainty and considerations. While they differ on the rests of the dimensions.

Stracher (1993:73) also reported that women educational administrators out score their male counterpart in interpersonal dimensions, such as student and teacher moral.

Generally Engen and Willemsen (2002) concluded the findings of most scholars by stating that many authors refers to the more instrumental, task oriented, automatic styles explicitly as masculine leadership styles and to the inter personally-oriented, charismatic and democratic styles as feminine leadership styles and they further emphasized the impact of situation in one's leadership style preference.

Contrary to the above idea, Shackleton (1995:149) reported that male's and female's leadership style doesn't have significant difference when viewed from the dimension of task-oriented versus interpersonally oriented. Shackleton continued explaining that the main difference between male's and female's leadership style is observed when viewed from the autocratic and democratic

dimension. From this dimension females tend to be more democratic whereas males tend to be more autocratic.

Judy Rosener (in Donnelly, Gibson and Ivancevich, 1992:390) also carry out a research on the same issue and came up with the conclusion that women are much more likely than men to use power based on charisma work record, and contact, as opposed to power based on organizational position which is mostly exercised by men. The study also indicated that women are more likely than men to use transformational leadership or to motivate others by transforming their self-interest into the goals of organization.

Generally, what is exhibited from all of the researches so far conducted is that male and female leaders greatly differ in their leadership style. However there are also some similarities in certain areas.

Regarding the appropriateness of those styles to school situation different scholars advocate the collaborative styles, which is mostly used by females principals, as appropriate style to be used in schools than authoritarian style, which is mostly exercised by male principals.

In support of the above idea Rosner (1991:152) stated that the command and control styles which are largely considered as masculine virtue are not suitable for service giving organizations such as schools.

Similarly Goin (in McGrath 1992) stated that these days schools leadership is moving from strict hierarchical arrangements to a more supportive and inclusive structure and thus supportive and democratic styles are more appropriate than autocratic style of leadership.

Generally the conclusion implies that in service giving institutions like schools the leadership directly affects teachers. On the other hand teacher should enjoy their profession with freedom. Therefore the leadership style of the principals should not be strict and controlling rather they better use democratic and participatory leadership style so as to meet the intrinsic need (satisfaction) of teachers which in turn contribute positively to the achievement of the goal of their organization in general.

### **2.5.2 Communication Style of Male and Female Principals**

When ever we talk about leadership effectiveness, it is important to think about factors that determine one's effectiveness or success in leadership.

Out of the most determinant factors of leadership effectiveness communication is one. This is why most writers refer to communication as a 'life blood' of organization.

In this regard there is a debate among scholars on whether male and female leaders (including school principals) use similar or different communication style.

Shakishaft (in Fullan 2000) stated that gender and gender expectations may partially determine how supervisors interact or communicate with subordinates. Similarly, Dickens (in Colwill, 1989: 108) noted that, although style difference in language use is largely a matter of individual difference, sex characteristics stereotypings are still intervening variable while evaluating a male and female administrators in this regard as well.

In similar vein, Shakeshaft, (1989) and Colwill, (1989) stated the difference between male and female language use and tried to indicate whom the existing differences are favouring specially if someone is to take leadership position. For example, in verbal communication women mostly use correct speech forms than men, but they seldom use slang than do men (Ronald, 1992:41)

Borisoff and Merrill, (1985) also maintained that men and women communicate differently and they listen for different information.

For example in a supervisory conference in which a principal is discussing an instructional issue with the teacher, the woman participant may be listening for the feeling and the man for the facts.

Most writers, such as Colwill, (1989); Hanson, (1985) and Shakishaft, (1989); witnessed the proficiency of females in their communication style than their male counterpart. Non defensive communication strategies and conflict reduction skills of women are some of the indicators of females communication proficiency identified by the scholars.

Generally as stated at the beginning communication is one of the key factor among variables that affect one's leadership effectiveness. Therefore leaders should seriously consider their communication styles and use it in such a way that it improves their overall effectiveness.

### **2.5.3 Decision Making Styles of Male of Female Principals**

Decision making is one of the core activities of leaders and managers in any organization. Just as leadership posses various styles, decision making also encompasses different styles which are

applied in different situations. These are autocratic style, delegative style, consultative style and facilitative decision making style (Hersey and Blanchard, 1988).

Most of the time it is observed that school principals employ various decision making styles even under similar working condition. Therefore at this junction it is important to pause for a while and think about what makes people choose different decision making styles.

As indicated by various scholars (eg. Eagly, 1992, Hellen, 1988, Shakishaft, 1989 and Hersey and Blanchard, 1988) sex is one of the factors which affect one's decision making style. Therefore the scholars indicated that male and female leaders (principals) most of the time prefer different decision making styles even under similar work environment.

The afore mentioned scholars also investigated that female leaders prefer more democratic and participatory decision making styles while male leaders mostly prefer autocratic decision making style.

Shakishaft (1989) also found out that female school principals involve their subordinate to generate ideas in decision making process most often than their male counter part.

In discussing the advantages of participatory decision making mostly employed by female leaders, Ababayehu 1995:81 wrote that participatory styles of women educational administrators appear to enhance than threaten the power base of female administrators and yield consistent advantage to themselves, to the group they lead and to the organization as a whole.

However, it should be noted that participative decision making style is not always effective style under all situations because there are situations under which authoritative or non-participatory decision is required; for instance for fire fight and for armed forces. Because such situations do not give time for discussion once the problems happen (Hersey and Blanchard, 1988).

To summarize, most of the studies indicated that male leaders usually prefer to use non participatory decision making whereas female leaders most of the time inclined towards using democratic and participatory decision making. However the scholars live the effectiveness of both styles to the types of the situation under which the decision is made.

## **2.5.4 Conflict Resolving Styles of Male and Female Principals**

It is inevitable that, as long as an organization is in motion conflicts of various types and degrees will occur.

However, the serious problem is not the occurrence of the conflicts rather the styles one employ to put down the conflict before it is changed in to chaos that could make the conflict dangerous or advantageous.

As identified by most scholars (eg. Pettinger 1996, Lunnenberg, 1991, Shackleton, 1995) the commonly employed conflict resolving styles are: domination, compromising Avoidance, and integration.

In looking into conflict management styles employed by male and female school administrators both groups were found to prefer different styles. Accordingly females, most often than their male counter part, employ collaborative conflict management styles whereas males prefer to resolve conflict using authoritarian style (Fauth, 1984, and Grambs, 1978)

In discussing the conflict resolving styles employed by male and female principals Grambs (1978) stated that aggression by student is met by counter aggression by the male principal whereas female principal does not responds aggressively to aggressive behaviours rather she prefers problem solving styles. In concluding the whole idea Grambs noted that women are more prone to find out what cause the problem/behaviour while men tend to deal with the behaviour itself.

## **2.6 Situation as Determinant Factors for Principals' Leadership**

### **Effectiveness**

It has been reported by most of management practitioners and scholars, specially by advocators of situational leadership styles, that all of the basic leadership styles may be effective or ineffective depending on the situation under which they are employed.

Hersey and Blanchard (1988) confirm the above idea by supporting their argument with the investigation of Korman and Fiedler which strongly emphasize that different situations require different leadership styles. Hersey and Blanchard then concluded by stating that there is no single all-purpose leadership style that is effective in all situation.

Similarly Shackleton (1995) maintained the idea of Hersey and Blanchard after conducting in-depth study on the effectiveness of various leadership styles under different situation. Schakleton's study was focused on the dimensions of task-oriented and employees oriented leadership styles and its effectiveness when combined with various situational variables such as: member leader relation. Task structure and position power. He finally suggested situations under which the two styles (task-oriented and employees oriented) are likely to be more effective.

The effectiveness of task-oriented and employee-oriented leadership styles under different situation was summarized and organized into table by fielder, as indicated in Shackleton (1995:153).

*Figure 2. Fielder's Contingency Model*

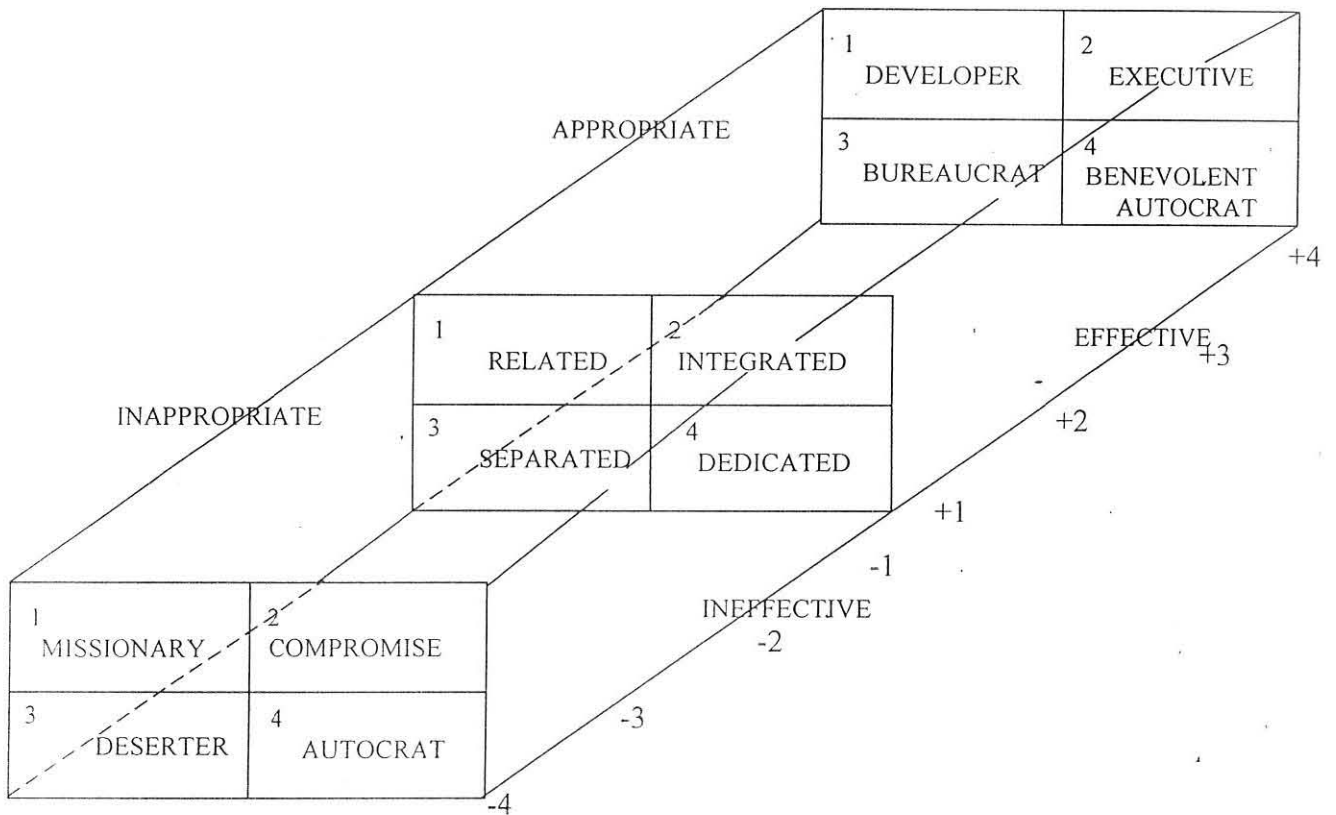
Octants	Member-leader relation	Task-structure	Position-power	Effective Leadership style
0 <sub>1</sub>	Good	High	Strong	Task oriented style
0 <sub>2</sub>	"	"	Weak	"
0 <sub>3</sub>	"	low	Strong	"
0 <sub>4</sub>	"	"	Weak	R/ship oriented style
0 <sub>5</sub>	Poor	High	Strong	"
0 <sub>6</sub>	"	"	Weak	"
0 <sub>7</sub>	"	Low	Strong	"
0 <sub>8</sub>	"	Low	Weak	Task oriented style

*Source: Shackleton 1995:153*

In his research, as indicated by the table, Fiedler found that task-oriented leaders tend to be more effective (have higher group productivity) in the three most favorable and the very least favourable situations (octants 1,2,3 and 8), whereas relationship-oriented leaders tend to be more effective under moderately favourable situation (Octant 4,5,6 and 7).

Similarly Hersey and Blanchard deeply studied the 3D management style theory proposed by William J. Reddin and provided a comprehensive picture of the theory as indicated hereunder.

Figure 3. Reddin's Leaders Archetypes



Purposes: The middle set of boxes identifies the four archetype may then be translated into appropriate effective or inappropriate ineffective personal types

Source: Colwill, Nine L. 1989: 268

As indicated in the above figure Hersey and Blanchard illustrate that, the effectiveness dimension has been divided into quartiles, ranging on the effectiveness side from +1 to +4 and on the ineffectiveness side from -1 to -4.

Generally, Hersey and Blanchard has extensively studied leadership style and effectiveness and indicated the situation under which one's basic leadership style becomes either effective or ineffective style. Meaning they clearly indicated how the interaction of one's basic style with an environment could bring about effectiveness or ineffectiveness in one's own leadership activities.

## **2.7 Competence as factor for Leadership Effectiveness**

Competence of a leader has significant contribution for his/her leadership effectiveness. The competences of a leader include personality traits, motives, skills, knowledge, self image and some specific behaviours (Yukl 2002: 180). Yukl further conducted extensive study on the types and contribution of various competencies on managerial effectiveness and found out that competencies related to managerial effectiveness are personality traits, cognitive skills and interpersonal skills. In terms of personality traits, Yukl noted, effective managers has strong efficiency orientation which include high achievement motivation, high inner work standard, and concern for task objectives.

The other competence of effective manager identified by Yukl is interpersonal skills. He found that strong oral presentation skills, including the ability to use symbolic, verbal, and non verbal communication are some of the characteristics of effective manager.

Boyatzis (1982) also confirmed that a manager who understands people and is charming, faithful, and diplomatic is more effective than one who is insensitive and offensive.

This means a leader who has good interpersonal skill and thus develop more cooperative relationship is more effective than one without this skill in achieving the goal of an organization.

## **2.8. Gender and Leadership Effectiveness: Who is more Effective in Leadership: Male or Female?**

Most of the time people associate masculine behaviours with effective leadership than feminine behaviours therefore males are considered as effective leaders than females. Whereas others say that sex has nothing to do with leadership effectiveness.

Accordingly Eagly and Johnson (1990) found in their study that due to sex-stereotype there is a tendency of considering males as effective leaders than their female counterpart in different organizations including educational administration.

By focusing on the sex stereotypic thinking of attaching masculine behaviour to effective leadership and feminine behaviour to ineffective leadership.

Biklan and Branningan (in Mahlase, 1997:95) succinctly put it by quoting the following: "To be a woman is to provoke an automatic, irrational institutionalized judgment that one is dangerously incapable of being a leader, simply because one is female."

Similarly Schein, 1973, 1975; Schein, Mueller and Jacobson, 1978; Brenner, Tomkiewicz and Schein 1989 (in Engen and Willemsen 2002:3) maintained that most of the time in most countries characteristics of effective managers are perceived to be similar to characteristics of men, not women.

The above findings hold true for our country too, because as can be observed from the very small number of female leaders, particularly school principals, it is not difficult to assume how deep rooted the sex stereotypic thinking of attaching effective leadership only to males and not to females.

A study conducted by Gross and Trask (in Lunenburg, 1991:522) examined the association of gender and leadership competence of elementary school principals. The results of the study indicted that the performance of teachers and students achievement was higher in schools headed by female principals than those headed by male principals. This shows that female principals leadership style is more appropriate and effective for school environment than that of their male counterpart.

Likewise, to disprove the sex-stereotypic thinking which undermine females' leadership effectiveness, Eagly and Johannesen (2001) conducted a research first by identifying what type of leadership style are mostly used by female leaders and later by associating it to their effectiveness. Accordingly what they found was that female leaders; including school principals, mostly use democratic and participative leadership styles. Then in associating these styles to effectiveness Eagly and Johannesen proposed that due to these styles female leaders may overcome others' resistance, win their acceptance, gain self confidence and thereby be effective.

To put in short the study implies that females leaders are effective due to the democratic and participative styles they employ to buy the good will of others. However, there are arguments on this conclusion because these styles are not always leads to effectiveness under all situations.

Vroom and Yetton (1973) in response to the conclusion of Eagly and Johannesen, noted that the implications of women's more democratic and participative style for their effectiveness are not

clear cut because the effectiveness of these styles is likely contingent on features of the group or organizational environment

On the other hand, as shown by the Ohio state studies, which attempts to investigate the leadership effectiveness of male and female school principals, from the dimension of initiating structure versus consideration, it was found that both male and female school principals score high on both dimension and found effective regardless of their sex (Ornstein, 1995:134). Thus what was concluded by the Ohio state staff was that sex has little or no impact on one's leadership effectiveness rather it is primarily determined by the style one employs to lead other under various circumstances.

Generally speaking there is a deep-rooted stereotypic though of associating masculinity to effective leadership and femininity to ineffective leadership. This biased thinking therefore adversely affect female's self-esteem in this regard even if they have the potential to lead as effectively as their male counter part.

## **CHAPTER THREE**

### **3. DESIGN AND METHODOLOGY OF THE STUDY**

Under this chapter important parts of the study such as the techniques and procedures used in selecting the samples, data gathering instrument and methods of data analysis were discussed.

#### **3.1 Methodology**

In order to obtain relevant and sufficient information on the research problem, descriptive survey method was employed. The method was selected because it enables the researcher to investigate the current practices of principals leadership styles in schools hence the intended purpose would be achieved.

#### **3.2 Sampling Techniques and Procedures**

According to the data obtained from Addis Ababa Education Bureau, there are a total of 85 government primary schools in the year 2006/07 in all of the 10 sub-cities in Addis Ababa.

Of the 10 sub-cities, the researcher purposely selected 6 sub cities, namely: Addis Ketema, Arada, Kirkos, Gullale, Ledeta and Yeka. This is because there are no female run schools in the rest of the sub-cities. Out of the 46 primary schools found in these sub-cities 13 schools are run by female principals and the rest 33 schools are run by male principals. Out of these, 7 schools run by female principals were chosen using purposive sampling because the researcher selected only those principals who worked for 1 year and above in those schools thus newly appointed principals were not included in the study. In similar was, out of the 33 male run schools 7 schools were selected using simple random sampling since they are many in number.

#### **3.3 Sample Size**

There were a total of 2,723 teachers (1,257 males and 1,466 females) in the selected sub cities, (Addis Ababa Education Bureau, 2006/7). Out of these, 408 teachers and 462 teachers in total 870 teachers were found in the selected female run schools and male run schools respectively. However all of the 870 teachers were not eligible for the study because only those teachers who worked with the current principals for the past one year and above (senior teachers) were included in the study.

Therefore, out of 870 teachers only 720 of them, 352 (189 females and 163 males) in male run schools and 368 (192 males and 176 females) in female run schools, were found eligible for the study. Out of these, 300 teachers were included in the study. Which is about 41.67% of the eligible population.

The next step was to decide how to obtain this sample from the two types of schools (male run and female run). Accordingly, the sample size to be included from both types of schools was determined using quota sampling. Hence 147 teachers (60 females and 87 males) from the male run schools and 153 (60 females and 93 males) from the female run schools totally 180 males and 120 females were included in the study.\*

Regarding selection of individual teachers to be involved in filling the questionnaire, the researcher first obtained the name and sex of all teachers from each of the selected schools who stayed for one year and above in the schools.

Then the name of the male run and female run schools were written separately. Next the names of teachers were written under their respective schools by their sex (male and female separately), then the researcher decide how much teachers of both sexes were to be selected form each schools of both types using stratified sampling. At the end, individual samples were chosen from the list using lottery system.

Moreover 7 female principals and 7 male principals, together 14 principals, who are running the selected schools were also included in this study because they were the backbone of the study.

The summary of sample size and some of sampling techniques employed are presented here under in table 1.

---

\* The reason why newly deployed teachers (below one year of service) were excluded from the study is because the researcher assumed that they could not be familiar to the leadership style of their principals with short period of time.

*Table 1. Summary of Sample size and Sampling Technique of the study*

	Total sub-cities	Selected sub-cities	Total primary schools in the selected sub-cities	Total principals in the sub-cities		Selected principals		Total number of eligible teachers				Selected teachers			
				M	F	M	F	In Female run school		In male run school		For female run school		From male run school	
	10	6	46												
				33	13	7	7	368		352		153		147	
								M	F	M	F	M	F	M	F
								192	176	163	189	93	60	87	60
Techniques of selection		purposive				Simple random stamping	purposive					quota sampling			

### 3.4 Data Gathering Instruments

In this study questionnaire and interview were used as data gathering tools. In order to gather information from teachers regarding their principal's leadership styles preference the researcher used standardized questionnaire developed by the Ohio state staffs for similar purpose. All of the questionnaires were prepared in the form of Likert scale.

One of the questionnaires was filled by teachers regarding principals' leadership style preference. The teachers respond to each items on five point rating scale ranging from 1 to 5, considering the extent to which their principal engage in each of the behaviours indicated. That is, 5= always, 4= often, 3= some times, 2= seldom and 1= never.

Likewise to gather data from the principals themselves regarding their leadership style preference a standardized questionnaire called Leader Behaviour Description Questionnaire (LBDQ) which was developed by the Ohio state staffs for the some purpose, was used.

This instrument was used to indicate whether the principals prefer autocratic, democratic or laissez-faire leadership style.

The principals filled the items according to how often they exercise the indicated leadership behaviors and activities based on a five point rating scale which ranges from 1 to 5. Accordingly

5 indicates the principal exhibit that behavior almost always 4 = frequently, 3= occasionally 2= seldom 1= almost never

In deciding the preferred leadership style of a principal first all items indicating each of the three styles (autocratic, democratic, laissez-faire) were grouped together and then their score is totaled. Here it must be remembered that the lowest score possible for each of the three leadership styles (containing 10 items each) is 10—that is almost never; and the highest score possible is 50—that is almost always.

The Ohio state staffs set a standard to classify the scorings as high, medium and low. Accordingly a score of 40 or more is highest, and it indicates that a principal who score 40 or more 'always' prefer that specific leadership style. A score of 20 or less is lower thus it indicates that the principal 'does not' prefer or operate out of that specific leadership style.

According to the Ohio state studies if a principal scores equal on two styles, he/she might be going through a transition phase, however if the principal score high on both democratic and laissez-faire styles then he/she is probably a laissez-faire leader. Thus in this study too the same decision was made based on the response of informants.

Both of the above questionnaires (one for teachers and one for principals) were used to gather data regarding principals' leadership style preference from both principals and teachers. The other instruments were used to gather data concerning the principals' leadership effectiveness.

To gather this information the researcher used a special instrument called Leader Effectiveness and Adaptability Description (LEAD). This instrument is of two types:

1. LEAD-self which was to be filled by the principals themselves.
2. LEAD- others which was to be filled by teachers. Both of them contain thirty (30) items each which were constructed by including various indicators of leadership effectiveness. Such as: leader's communication ability, leader's conflict solving ability, and leader's decision making ability which together were assumed to show principal's leadership effectiveness.

In the former (LEAD-self) case the principals responded to each items on 5 point rating scale ranging form 1 upto5 which indicates the extent to which they perform each of the activities indicated. Accordingly 1= Almost never 2= seldom, 3= sometimes 4= often 5= almost always

Similarly in the latter(LEAD- others) case the teachers responded to each items on a 5 point rating scale ranging from 1 up to 5, by considering their satisfaction level with their principal's performance (accomplishment) of every activities or responsibilities indicated by the items.

Thus 1= very dissatisfied    2= Dissatisfied    3= Undecided    4= Satisfied  
5= very satisfied

In addition to the questionnaire some structured and unstructured interview were also held with the principals concerning their leadership effectiveness and things to be improved.

### **3.5 Pilot test**

The instrument was first prepared in English and later translated in to Amharic for ease of communication. Then it was tried out in one of the primary schools namely Misrak Goh primary school on the principal and 10 teachers. The main purpose of the try out was to see the appropriateness of each items in eliciting the required information and to improve ambiguous and inappropriate items because they were taken from other studies.

Accordingly each item was analyzed and certain adjustments (improvements) were made on some items. For example an item that says "To get information out. I send by email, fax or voice mail" has been improved as "To get information out, I send it via my secretary and through notice boards" because the former one is not applicable to our country's primary schools. However no item was totally discarded.

At the end every item was analyzed and tested using Cronbach Alpha especially for internal consistency of the item, and the result was found to be  $r= 0.82$  which indicates that the items were sufficiently valid and reliable in eliciting the intended information.

### **3.6 Method of Data Analysis**

At the very beginning the data obtained from the respondents was organized coherently. Then regarding principals' leadership style preference all the 30 items, of both groups (teachers and principals), were categorized in to three to indicate: Democratic, Autocratic and Laissez-faire leadership styles with each category containing 10 items. Since the instrument was adopted from other studies with some modifications, the scoring technique was also taken from the same study. Accordingly the scores of each items under each category were added and the highest of the three

category indicates the leadership style the principal always exercise, equal scores on all the three category indicates that the principal is either on transitional period from one style to another or he/she is new to the position and is on the process of adjustment. However equal scoring on democratic and laissez-faire means that the principal is likely to be a laissez- faire leader.

Regarding principals leadership effectiveness the 30 items prepared to elicit this information were categorized into three groups which pertains to three indicators or dimensions of leadership effectiveness (conflict resolving, communication and decision making). Each of the dimensions contains 10 items. Then the scores of each item for each dimensions were added and a sum scores of 50-41, 40-31, 30-21, 20-11 and 10 were grouped together for each of the three categories to respectively indicate, 'compelet', 'above average', 'average' 'below average', and 'none' principals effectiveness and teachers satisfaction with principals accomplishment of each of the effectiveness indicators. Next the data obtained were tabulated and analysed.

As of the statistical tools, frequency, percentage and chi-square were widely used throughout the study. Accordingly frequency and percentage were used to see the proportion of male and female teachers who rated male and female principals in terms of both leadership styles and leadership effectiveness. Moreover chi-square was used to indicate the significance of relationship among gender and leadership style, gender and leadership effectiveness and leadership styles and leadership effectiveness.

In addition to this, information obtained from principals through structured and unstructured interview was analyzed qualitatively.

**N. B.** for all computations of chi- square the existing level of significance was maintained at  $P < 0.05$ .

## **CHAPTER FOUR**

### **4. PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with the presentation and analysis of data gathered from both teachers and principals through questionnaires and also information obtained from principals through interview.

Out of the total 300 questionnaires distributed for male and female teachers, 160 (89%) and 109 (91%) respectively were collected and analysed.

#### **4.1 Characteristics of the Respondents**

Since one of the main variables of the study was “gender” both males and females were included in the study. Accordingly 180 male teachers and 120 female teachers were involved in the study. Moreover, 7 male and 7 female principals were also the part of this study.

As of the educational background of the respondents their qualification ranges from a minimum of 10<sup>+</sup>TTI to a maximum of Diploma plus third year summer students. Regarding their teaching experience the gap ranges from a minimum of one year to a maximum of 25 years of teaching.

#### **4.2 Overall rating of Male and Female Principals Leadership Style Preference**

Yukl (2002:410) stated that the possible difference between men and women leadership style is a point of great interest among scholars and practitioners in the field of leadership. Therefore due to the increasing interest to see the leadership styles of men and women many studies were conducted so far to see the relationship between gender and leadership style preference but most of them have come up with different and sometimes opposing findings.

In similar vien, Table 2 deals with the same issue by presenting the frequency and percentage of the respondents for male and female principals in terms of autocratic, democratic and laissez faire leadership styles which were later tested using chi- square to see their significance of relationship to gender of the principals.

According as the computation of the chi-square in table 2 indicated there is significant relationship between gender and leadership style preference. Therefore the result of chi-square strengthens the observation of frequency and percentage of the respondents on table 2.

Thus as could be exhibited from table 2 female principals exercise democratic leadership style than do their male counterparts. On the other hand significant number of male principals exercise autocratic leadership style as compared to female principals. The table also indicated that a relatively larger number of female principals were laissez- faire leader as compared to their male counterparts.

Therefore this study is inconformity with the study of Engen and Willemsen (2002) and Eagly, Karau and Johnson, (1992).

On the other hand the interview held with principals revealed that more than half of them, eight out of fourteen, which is about 57% did not even clearly know the exact leadership style they exercise and even those who were a bit aware of the type of their leadership style did not know the advantages and disadvantages of those styles.

Another question raised for the principals was regarding the relationship between principals gender and their leadership style preference. However the responses of the majority of them was contrary to the information obtained through the quantitative data. Accordingly 10 (71%) of the principals said that gender has nothing to do with the leadership style preference of a principal. They further said that it is the personality of the principals, the respect they have for the teachers and the capability of the teachers that determine principals' leadership style than their gender. The remaining four (all were females) said that females are democrat but males are usually autocrat leaders.

#### **4.3 Teachers' Sex-Stereotypic Perception of Their Principals Leadership Style**

It is common to see people to develop positive or negative outlook towards others with similar or opposite sexes. This is due to various natural or social factors. So the tendency of having or developing such biased perception is known as sex-stereotype.

Similarly in schools it is usual to find teachers favouring either male or female principals due to various reasons. Accordingly, table 3 and 4 present how teachers (both males and females) perceive leadership styles of their principals (both males and females).

**Table 3: Female Teachers' Perception of Principals' Leadership Style by their Sex.**

Principals' Sex	Leadership Styles						Total
	Autocratic		Democratic		Laissez- Faire		
	No	%	No	%	No	%	
M	17	15	19	17.43	10	9.1	46
F	12	11.38	39	35.80	12	11.38	63
<b>Total</b>	<b>29</b>		<b>58</b>		<b>22</b>		<b>109</b>
$\chi^2 = 6.20$							

Table 3 indicated that the majority of female teachers 35.80% rated female principals as democratic leaders whereas the figure for the same style for male principal is only 17.43%. However, regarding autocratic and laissez-faire, leadership style the figure for both male and female principals is close to each other. But males were rated high on autocratic and low on laissez- faire style as compared to female principals

On top of this the computed value of chi-square could not show significant difference as compared to the critical value. (i.e.  $X^2 = 6.20$ , critical value = 5.99,  $P < 0.05$ ). this indicates a weak evidence to conclude that females are biased in their perception of their principals leadership style.

Therefore there is no strong evidence to conclude that female teachers are biased or sex-stereotyped either towards similar or opposite sex in rating the leadership style of principals.

**Table 4: Male Teachers Rating of principals' Leadership Style by Their Sex**

Principals' Sex	Leadership Styles						Total
	Autocratic		Democratic		Laissez- Faire		
	No	%	No	%	No	%	
M	16	10	50	31.25	20	12.50	86
F	33	20.62	28	17.50	13	8.13	74
<b>Total</b>	<b>49</b>		<b>78</b>		<b>33</b>		<b>160</b>
$\chi^2 = 11.9$							

Table 4 displayed that 31.25% of the male teachers rated male principals as democratic leader while only 17.50% of the male teachers rated female principals as democratic. Therefore if table 3 and 4 are compared it is observed that male teachers are biased towards principals of similar sex by describing (rating) male principals as democratic leader.

Table 4, also shows that a relatively significant number of male teachers (20.63%) rated female principals as autocratic leaders as compared to male principals, who were rated autocrat only by 10% of the male teachers.

As of laissez-faire style male principals, than female principals, were rated by the majority of male teachers to follow laissez-faire style.

Moreover the computed value of chi-square ( $X^2$ : 11.9  $P < 0.05$ ) also indicated the existence of significant bias among male teachers in their perception towards their principals leadership style. The finding therefore implies that male teachers, than female teachers, have positive perception towards principals of similar sex regarding their leadership style preference.

#### 4.4 The Relationship Between Gender and Leader Effectiveness as Perceived by Teachers

In fact it is difficult, in this study, to clearly put the impact of principals' gender on their leadership effectiveness by taking the mixed scores obtained from the staffs and also through these limited sample size. However, it is possible to assess whether both male and female teachers are more satisfied with male or female principals leadership.

Therefore the independent scores of both male and female teachers regarding the leadership effectiveness of both male and female principals should be assessed separately. Accordingly table 5 and 6 present these issues based on teachers' perception of their principals effectiveness on: conflict resolution, communication and decision making.

**Table 5. Principals' Conflict Resolving Ability as rated by female teachers**

n = 109

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	9(8.3%)	15(13.8%)	13(11.9%)	11(10.1%)	3(2.8%)	51
F	30(27.5%)	13(11.9%)	8(7.3%)	4(3.7%)	3(2.8%)	58
<b>Total</b>	<b>39</b>	<b>28</b>	<b>21</b>	<b>15</b>	<b>6</b>	<b>109</b>
$\chi^2 = 15.1$						

Critical value = 9.49

The computed value of the chi- square in table 5 revealed the existence of significant difference among female teachers in their perception of conflict resolving ability of male and female principals. Accordingly, therefore, if the frequency of the respondents is considered a considerable number of female teachers, a sum of 43 (39.4%) rated female principals as 'above average' and 'completely' effective in their conflict resolving ability. However only a sum of 24 (22%) rated male principals conflict resolving ability to fall in the afore mentioned levels of effectiveness. On the other hand, only 4 (3.7%) and 3 (2.8%) of the female teachers rated female principals as 'below average' and 'not effective' at all respectively while their rating for male principals in the two levels, 'below average' and 'none ', respectively is 11 (10%) and 3( 2.8%).

In general, the result in table 5 clearly indicated that female teachers prefer to work with female principals than with men because they assume female principals as more effective conflict solver than male principals.

**Table 6. Principals Conflict Resolving Ability as rated by male teachers**

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	12(7.5%)	15(9.4%)	24(15%)	12(7.5%)	7(4.4%)	70
F	24(15%)	36(22.5%)	17(10.6%)	11(6.9%)	2(1.3%)	90
<b>Total</b>	<b>36</b>	<b>51</b>	<b>41</b>	<b>23</b>	<b>9</b>	<b>160</b>
$\chi^2 = 14.0$						

*Critical value = 9.49*

Table 6 presents whether there is sex-stereotype assumption among male teachers regarding male and female principals conflict resolving effectiveness.

Accordingly a computation of chi-square indicated the existence of significant sex- stereotype thinking among male-teachers towards principals of opposite sex.

What is observed from the frequency of the raters in table 6 is that a considerable number of male teachers assume that female principals are more effective in conflict resolving than their male counterpart. The frequency of the respondents indicated that 24 (15%) and 36(22.5%) of them rated their female principals as 'completely' effective and 'above average' effective respectively

where as the figures for the male principals are 12(7.5%) and 15 (9.4%) respectively for those levels of effectiveness.

By the same token, the scores for male principals in the two lower levels of effectiveness (below average and none) is greater, i.e. a sum of 19 (11.8%) as compared to the score for female principals in the same levels of effectiveness, a sum of 13 (8%).

In a nut shell, what could be concluded from table 5 and 6 is that there is sex- stereotype assumption among male and female teachers regarding their principals conflict resolving effectiveness. Accordingly both male and female teachers favor female principals. This means female principals are rated by the majority of teachers of both sexes as more effective problem solvers than their male counter parts. This indicated that teachers of both sexes like to work with female principals than with male principals.

This study is therefore partially contradicting with the study of Coles (1975:326) which stated that male teachers prefer to work under male principals and female teachers prefer to work under female principals.

**Table 7. Principals communication skill as rated by female teachers**

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	9(16.5%)	18(9.4%)	13(11.9%)	9(8.3%)	2(1.8%)	51
F	31(28.4%)	13(11.9%)	5(4.6%)	5(4.6%)	4(3.7%)	58
<b>Total</b>	<b>40</b>	<b>31</b>	<b>18</b>	<b>14</b>	<b>6</b>	<b>109</b>
$\chi^2 = 18.4$						

*Critical value= 9.49*

There is no debate on the fact that communication is one of the basic elements of leadership. The debate is on whether males or females are more effective in communication in an organization. Most scholars found that females are more effective than males. For instance, Hanson (1985:263) stated that females communication style presupposes the characteristics of effective communication such as non-cohesive, motivational, persuasive skill, humanized feedback and threat reducing strategies.

By the same token, table 7 also presented the communication effectiveness of male and female principals as rate by female teachers. As indicated in the table the majority of the teachers, 31(28.4%), but only 9(8.3%) rated female principals and male principals respectively as 'completely' effective in their communication. Thus the wide gap observed between the two figures indicated that the majority of females teachers favor female principals than male principals as more effective in communication.

Moreover the value of chi-square ( $X^2= 18.4$ ) also revealed the existence of significant difference among female teachers in their perception of male and female principals communication effectiveness.

**Table 8. Principals' Communication Ability as rated by male teachers**

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	12(7.5%)	16(10%)	21(13%)	14(8.8%)	7(4.4%)	70
F	27(16.9%)	30(18.8%)	19(11.9%)	10(6.3%)	4(2.5%)	90
<b>Total</b>	<b>39</b>	<b>46</b>	<b>40</b>	<b>24</b>	<b>11</b>	<b>160</b>
$\chi^2=8.5$						

*Critical value= 9.49*

As indicated in table 8 the calculated value of chi- square ( $X^2 =8.5$ ) shows lack of statistically significant difference among male teachers regarding sex-stereotypic perception towards principals communication effectiveness. Therefore this figure indicated that male teachers were not biased either towards principals of similar sex or opposite sex in their perception of the principals communication ability.

However, if the percentage of the respondents is considered a total of 57 (35.7%) of the male teachers rated female principals as 'above average' and 'completely' effective in their communication as compared to a total of 28(17.5%) who rated male principals in the two levels of effectiveness (above average and complete). This result, therefore, is in contrary with that of Fishel and Pottker (1975) which evidenced that male teachers are biased towards male principals than towards females regarding principals communication effectiveness.

However, the general impression of the finding is in conformity with the finding of Adikson (1981:317) which stated that female principals interact and communicate more effectively with teachers and students than their male counterparts.

**Table 9. Principals' Decision Making Effectiveness as rated by female teacher.**

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	11(10.1%)	13(11.9%)	12(11%)	12(11%)	3(2.8%)	51
F	32(29.4%)	11(10.1%)	6(5.5%)	5(6.3%)	4(3.7%)	58
<b>Total</b>	<b>43</b>	<b>24</b>	<b>18</b>	<b>17</b>	<b>7</b>	<b>109</b>
$\chi^2 = 15.7$						

*Critical value* = 9.49

One's decision making ability is said to be effective if his/her decision is properly communicated to those concerned and then hit the target for which it is intended. In this regard, if male and female principals are considered in terms of their decision making effectiveness it enables one to see the relationship between gender and decision making effectiveness. As indicated in table 9, the calculated value of chi-square exhibited that there is significant difference among female teachers in their conformity towards male and female principals decision making effectiveness.

If the frequencies of the respondents are considered relatively large number of the teachers, 32 (29.4%) and 11 (10.5%), totally 43 (39.5%) female teachers rated female principals as 'complete' and 'above average' effective as compared to 11(10.1%) and 13 (11.9%), a total of 24 (22%) teachers who rated male principals in those levels of effectiveness.

Therefore the study implies that female teachers shows more conformity towards the decision making ability of female principals than towards that of male principals.

**Table 10. Principals' Decision Making Ability as rated by male Teachers.**

Sex of the principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	14(8.8%)	12(7.5%)	21(13.5%)	16(10%)	7(4.4%)	70
F	31(19.4%)	27(16.9%)	15(9.4%)	12(7.5%)	5(3.1%)	90
<b>Total</b>	<b>45</b>	<b>39</b>	<b>36</b>	<b>28</b>	<b>12</b>	<b>160</b>
$\chi^2 = 12.4$						

*Critical value= 9.49*

Looking into the responses of male and female teachers towards the decision making effectiveness of principals of both sexes enables one to see sex- stereotypic perception of the respondents. Accordingly, similar to table 9, the calculated value of chi-square in table 10 also exhibited the existence of significant difference among male teachers in their conformity towards male and female principals decision making effectiveness. What is clearly observed from table 10 is that the majority of the respondents rated female principals in the upper levels of effectiveness (complete, above average and average) as compared to relatively lower number of respondents who rated male principals in the same levels of effectiveness.

The general observation from table 9 and 10 is that teachers of both sexes were likely satisfied with female principals decision than with that of male principals. This may be because of, as stated by Eagly and Others,1992:72 and Heller, 1982:30 the democratic styles employed by female principals as opposed to the autocratic style employed by male principals which do not allow participation of teachers in decision making.

#### **4.5 Principals' Leadership Styles and Effectiveness as Perceived by the Teachers and the Principals Themselves**

In fact it may be difficult and seems paradox to expect negative perception from one regarding his/her own activities. Likewise, in this study the responses obtained from the principals regarding their leadership styles and effectiveness was likely to be susceptible to bias and hence conclusion based on such data may lead one to a gross mistake. However it is possible to see the gap of perception between the principals and the teachers on the issue stated above. Thus tables 11 deals with this issue.

*Table 11. Teachers' Perception and Principals' Own Perception of their own Leadership Styles*

Respondents	Leadership Styles			Total
	Autocratic	Democratic	Laissez- Faire	
Teachers	75(27.88%)	136(50.7%)	58(21.6%)	269
Principals	0	6(42.9%)	8(57.1%)	14
<b>Total</b>	<b>75</b>	<b>142</b>	<b>66</b>	<b>283</b>
$\chi^2 = 11.26$				

*Critical value= 5.99*

As table 11 shows, the result of chi-square ( $X^2 = 11.26$ ,  $P < 0.05$ ) indicated statistically significant difference among principals and teachers perception on principals' leadership styles.

Interestingly the table further indicated that none of the principals (0%) consider themselves as autocratic leader whereas a significant number of teachers, 75(27.88%), perceived their principals as autocratic leaders.

On the other hand, more than half of the principals (57.1%) considered (rated) themselves as laissez- faire leaders where as about half of the teachers (50.7%) considered (perceived) that their principals were democratic leaders.

In conclusion the study indicated that there is gap between teachers and principals in their perception of the leadership styles of the latter's. The main cause for this gap is likely to be lack of sufficient and consistent communication between the two groups as could be inferred from the information obtained from the principals through interview.

In this regard, Adikson (1981:45) stated that of teachers and principals are considered as subordinate and super ordinate and if there is less communication between the two, the gap of perception between them will be widen on various issues including the principals' style of leadership.

Gap of perceptions may exist between teachers and principals not only on leadership styles but also on leadership effectiveness. The latter is dealt with here under.

**Table 12. Teachers' Perception and Principals' Perception of the Principals' own Conflict Resolving Effectiveness**

Respondents	Levels of Principals Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Teachers n= 269	73(27.1%)	77(28.6%)	61(22.7%)	39(14.5%)	19(7.1%)	269
Principals n= 14	11(78.6%)	2(14.3%)	1(7.1%)	0	0	14
Total	84	79	62	39	19	283
$\chi^2 = 18.4$						

Critical value 9.49

Conflict resolving skill is one of the basic domains of leadership effectiveness. Thus school principals have to have adequate conflict resolving skill which is used as motivating teachers to work with their full potential. However, sometimes what the principals perceive as best conflict resolving mechanism may be interpreted negatively by the teachers and de-motivate them rather than motivating them. Accordingly, Table 12 indicated the perception of the teachers and the principals on the principals' own conflict resolving skill.

As observed from Table 12, 78.6% of the principals perceived that they are 'completely' effective on conflict resolving. However only 27.3% of the teachers perceived that the principals were 'completely' effective on conflict resolving.

On the other hand, 14.5% and 7.1% of the teachers perceived that the principals conflict resolving skill was 'below average' and 'not effective' at all respectively whereas none of the principals perceived that their conflict resolving skill fall in those two levels of effectiveness. Thus the table clearly showed that there is a wide gap of perception between the teachers and the principals regarding the latter's conflict resolving effectiveness.

More over the value of chi-square ( $X^2=18.4$ ) also shows the existence of significant difference between the two groups regarding the conflict resolving effectiveness of the principals. Thus the principals' conflict resolution ability was not perceived by the teachers as more effective as it was by the principals themselves.

**Table 13. Teachers' Perception and Principals' Perception of the Principals' own communication Effectiveness**

Respondents	Levels of Principals Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Teachers n= 269	77(28.6%)	75(27.9%)	55(20.4%)	41(15.2%)	21(7.8%)	269
Principals n= 14	10(71.4%)	3(21.4%)	1(7.2%)	0	0	14
Total	87	78	56	41	21	283
$\chi^2 = 14.3$						

*Critical Value = 9.49*

This variable (communication skill) also showed more or less similar perception of the two groups as the former variable (conflict resolving skill).

As Table 13 exhibited, only a little greater than one-fourth (28.6%) of the teachers perceived that their principals were 'completely' effective in their communication skill, while a bit less than three-fourth (71.4%) of the principal perceived that they are 'completely' effective in their communication.

In similar vein, as in the case of Table 12, the information on Table 13 also indicated that a considerable number of teachers 41(15.2%) and 21(7.8%) reported that their principals were respectively 'below average' and 'not effective' at all but none of the principals reported that their communication effectiveness falls in the indicated levels.

Similarly a relatively larger computed value of chi-square ( $X^2 = 14.3$ ,  $P < 0.05$ ) as compared to the critical value ( $X^2 = 9.49$ ,  $P < 0.05$ ) also exhibited a statistically significant difference between the two groups regarding the effectiveness of communication skill of the principals. Alike in the case of conflict resolution, the principals over emphasized their communication effectiveness while the case was not held true from the teachers point of view.

Moreover information obtained from interviews held with the principals also substantiate the above finding in that almost all principals, 12(85.7%), responded that they thought the teachers were satisfied with their leadership styles. Worst of all is that the majority of the principals

undermine the importance of leadership styles in general in motivating teachers, attracting potential teachers and in maintaining the already existing ones. Instead, they attribute teachers' lack of motivation, high teachers turnover and other problems to other factors such as inadequate salary, need for promotion, government policy and others. Therefore they made no effort to improve their leadership style in such a way that it minimizes those problems.

The root cause for such wide gap of perception between the two is likely to be lack of open discussion between the teachers and principals on leadership issue.

What is amazing is that 100% of the principals, in response to interview regarding discussion, responded that they do not make any discussion at all with teachers regarding their leadership. Which protects teachers not to openly discuss their problems with their principals regarding leadership.

**Table 14. Teachers' perception and Principals' Perception of the Principals' own Decision Making Effectiveness.**

Respondents	Levels of Principals Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Teachers n= 269	86(32%)	61(22.7%)	47(17.5%)	47(17.5%)	23(8.6%)	269
Principals n= 14	12(85.7%)	2(14.3%)	0	0	0	14
<b>Total</b>	<b>98</b>	<b>63</b>	<b>47</b>	<b>47</b>	<b>23</b>	<b>283</b>
$\chi^2 = 18.04$						

\* Critical Value = 9.49

Similar to table 12 and 13, table 14 also indicated that 85.7% of the principals (which is the largest proportion from their groups) consider their decision making skill as 'completely' effective and the remaining percent (14.3%) believe that their decision making skill is 'above average'.

Similarly although a relatively large percentage of teachers (32%) from their group perceived that the decision making skill of their principal was 'completely' effective a considerable percentage of the teachers, 19.3%, 17.5% and 8.6%, showed that the principals were 'average', below

average' and 'not effective' at all respectively, which was totally denied by the principals because none of the principals rated their decision making skill in the three levels of effectiveness.

The computation of chi-square also indicated the presence of significant difference between the teachers and the principals in their perception towards the principals' decision making effectiveness.

Thus it implies that principals perceived that they are effective decision makers while the teachers are not satisfied with their decision making process.

Generally, even though self reporting excellence is greatly susceptible to bias on the part of the principals, for the security of their job the obtained value ( $X^2 = 18.04$ ;  $P < 0.05$ ) indicated non tolerable gap of perception between the teachers and the principals on the issue under discussion.

Therefore according to this study it is possible to say that more teachers, than normally expected, were dissatisfied with the decision making of their principals.

#### **4.6 The Relationship Between Leadership Styles and Leadership Effectiveness**

Most of the time there is argument among scholars on the relationship between leadership styles and leadership effectiveness. Some of the scholars such as (Feidler, 1967) advocator of situational theory of leadership, argue that there is no single predetermined leadership style that brings about effectiveness under all situations rather the effectiveness of a given leadership style is dependent on the situation under which it is practiced.

Contrary to this, other scholars claim the effectiveness of specific style across all situations for similar organizations. Therefore this issue is dealt with here under, accordingly the relation of each of the three leadership style to leadership effectiveness in terms of the three indices (conflict resolution, communication and decision making) is presented and discussed briefly. Regarding the figures in table 15, 16 and 17 the principals were rated autocrat by 75 teachers, democrat by 136 teachers and laissez-fair by 58 teachers thus the analysis proceeds accordingly.

**Table 15. Autocratic Leadership Style and Effectiveness**

n =75

Effectiveness Indices	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Conflict resolving	6(8%)	11(14.3%)	27(36.4%)	23(30.7%)	8(10.6%)	75
Communication	7(10%)	11(14.3%)	26(34.7%)	20(26.7%)	11(14.3%)	75
Decision making	8(10.6%)	7(10%)	21(28%)	27(36%)	12(16%)	75
<b>Total</b>	<b>21</b>	<b>29</b>	<b>74</b>	<b>70</b>	<b>31</b>	<b>225</b>
$\chi^2 = 4.21$						

Critical value = 15.51

The advocators of contingency (situational) leadership maintained that there is no single leadership style that is effective under every situations rather they suggest that any style could lead to effectiveness if used under appropriate situation.

Similarly what is observed from table 15 is that autocratic leadership style, taken separately, is not statistically significant related to one’s leadership effectiveness or ineffectiveness.

As indicated in table 15 a computed value of chi-square ( $X^2 = 4.21$ ,  $P < 0.05$ ) indicated that it is difficult to conclude that a principal is ineffective or effective. Simply because he/she is an autocrat.

Moreover as indicated in the table the scores of autocratic principals are almost consistently distributed across all the three effectiveness indicators which implied that an autocrat leader is equally effective in conflict resolving, communication and decision making. However, the frequency of the respondents exhibited on table 15 showed that, the majority of the teachers rated autocratic principals in the ineffectiveness side (below average and none), in all the three indicators as compared to scores on the effectiveness side. (complete and above average)

**Table 16. Democratic Leadership Style and Effectiveness**

n = 136

Effectiveness Indices	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Conflict resolving	60(44%)	48(35%)	18(13%)	6(4.4%)	4(3.6%)	136
Communication	61(44.9%)	49(36%)	14(10.3%)	8(5.9%)	4(3.6%)	136
Decision making	72(55.1%)	40(29%)	13(9.6%)	7(5.1%)	4(3.6%)	136
<b>Total</b>	<b>193</b>	<b>137</b>	<b>45</b>	<b>21</b>	<b>12</b>	<b>408</b>
$\chi^2 = 3.67$						

\* Critical value= 15.51

Similarly, as in the case of table 15 the computed value of chi-square in table 16 also indicated the lack of statistically significant relationship between democratic leadership style and leadership effectiveness. However, if we compare democratic and autocratic leaders (table 15 and 16) in terms of their effectiveness in the three indicators, it is observed that the majority of the respondents, a sum of 108, that is 79%, of the respondents rated democratic leader as ‘above average’ and ‘completely’ effective in conflict resolution whereas the figure for autocratic leaders for those indicators under the same levels of effectiveness is rated only by a sum of 17 teachers that is 22.7%. When communication effectiveness for autocratic and democratic leaders is considered the formers were rated by a sum of 18 (24%) of the teachers as ‘above average’ and ‘completely’ effective while the latter were rated by a total of 110 (81%) of the teachers in the same levels of effectiveness.

As of the third indicator of effectiveness (decision making) autocratic leaders were rated by a sum of 15(20%) of the respondents as ‘above average’ and ‘completely’ effective whereas they were rated by a sum of 39 (52%) of the respondents as ‘below average’ and ‘not’ effective at all in decision making. This indicated that the proportion of teachers who were dissatisfied by the decision making ability of autocratic leaders were by far greater than those who were satisfied, which in turn put the decision making effectiveness of autocratic leaders in question in terms of motivating the teachers.

Regarding democratic leaders' decision making effectiveness the majority of the respondents a sum of 112 (82%), rated them as ‘above average’ and ‘completely’ effective as compared to a total of 11 (8%) of the respondents who rated them as ‘below average’ and ‘not’ effective at all in decision making.

In general it is imperative to say that, although the result of chi-square showed no significant relationship between autocratic and democratic styles and the corresponding leadership effectiveness, which were treated separately, the majority of the teachers favor democratic leaders than autocratic leaders as observed in all of the three indicators of leadership effectiveness (conflict resolving, communication and decision making).

*Table 17. Laissez-faire Leadership Style and Effectiveness*

n = 58

Effectiveness Indices	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
Conflict resolving	11(19%)	17(30%)	18(31%)	7(12%)	5(8%)	58
Communication	10(17.6%)	15(25.9%)	16(27.6%)	12(20.9%)	5(8%)	58
Decision making	11(19%)	12(20.9%)	17(30%)	12(20.9%)	6(9.2%)	58
<b>Total</b>	<b>32</b>	<b>44</b>	<b>50</b>	<b>31</b>	<b>16</b>	<b>174</b>
$\chi^2 = 2.90$						

\* Critical value = 15.51

Similar to the above two tables (Table 15 and 16) what is observed from the chi-square value of table 17 is that, laissez-faire leadership style, seen separately, has no statistically significant relationship with leadership effectiveness in terms of the three indicators. However if we consider the frequency of the respondents in terms of all the three indicators laissez-faire principals were rated more effective in conflict resolving (considering complete and above average levels) but less effective in decision making while they are likely to be average in their communication skill.

Further if we compare the three styles of leadership in terms of the cumulative effectiveness and teachers satisfaction in all the three indicators democratic style is more effective and favored by the majority of the teachers (highest score of 193 under 'complete' effective level) while autocratic and laissez-faire styles were 'averagely' effective and 'averagely' favored by teachers (highest score of 74 and 50 respectively under 'average' level of effectiveness).

However, considering the effectiveness of each style separately for each of the effectiveness indicators the following points could be derived.\*

\* for each styles a total scores of 'complete', 'above average' and 'average' were taken and compared for each indicators, to label principals as 'effective'.

In general terms table 18 indicated that female principals are more effective than male principals in resolving conflicts that arise in their schools.

Moreover it is imperative to see whether significant relation exist between the gender of the principals and their conflict resolving effectiveness.

In this regard, most of the researches so far conducted found that there is significant relation between the gender and conflict resolving effectiveness of principals and further indicated that female principals are effective conflict solvers as compared to their male counterparts.

For instance Grambs, 1978 stated the effectiveness of female principals in conflict resolving in that females are prone to find out what causes the problem while men tend to deal with the problem itself. Thus this study is in harmony with the finding of Grambs because the result of the chi-square indicated the existence of significant relation between principals gender and their conflict resolving effectiveness. Furthermore Table 18 further exhibited that most teachers were satisfied with conflict resolving ability of female principals than with that of male principals.

**Table 19. Overall Teachers' Rating of Principals' Communication Effectiveness**

n= 269

Sex of the Principals	Levels of Principals Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	20(7.4%)	33(12.3%)	33(12.3%)	24(8.9%)	11(4.1%)	121
F	57(21.2%)	42(15.6%)	22(8.2%)	17(6.3%)	10(3.7%)	148
<b>Total</b>	<b>77</b>	<b>75</b>	<b>55</b>	<b>41</b>	<b>21</b>	<b>269</b>
$\chi^2 = 19.88$						

*Critical value =9.49*

Alike the conflict resolving skill female principals out score male principals in their communication skill. This is clearly observed from table 19 which exhibits that 21.2% of the teachers were 'completely' satisfied with the communication skill of female principals whereas this figure went down to only 7.4% for male principals.

By the same token, above 15% of the teacher had "above average" satisfaction towards communication ability of female principals as compared to a relatively lower number of teachers (12.3%) who showed 'above average' satisfaction towards male principals' communication ability.

Amazingly, just as in the case of table 18, what is clearly observed from table 19 is that starting from 'average' through 'below average' to 'no' satisfaction levels, the number of teachers who had these level of satisfaction for male principals exceeds, (in each of the three levels of satisfactions), the number of teachers who had the indicated levels of satisfaction for female principals.

In other words it indicated that many teachers were dissatisfied with male principals' communication skill than with female principals communication skill.

Generally, table 19 indicated that female principals are more effective than their male counterparts in communication. Thus this study is also inconformity with the study of Colewill(1989), Hanson (1985), and Shakishaft (1989) which indicated the effectiveness of females in their communication skills, this is due to, as the scholars stated, non defensive communication strategies and conflict reduction strategies employed by females.

Most scholars maintain that males and females communicate differently. For instance, Borisoff and Merill, 1985, stated that men and women communicate differently and also listen for different information. They further stated that females are more effective in communication than their male counter parts. Therefore this study is inconformity with that of Borisoff and Merill in that it showed the existence of significant relationship between the gender of principals and communication effectiveness. The study further revealed that female principals are more effective than male principals in terms of communication as the majority of the teachers rated female principals at the positive sides of effectiveness levels when compared to those who rated male principals in similar side of effectiveness levels.

*Table 20. Overall Teachers' Rating of Principals' Decision Making Effectiveness*

n = 269

Sex of Principals	Levels of Effectiveness					Total
	Complete	Above average	Average	Below average	None	
M	24(8.9%)	24(8.9%)	32(11.9%)	29(10.8%)	12(4.5%)	121
F	62(23%)	37(13.8%)	20(7.4%)	18(6.7%)	11(4.1%)	148
<b>Total</b>	<b>86</b>	<b>61</b>	<b>52</b>	<b>47</b>	<b>23</b>	<b>269</b>
$\chi^2 = 22.5$						

Critical value= 9.49

Table 20 indicated that a considerable proportion of teachers, 23% and 13.8% had 'complete' and 'above average' satisfaction respectively with female principals decision making skill.

However only 4.1% and 6.7 of the teachers showed 'no' satisfaction and 'below average' satisfaction respectively towards female principals, while 7.4% were 'averagely' satisfied with the decision making skill of female principals.

Concerning male principals equal number of teachers 24(8.9%) had 'complete' and 'above average' satisfaction while a sum of 22.7% of the teachers were 'below average' and 'average' satisfaction with male principals' decision making skills. Similarly 4.5% of the teachers were strongly dissatisfied with the decision making ability of male principals.

A chi-square value regarding the teachers' conformity towards male and female principals decision making effectiveness in table 20 indicated the existence of significant difference between male and female principals in their decision making effectiveness. Therefore the result of the chi-square also supplemented the information obtained through percentage and frequency distribution of the respondents and together exhibited the effectiveness of female principals over their male counterpart in decision making.

In general what is clearly observed from the tables (tables 17-20) is that most of the teachers favored female principals, as compared to male principals, in all of the three skills (conflict resolution, communication skill, and decision making skills). Contrary to this a relatively large numbers of teachers were dissatisfied with their male principals as compared to female principals on all of the three skills indicated. Therefore, although it is difficult to heart fully and comfortably conclude that female principals are more effective in educational leadership than male principals by taking such limited number of respondents and only few indicators of leadership effectiveness, the study could give some hint regarding the relationships of principals gender and leadership effectiveness, particularly with respect to the three skills identified in the study.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main objective of this study was to investigate the relationship between and among principals gender, leadership styles preference and perceived leadership effectiveness. The appropriate combination of these variables is assumed to play a pivotal role either to hinder or to promote the overall effectiveness of school activities.

In an attempt to obtain this, various hypothesis were formulated in areas such as:

- The relationship between gender and leadership styles
- The relationship between gender and leadership effectiveness
- The relationship between leadership styles and leadership effectiveness. Moreover the issue of teachers' sex- stereotypic perception on principals leadership styles and effectiveness were also assessed.

The study was conducted in 14 government primary schools found in 6 sub-cities of Addis Ababa city administration which were selected on the basis of sex of their principals. A combination of both probability and non probability sampling techniques were used in the study starting from the selection of sub cities up to specific teachers who were involved in filling the questionnaire.

Questionnaire and interview were used as data collecting instruments. Accordingly questionnaires were distributed for 300 sample teachers, 180 males and 120 females. Moreover 14 principals were also involved in the study.

As of the return rate a total of 89.7% that is 160 males and 109 females, totally 269 teachers completely filled and returned the questionnaires. Regarding the principals all the 14 sample principals filled and returned the questionnaire.

The data obtained was analyzed using frequency distribution, percentage and chi-square. Moreover information obtained via interview with the principals was analyzed qualitatively.

The obtained data and information revealed the following major findings and conclusion.

## 5.1 Summary of the Major Findings

Under this topic important points of the major finding would be summarized briefly.

- Regarding principals gender and leadership style preference a combined data obtained from both teachers and principals was analyzed first using frequency and percentages of the respondents regarding the leadership styles of male and female principals. Moreover, the significance of relationship between the two variables (leadership styles and gender of the principals) was tested using chi-square. The result indicated the existence of significant relationship between gender of principals and leadership style preference. Accordingly female principals were found more democrat than male principals. While male principals were found more autocrat than their female counter parts. On the other hand female principals were found more laissez- faire than male principals.
- Concerning sex-stereotype perception of teachers (males and females) towards leadership style of principals, the responses of both male and female teachers were analyzed separately and tested by chi-square. Accordingly the value of chi-square for both female and male respondents, which is respectively  $X^2= 6.20$ ,  $P< 0.05$  and  $X^2= 11.9$ ,  $P< 0.05$  (see table 3 and 4) indicated the existence of statistically significant sex- stereotype perception among male teachers but not among female teachers.

However, the frequency and percentage of the respondents for both male and female teachers showed that both of them perceived principals of similar sex as more democrat and principals of opposite sex as more autocrat. Furthermore both male and female teachers perceived that male principals are more laissez-faire than female principals, which in fact is opposite to the result obtained from the combined scores of all the respondents including the principals themselves, that indicated the laissez-fairness of female principals than their male counterpart.

- Another important issue raised in the study was teachers' perceptions on effectiveness of male and female principals in their leadership activities.

To this effect the perception of male and female teachers towards their principals conflict resolving ability, communication skill and decision making ability were computed separately. Since the emphasis here was to see sex-stereotype perception among teachers,

the relationship between principals gender and leadership effectiveness was not the major concern, which was dealt with later on separately.

Accordingly the computation of chi-square in table 5, indicated the existence of significant difference among female teachers in their perception of the principals conflict resolving ability. Further more the frequency and percentage of the respondents in the table exhibited that female teachers showed conformity towards female principals than towards male principals conflict resolving ability. Likewise table 6 also showed that male teachers were also confined towards female than towards male principals conflict resolving ability.

- As of the communication skill of the principals the computation of the chi-square for female teachers indicated the existence of significant difference among them in how they perceived the communication skill of male and female principals (see table 7). More over the frequency of the respondents showed that a relatively large number of female teachers have positive perception towards female principals' communication skill as compared to a relatively lower number of respondents who positively perceived the communication skill of male principals.

However, the computation of chi-square for male teachers regarding principals' effectiveness in communication indicated the lack of statistically significant variation among male teachers in their perception towards male and female principals communication skills. Nevertheless, the frequency in table 8 reveals that the majority of male teachers showed conformity towards female principals communication skill than towards their male counterparts.

- In similar vein, regarding principals' effectiveness in terms of their decision making ability the computed value of chi-square for both male and female teachers revealed the existence of significant difference among each group in their perception towards male and female principals decision making ability.

Accordingly, the figures in table 9 indicated that the majority of female teachers were likely to be satisfied with the decision making of female principals than with that of male principals. Likewise the figures in table 10, for male teachers, also showed similar

importation. Therefore both male and female teachers showed conformity towards female principals decision making ability because the majority of them rated female principals on the positive side of the effectiveness levels.

- Another point of concern in this study was to see whether there is a gap between principals and teachers in their perception towards principals' own leadership styles.

To this end the responses of both groups were computed using chi-square and the calculated value in table 11 ( $\chi^2 = 11.26$ ,  $P < 0.05$ ) indicated the existence of significant difference among teachers and principals in their perception towards principals leadership style preference.

Interestingly enough is that none of the principals perceived that their style is autocratic while about 28% of the teacher perceived the style of their principals as autocratic. On the other hand the majority of the principals (57%) perceived that they are laissez- faire leaders but more than half of the teachers (51%) perceived that their principals are democratic leaders.

In similar fashion the gap of perception between the principals and the teachers regarding the formers' leadership effectiveness was also assessed in this study.

Accordingly the gap of perception between the two groups, as tested by chi-square for the three indicators of effectiveness, was found significant in all the three cases (conflict resolution, communication and decision making). The figures in tables 12, 13 and 14 showed that in all the three indicators (dimensions) of leadership effectiveness the majority of the principals perceived that they were 'completely effective' while the scores of the teachers' perception were fairly distributed across all the five levels of effectiveness. This is therefore an indicator of the existence of wide gap of perception between teachers and principals regarding leadership effectiveness with over exaggerated perception of the principals concerning their leadership effectiveness which in turn seriously hinder the success of the overall activities of schools, specially the teaching learning process.

- Another point of emphasis in this study was to see the relationship between leadership styles and leadership effectiveness.

In an attempt to see the relationship between these two variables each of the three leadership styles (autocratic, democratic and laissez-faire) were treated separately in terms of the three indicators of effectiveness (conflict resolution, communication and decision making). To this effect the computed value of chi-square in all cases indicated the lack of significant relationship between leadership styles and leadership effectiveness activities.

- The last point of discussion in this study dealt with the relationship between principals' gender and their leadership effectiveness. In this case sex-stereotype perception was not considered. Therefore overall teachers rating was obtained and their conformity towards male and female principals in terms of the three indicators was assessed which in turn was assumed to indicate the effectiveness or ineffectiveness of the principals (males and females) in leadership.

Accordingly the computation of chi-square in all cases revealed the existence of significant relationship between the principals' gender and their effectiveness in leadership.

Furthermore, the frequency and percentage of the respondents showed that female principals are more effective than their male counter part in all of the three effectiveness dimensions (conflict resolving, communication and decision making).

## **5.2 Conclusion**

One of the core points of this study at its conception was to see the relationship between gender and leadership style preference. Accordingly, the result of the study indicated the existence of significant relation between the two variables. The study further revealed that females are more democrat than males. Whereas males are more autocrat than females. However the study showed inconsistent result regarding laissez- faire style because the computation of data for only teachers' and the combination of teachers and principals' were opposing each other.

The root cause for females to be more democrat than males may be related with maternity in which women (mothers) like to give much freedom for their child than fathers do and latter apply this behavior to their careers. Moreover females are more empathetic by nature than males.

In harmony with this idea is the research of Eagly and Johannesen (2001:793) which stated the reason for women being far better than men on the measures of styles and effectiveness. The

study stated that females are better than males in leadership because of the tendencies that are consistent with the female gender role such as being attentive, considerate and nurturing to their subordinates which are mostly the characteristics of democratic leaders.

By the same token the root cause for males to be more autocrat than females may have its origin from the socialization process of childhood practices in which boys are considered to be adventurous and combatant and to have dominancy over others.

Therefore what could be implied from this finding in relation to gender and school leadership is that female principals are likely to be more successful in school principal ship, not because of their gender but because of their leadership style, whose sprit they have internalized, than their male counter part. This is because, unlike other institutions such as military, which needs more of autocratic leaders, school institutions need democratic leaders as its personnel, specially teachers, should enjoy the freedom of their profession if they are to be fruitful.

Regarding sex-stereotype perception on the principals leadership style preference the study indicated that principals of both sex are perceived as democrat by teachers of similar sex and as autocrat by teachers of opposite sex. However the level of bias is stronger for male than for female teachers.

This sex-stereotypic perception also could have its origin from the socialization process of child rearing practice in which children with the same sex are allowed to play, discuss, and form close relation with each other than with children of opposite sex. Similarly in schools teachers are likely to have close relation with principals of similar sex than with that of opposite sex. Thus they perceived one as democrat and the other as autocrat.

This idea is therefore in harmony with the study of Shakishaft (1989:58), which stated that female teachers like to work more closely with female principals and male teachers with male principals.

Apart from sex- stereotype perception, the study also indicated the gap of perception between principals and teachers regarding the leadership styles and leadership effectiveness of the formers. The gap was likely caused by absence of sufficient relationship and inadequacy of consistent and timely discussion between the two group with specific focus on the leadership issues.

An attempt was also made to see the relationship between leadership styles and leadership effectiveness. In this regard, the study indicated lack of significant relationship between the two. Therefore it is safe to conclude that the styles by themselves could not bring about effectiveness rather it is the appropriate use of those styles that matters a lot which is greatly determined by the effort of those who implement them which further needs a thorough understanding of the spirit of the style they are exercising. For instance, the study indicated that democratic style could bring about effectiveness if used by female principals than by male because as stated so far democratic females were found more effective in leadership than democratic males. This indicated that female principals have adequate knowledge of the spirit of the style as a result of natural and social factors stated so far

As of the relationship between principals' gender and their leadership effectiveness. The study revealed that female principals are more effective, in all of the effectiveness dimensions examined, than male principals. Therefore this study disproved the traditional assumption which undermined females effectiveness and instead encouraged the dominance of males in leadership position particularly in school leadership.

Generally the study indicated that both gender and leadership styles, separately, could not bring about effectiveness rather it is the appropriate combination of the two with thorough understanding of the latter which could enhance effectiveness.

### **5.3 Recommendations**

Depending on the major findings of the study and the conclusion, reached the following recommendations are made:

5.3.1 Regarding the relationship between gender and leadership style preference the result of the study evidenced the existence of significant relationship between the two. Therefore it is recommended that gender should be considered as one factor in recruiting leaders for different organization since different organizations need different leadership styles because of various factors. For instance it is better to select female leaders in an institution whose personnel should enjoy professional freedom and need less control for the successful accomplishment of their duties. On the other hand male leaders could be fruitful if deployed in situations and institutions that need courage and serious control of the subordinate.

5.3.2 As of the issue of sex- stereotype perception of principals leadership styles and effectiveness the study exhibited the existence of such type of perception in which teachers perceived principals of similar sex positively and those with opposite sex negatively. This is due to lack of close relationship between principals and teachers of opposite sex. Therefore it is recommended that the principals need to treat all teachers equally and should work closely with all teachers regardless of their sex instead of marginalizing one group and favoring another group, which would otherwise adversely affect the overall effectiveness of each school in particular and that of education sector in general.

5.3.3 Another point seriously considered in this study was a gap of teachers' perception and principals perception on the principals own leadership styles and effectiveness. In this regard the study indicated the existence of wide gap of perception between the two on those issues. The grand cause of this problem is assumed to be lack of sufficient communication between the teachers and the principals. Therefore, with this fact in mind, the researcher recommend that principals need to make frequent and open discussion with the teachers, both formally and informally by specifically focusing on there own leadership style and effectiveness in which teachers can openly foreword their opinion on the issues, which in turn helps to, at least, minimize the gap of perception between the two groups. This is because perception has a power of affecting one's potential either negatively or positively.

5.3.4 The study also indicated that there is no significant relationship between leadership styles and leadership effectiveness. Therefore, this implies that the secret for some leaders to be effective and for some others to be ineffective does not relay on their leadership style, rather the core point seems to be on well understanding of each style and make use of them in appropriate situation. Thus it is safe to recommend that every principals need to clearly know the type of the style they are exercising and also its advantages and disadvantages. Otherwise a specific style could bring about effectiveness or ineffectiveness based on principals appropriate use of it.

Therefore, the principals need to have a through understanding of the sprit of their leadership styles so as to make appropriate use of it.

5.3.5 The study also disproved the traditional belief of associating gender and leadership effectiveness in which males were considered as effective and females as ineffective

leaders. The study further indicated that both male and female principals could be effective if given sufficient training.

Therefore it is recommended that the Addis Ababa Education Bureau needs to give frequent and consistent training for the principals, regardless of their gender, in the form of on job-training, workshop, and seminar in order to develop their ability of principal ship. Subsequently the bureau should assess the effectiveness of the principals in accomplishing what is expected of them.

5.3.6 Lastly the researcher need to recommend further study on the following points. These are:

- The relationship between principals' year of experience and field of study with their leadership styles and effectiveness.
- The process along which men and women are allocated to different organizations and positions in organizations, resulting in sex-segregation and inequality of power resources and the impact of these structural process on leadership style.

## REFERENCES

- Abebayehu Aemero.(1995). Women's Participation in Educational Administration in Ethiopia: Addis Ababa University, School of Graduate Studies. Unpublished Master's Thesis.
- Alice, H. and Johnson B. (1990). *Gender and Leadership Style: A Meta- Analysis*. New York; Purdue University: <http://www:digital commons.vconn.edu/dip-docs/>
- Adikson, J. (1981). "Women in School Administration: A Review of Research". *Review of Educational Research*, 55(3), 311-343.
- Boatwright, J. and Linda, F. (2000). *Leadership preference: The Influence of Gender and Needs for Connection on Workers' Ideal Preferences for Leadership Behaviour*. <http://www.quetia.com/pm.gst?a=o&d=5001778376 &er=deny>
- Borisoff, D. and Merrill, L. (1985). *The Power to communicate: Gender Difference as Barriers, Prospect Heights*, New York IL: Waveland Press.
- Boyatzis, R. (1982). *The Competent Manager*. New York. John Wiley.
- Cohen, F. Fink, B. Gadon L. et al. (1988). *Effective Behaviour in Organization*, (4<sup>th</sup> ed.), New York: Donnelley and Sons Company
- Coleman M. (2000). "The Female Secondary Head Teachers in England and Walles: Leadership and Management Styles." *Journal of Educational Research*; Vol. 42, No.1
- Coles, C. (1975). "The Administrator: Male or Female?" *Journal of Teacher Education*, 26(4), 326-327.
- Colewill, R. (1989). *Female and Leadership*. Massachusett. Allyn and Bacon.
- Debora, N. and Campbell, Q. (1997). *Organizational Behaviors: Foundation, Realities and Challenges*. (2<sup>nd</sup> ed.) London: West Publishing Company
- Donnelly, H, Gibson, J, Ivancevich M. (1992). *Fundamentals of Management*, (8<sup>th</sup> ed.). Homewood: Von Hoffmann Press, Inc.
- Eagly, A. et. al. (1992). "Gender and Leadership Styles Among School Principals: A Meta Analysis", *Educational Administration Quarterly*: 28(1), 76-102.
- Eagly, A. Karau, S. and Johannesen, M. (2001). "The Leadership Styles of Women and Men." *Journal of Social Issues.*, (57(4) P.781-797.

- Engen, M. and Willemsen, M. (2002). *Gender and Leadership Styles: A Review of the Past Decade*; The Netherlands; Tilburg University: <http://ideas.repec.org/p/dgr/kubwir/20006.htm>
- Fauth, H. and Gloria, C. (1984). "Women in Educational Administration: A Research Profile", *The Educational Forum* 49(1), 65-75
- Fiedler, F. (1967). *A Theory of Leadership Effectiveness*. New York: McGraw- Hill.
- Fishel, A. and Pottker, J. (1975). "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies", *Sex Bias in the Schools*, Spring, 289-299.
- Fullhan, M. (2000). *Educational Leadership*- Jossey- Bass Inc, 350 Son some Street, San Francisco. California.
- 9 Gordon, R. J. (1996). *Organizational Behaviour* (5<sup>th</sup> ed.), Prentice Hall, Upper Saddle River, New Jersey
- Grambs, D. (1978). "Women and Administration: Confrontation or Accommodation?" *The Educational Digest*: 42(7), 79-92
- Hanson, E. (1985). *Educational Administration and Organizational Behaviour*. Massachusett. Allyn and Bacon.
- Heller, T. (1988). *Women and Men as Leaders: In Business, Educational and Service Giving Organizations*, Phoenix; Oriyx Press.
- Hersey, P. and Blanchard, K. (1988). *Management of Organizational Behaviour*: (5<sup>th</sup> ed.), New York: Englewood Cliffs, Prentice-Hall, Inc.
- Law, S. and Glovers, D. (2000). *Educational Leadership and Learning: Practice, Policy and Research*: Open University Pres Buckingham; Philadelphia.
- Lunenburg, A. and Ornstein, C. (1991). *Educational Administration: Concepts and Practice*. California: Wads worth Inc. Belmont;.
- Luthans, F. (1981). *Organizational Behaviour*. New York; McGraw-Hill, Inc.
- Lutheran World Federation.(1973). *Leadership Development for Women*. Addis Ababa: Ethiopia. *Brihanena selam printing press*
- Mahlase, M. and Shirley, L. (1997). *The Careers of Women Teachers Under Apartheid*. Harare: Southern Africa Printing and Publishing House (SAPPHO) Pvt. Ltd.

- McGrath, S. and Goin M. (1992). "Here Come the Women". *Journal of Educational Leadership*. 69(5), 62-65.
- Morsink, H. (1970). *Leadership Behaviour of Men and Women Principals*. NASSP Bulletin, 54 (347), 80-87.
- Norman, W. (1980). *People and Decisions*. Cambridge Business Studies. Hong Kong, Shek Wah Tong Printing Press Ltd.
- Rashid, A. and Archer H. (1983). *Organizational Behaviour*. Toronto: Methuen Publications.
- Ronald, L. (1992). "Science: Sizing up the Sexes" Time, January 20,40-45
- Sergiovanni, J. and Carbally E. (1984). *Leadership and Organizational Culture*. Illini Book Education, Urbana and Chicago
- Shackleton, V. (1995). *Business Leadership*. New York; Soldius Bristol Limited.
- Shakeshaft, C. (1989). *Women in Educational Administration*. New Delhi: Sage Publications
- Stoner A. (1982). *Management*, 2<sup>nd</sup> (ed). New Jersey, Prentice-Hall, Inc/Englewood Cliffs.
- Stracher, J. (1993). "Increasing the Personal and the Professional: Researching Women in Educational Leadership." *Journal of Gender and Education*, 5(2), 218-20
- Vinnicombe, S. and Colwill, L. (1995). *The Essence of Women in Management*: New Jersey, Englewood Cliffs: Prentice- Hall Inc.
- Vroom, V. and Yetton, E. (1973). *Leadership and Decision Making*. Pittsburgh: University of Pittsburgh Press.
- William, J. (1987). *Human Behavior in Organization*. Cincinnati: South-Western Publishing Co.
- Williams, C. Dubrin, J. and Sisk, I. (1985). *Management and Organization* (5<sup>th</sup> ed), South-Western Publishing Co. Cincinnati, Ohio
- Yukl, G. (2002). *Leadership in Organizations* (5<sup>th</sup> ed.), New Jersey: Prentice-Hall, Inc, Upper Saddle River
- Zenebe-Baraki (1992). Leader Role Behaviour of Senior Secondary School Principals in Ethiopia. (Unpublished Master's Thesis).

# APPENDICES

## Appendix A

### List of Sample Schools and their principals by their sex

No	Names of the schools	Sex of the Principal
1	Dilbetigil Primary School	M
2	Entoto Amba Primary School	M
3	Tsehay Chora Primary School	F
4	Eshet Primary School	F
5	Yekatite 23 Primary School	M
6	Beherawi Bete Mengist Primary School	M
7	Timehirt Bilichta Primary School	M
8	Ethiopia Tekdem No.2 Primary School	F
9	Dejazmach Balcha Primary School	M
10	Bekele Weya Primary School	F
11	Tensae Berihan Primary School	F
12	Ledeta Selam Primary School	F
13	Tesfa Kokeb Primary School	M
14	Finfine Primary School	F

## Appendix B

### General Instruction

The whole purpose of this study is to investigate whether male and female school principals employee different or similar leadership styles and also to see whether their leadership styles have any effect on their leadership effectiveness.

The information collected will be used strictly for academic purpose. Therefore feel confident in giving genuine answer to the questionnaire because it is your honest response that can determine the success of this study.

Be sure that your response will be kept confidential. Thus you are kindly requested to carefully respond to the personal information required before you go to the items. Then carefully read the instructions and each items before your response. If you want to change your response be sure that you have canceled the unwanted one.

You need not write your name on the paper.

Thank you in advance for your kindly cooperation

### Leadership Style Survey to be Filled by Principals

#### *Directions*

This questionnaire contains statements about leadership style beliefs. Next to each statement, mark the number that represents how strongly you feel about the statement by using the following scoring system:

Almost Always True= 5      Frequently true = 4

Occasionally True= 3      Seldom True = 2      Almost Never True =1

Be honest about your choices as there are no right or wrong answers- it is only for your own self-assessment.

Respond to each item by making an "X" Mark in the boxes.

## Persona Information

Name of your school \_\_\_\_\_

Your sex \_\_\_\_\_

How many years have served as a principal in this school? \_\_\_\_\_

## Leadership Style Survey

No		Almost Always True (5)	Frequently True (4)	Occasionally True (3)	Seldom True (2)	Almost never True (1)
1	I always retain the final decision making authority within my department or team					
2	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decisions making authority.					
3	I and my employees always vote whenever a major decision has to be made.					
4	I do not consider suggestions made by my employees as I do not have the time for them					
5	I ask for employee ideas and input on upcoming plans and projects					
6	For a major decision to pass in my school, it must have the approval of each individual or the majority					
7	I tell my employees what has to be done and how to do it.					
8	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice					
9	To get information out, I send by notice and memos, very rarely is a meeting called. My employees are then expected to act upon the information					
10	When someone makes a mistake, I tell them not to ever do that again and make a note of it.					
11	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.					
12	I allow my employees to determine what needs to be done and how to do it.					
13	New hires are not allowed to make any decisions unless it is approved by me first.					
14	I ask employees for their vision of where					

	they see their jobs going and then use their vision where appropriate.					
15	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job					
16	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.					
17	I allow my employees to set priorities with my guidance.					
18	I delegate tasks in order to implement a new procedure or process.					
19	I closely monitor my employees to ensure they are performing correctly.					
20	When there are differences in role expectations, I work with them to resolve the differences.					
21	Each individual is responsible for defining their job.					
22	I like the power that my leadership position holds over subordinates.					
23	I like to use my leadership power to help subordinates grow					
24	I like to share my leadership power with my subordinates.					
25	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.					
26	Employees will exercise self-direction if they are committed to the objectives.					
27	Employees have the right to determine their own organizational objectives.					
28	Employees seek mainly security.					
29	Employees know how to use creativity and ingenuity to solve organizational problems.					
30	My employees can lead themselves just as well as I can					

### Leadership Style

### Items

- Democratic = 2, 3, 5, 6, 14, 20, 24, 26, 27, 28
- Autocratic= 1, 4, 7, 10, 13, 16, 17, 19, 22, 25
- Laissez-faire = 8, 9, 11, 12, 15, 18, 21, 23, 29, 30

Please respond to the statements listed below as it applies to the principal of your school. Check the number that best describes the behavior of your principal against each item list.

To what extent does your principal engage himself in the following kinds of behavior?

**Choices**      5= Always                  4= Often      3= Sometimes,  
                          2= Seldom                  1= Never

For all items listed below, make an “X” mark for your choice in the provided space

No		5	4	3	2	1
1	He/she makes his/her attitudes clear to the staff					
2	He/she tries out his new ideas with the staff					
3	He/she does personal favors to staff members					
4	He/she does little things to make it pleasant to be a member of the staff					
5	He/she rules with an “iron hand” punishment or (authoritative leadership)					
6✓	He/she criticizes poor work					
7	He/she is easy to understand					
8	He/she finds time to listen to the staff					
9	He/she speaks in a manner not to be questioned					
10	He/she assigns staff members to particular tasks					
11✓	He/she doesn't have close relation with staffs. (socially distant)					
12	He shows concern for the personal welfare of individual staff members					
13	He/she works without a plan					
14✓	He/she maintains definite standards of performance					
15	He/she refuses to explain his actions					
16	He/she acts without consulting the staff					
17	He/she emphasizes the meeting of deadlines					
18	He/she encourages the use of uniform procedures					
19	He/she is slow to accept new ideas					

20	He/she treats all staff members as his equals					
21	He/she makes sure that his part in the organization is understood by all members					
22	He/she lets staff members know what is expected of them					
23	He/she is willing to make changes					
24	He/she is friendly and approachable					
25	He/she sees to it (makes sure) that staff members are working up to capacity.					
26	He/she sees to it that the work of staff members is coordinated					
27	He/she makes staff members feel at ease (relaxed) when talking with them.					
28	He/she puts suggestions made by the staff into operation(implement them)					
29	He/she gets staff approval on important matters before going ahead.					
30	He/she asks that staff members follow standard rules and regulations.					

**Leadership Style**

**Items**

- Democratic = 1, 2, 8, 20, 21, 22, 23, 24, 26, 29
- Autocratic= 4, 5, 6, 11, 14, 15, 16, 17, 19, 25
- Laissez-faire = 3, 7, 9, 10, 12, 13, 18, 27, 28, 30

*N.B. A style with the highest score is the one exercised by a principal*

**በአዲስ አበባ ዩኒቨርሲቲ  
የሥነ-ትምህርት ኮሌጅ  
የድህረ ምረቃ ፕሮግራም  
የትምህርት አስተዳደርና የሥራ አመራር ትምህርት ክፍል  
መምህራን የሚሞላ**

**አጠቃላይ መመሪያ**

ይህ ጥናት እየተካሄደ ያለው በአዲስ አበባ ዩኒቨርሲቲ በሥነ-ትምህርት ኮሌጅ በትምህርት አስተዳደርና አቀራረብ የሁለተኛ ዲግሪውን እየተከታተለ ባለው ተማሪ ነው።

የጥናቱም ዋና ዓላማ በአዲስ አበባ የመጀመሪያ ደረጃ ት/ቤቶች ወንድና ሴት ርዕሰ መምህራን የሚከተሉትን የአመራር ሥርዓቶች ለመዳሰስ ነው። ከዚህም በመነሣት የርዕሰ መምህሩ የታ እና የምመርጧቸው የአመራር ስልቶች በአመራራቸው ውጤታማነት ላይ ያላቸውን ተፅእኖ ለመዳሰስ ነው። የጥናቱ ውጤት ሙሉ ለሙሉ ለጥናቱ ብቻ የሚውል መሆኑንና የእያንዳንዱ መምህርም ሆነ ርዕሰ መምህር መልሶች በጥንቃቄ የሚያዙ መሆናቸውን ሙሉ በሙሉ እርግጠኛ ይሁኑና ለቀረቡት ጥያቄዎች ትክክለኛ ነው ብለው የሚያስቡትን መልሶች እንዲመልሱ ከአደራ ጋር በትህትና እጠይቃለሁ።

ለዚህ ጥናት መሣካት የእርስዎ ትክክለኛና እውነተኛ መልስ የጀርባ አጥንት መሆኑን በአንክሮ ላስገነዝቡት እወዳለሁ።

በወረቀቱ ላይ ስምዎን መጻፍ አያስፈልግም።

ስለ ትብብርዎ እጅግ በጣም አመሰግናለሁ።

**የግል መረጃ:**

- የትምህርት ቤትዎ ስም-----
- የትምህርት ቤትዎ ርዕሰ መምህር የታ-----
- የእርስዎ የትምህርት ደረጃ -----
- የእርስዎ የታ -----
- በዚህ ት/ቤት ውስጥ በመምህርነት ለምን ያህል ጊዜ አገልግለዋል?-----

**መመሪያ**

የሚከተሉት ጥያቄዎች የርዕሰ መመህራንን የአመራር ስልቶች የሚያሳዩ ናቸው። በዚህ መሠረት የት/ት ቤትዎ ርዕሰ መምህር/ት እያንዳንዱን ጥያቄ ምን ያህል እንደሚያከናውን ከቁጥር አንድ (1) እስከ ቁጥር አምስት (5) በአንዱ ሥር ብቻ የ “✓” ምልክት በማድረግ ያሳዩ። ቁጥሮቹም የሚከተሉትን ቃላቶች ይወክላሉ።

- 5 = ሁልጊዜ ያደርጋል/ታደርጋለች።      2 = ጥቂት ጊዜ ብቻ ያደርጋል/ታደርጋለች።  
 4 = አብዛኛውን ጊዜ ያደርጋል/ታደርጋለች። 1 = በፍፁም አያደርግም/አታደርግም።  
 3 = አንዳንድ ጊዜ ያደርጋል/ታደርጋለች።

		ሁልጊዜ 5	አብዛኛውን ጊዜ 4	አንዳንድ ጊዜ 3	ጥቂት ጊዜ ብቻ 2	በፍፁም አያደርግም/አ ታደርግም 1
1	የራሱን/ሷን የሥራ አመለካከት ለመምህራን ግልፅ ያደርጋል/ ታደርጋለች።					
2	አዲስ የአሠራር ዘዴ ካሰበ/ካሰበች ከመምህራን ጋር ይወያይበታል/ ትወያይበታለች።					
3	በግለ/ሷ ለመምህራን ጥሩ ነገር ይመኛል/ትመኛለች።					
4	መምህራን እንደ አንድ የሥራ ባልደረባቸው እንዲያዩት የሚያደርገው/ የምታደርገው ጥረት/ ጥቂት ነው።					
5	መምህራን በማስፈራራትና በቀጣት ማስተዳደር ይፈልጋል/ ትፈልጋለች።					
6	መምህራኑ በደንብ ካልሠሩ ይተቻቸዋል/ ትቻቸዋለች።					
7	በውይይት ሰዓት ምን ማለት እንደፈለገ/ለች መምህራን በቀላሉ ይረዱታል/ይረዷታል።					
8	የመምህራንን አስተያየት የሚያዳምጥበት ጊዜ ይመድባል።					
9	ከመምህራን ጋር ስወያይ አነጋገር/ሯ ለጥያቄ የማይጋብዝ ነው።					
10	ለእያንዳንዱ መምህር የየራሳቸውን ሥራ ይሰጣል/ትሰጣለች።					
11	ብዙውን ጊዜ ከመምህራን ጋር ቅርበት የለውም/ የላትም።					
12	የእያንዳንዱን መምህር የግል ችግር ይገነዘባል/ ትገነዘባለች።					
13	ለሥራው ምንም ዓይነት ዕቅድ አያወጣም/ አታወጣም።					

14	ሥራው የተቀመጠበትን መስፈርት በትክክል እንዲያሟላ ጥረት ያደርጋል/ታደርጋለች።					
15	የምወስዳቸውን/ የምትወስዳቸውን እርምጃ በግልፅ ለመምህራን አያስረዳም/አታስረዳም።					
16	ማንኛውንም እርምጃ ሲወስድ/ስትወስድ መምህራንን አያማክርም/አታማክርም።					
17	ማንኛውም ሥራ በተቀመጠለት ቀን ገደብ እንዲያልቅ ያስጠነቅቃል/ ታስጠነቅቃለች።					
18	መምህርን ሁሉ በተመሳሳይ መንገድ ሥራቸውን እንዲሰሩ ጥረት ያደርጋል/ታደርጋለች።					
19	አዲስ ለውጥ በመምህራን ሲቀርብ ቶሎ አይቀበልም/ አትቀበለም።					
20	ሁሉንም መምህራን ከራሱ እኩል ይመለከታቸዋል/ ትመለከታቸዋለች።					
21	የእሱን/የእሷን ሃሳብ ሁሉም መምህራን በትክክል መረዳታቸውን ያረጋግጣል/ ታረጋግጣለች።					
22	እያንዳንዱ መምህር የምጠበቅበትን እንዲያውቅ ይረዳቸዋል/ ትረዳቸዋለች።					
23	በት/ቤቱ ውስጥ ለውጥ ለማምጣት ዝግጁ ነው/ናት።					
24	ከመምህራን ጋር ተግባብቶ/ታ እና ተቀራርቦ/ባ ይሠራል/ ትሠራለች።					
25	መምህራን ያላቸውን አቅም በሙሉ ተጠቅመው መሥራታቸውን ያረጋግጣል/ ታረጋግጣለች።					
26	መምህራን የሚሰሩት ሥራ ቅንጅት ያለው መሆኑን ያረጋግጣል/ታረጋግጣለች።					
27	ከመምህራን ጋር ስወያይ የምሰማቸውን በሙሉ በግልፅና በነፃነት አውጥተው እንዲናገሩ ያበረታታል/ ታበረታታለች።					
28	በመምህራን የተሰነዘሩትን አስተያየቶች ወደ ሥራ ይለውጣቸዋል።					
29	ቁልፍ የሆኑ ነገሮች ላይ ከመወሰኑ/ኗ በፊት ከመምህራን ድጋፍና እገዛ ይጠይቃል/ ትጠይቃለች።					
30	መምህራን የተቀመጠውን ህግና ደንብ አክብሮ እንዲሰሩ ጥረት ያደርጋል/ ታደርጋለች።					

**በመምህራን የሚሞላ**

**የርዕስ መምህራንን የአመራር ውጤታማነት ለመዳሰስ የተዘጋጀ መጠይቅ**

ይህ መጠይቅ የተዘጋጀው የመጀመሪያ ደረጃ ርዕስ መምህራን በአመራር ላይ ያላቸውን ጠንካራ ጎንና ማሻሻያ የማያስፈልገውን ቦታ ለመለየትና ችግሩን ለመፍታት የሚያገለግሉ ገንቢ ሃሳቦችን ለመሠንዘር ነው። ስለሆነም ከዚህ በታች ለተጠየቁት ጥያቄዎች ምን ያህል በርዕስ መምህራን/ሯ የአመራር ብቃት እንደተደሰቱ ከአንድ (1) እስከ (5) ባሉት ቁጥሮች በአንዱ ላይ የ “✓” ምልክት በማስቀመጥ ያመልክቱ።

		በጣም ተደሰቻለሁ 5	ተደሰቻለሁ 4	አልወሰንኩም 3	አልተደሰትኩም 2	በፍፁም አልተደሰትኩም 1
1	በመምህራን መካከል የእርስ በርስ መተማመን እንዲኖር ይጥራል /ትጥራለች።					
2	ለመምህራን ታማኝና ጥሩ ስነ-ምግባር አለው/አላት።					
3	መምህራን እርስ በርሳቸው ተያይተው እንዲሰሩ ያደርጋል/ታደርጋለች።					
4	ጠንካራ የሥራ ቁርጠኝነት አለው/አላት።					
5	ተጨባጭ የሆነ ዓላማና ራዕይ ለሠራተኞቹ በግልፅ ያቀርባል።					
6	ከመምህራን የምጠበቅባቸው ነገር በግልፅ ካስረዳ/ች በኋላ በትክክል መረዳታቸውን ያረጎግጣል/ታረጎግጣለች።					
7	ሠራተኞች ለሥራቸው የተጠያቂነት ስሜት እንዲኖራቸው ያደርጋል/ታደርጋለች።					
8	ከላይ እስከ ታች ላሉት ሠራተኞች የት/ቤቱን ዓላማ በግልፅ ያስረዳል/ታስረዳለች ወደ ሥራም ለመቀየር ይጥራል/ ትጥራለች።					
9	ውሳኔዎችን በራስ/ሷ ይወስንና ለመምህራን ይነግራል/ ትነግራለች።					
10	ለሥራው ስኬታማነት እንቅፋት የሚሆኑ አለመግባባትን ቶሎ ይፈታል/ትፈታለች።					
11	በተፈጥሮው ከሠዎች ታር የመግባባት ብቃት ስላለው/ ስላላት የሚያደርገው ውይይት ውጤታማ ነው።					
12	ለውሳኔዎች ማንንም ተጠያቂ ሳያደርግ/ሳታደርግ እራስ/እራሷ ሃላፊነትን ይወስዳል/ትወስዳለች።					
13	መምህራን ዕቅድ ማወጣት ላይ እንዲሳተፉ					

	ያደርጋል/ ታደርጋለች።					
14	ሥራቸውን በጥሩ መልኩ ያከናወኑ መምህራንን ያመሰግናል/ ታመሰግናለች።					
1	ሠዎችን ሥራ ላይ ስመድብ/ስትመድብ የሀላፊነት ስሜት እንዲኖራቸው ያደርጋል/ ታደርጋለች።					
16	መምህራንን በሥራቸው ላይ ውሳኔ ለማስተላለፍ የሚያስችሏቸውን ስልጣን ይሰጣቸዋል/ ትሰጣቸዋለች።					
17	መምህራንን የአመራር፣ የቡድን ሥራንና የተለያዩ መያዎችን እንዲያዳብሩ ስልጠና እንዲያገኙ ጥረት ያደርጋል/ታደርጋለች።					
18	አንዳንድ ፈጠራዎችን ወደሥራ በመቀየር የመምህራንን ጥረት ያበረታታል።					
19	ይህ ሥራ የኔ ነው ይህ የኔ አይደለም በሚል ጭቅጭቅ ሥራው እንዳይጎዳ ከፍተኛ ጥረት ያደርጋል/ታደርጋለች።					
20	በሥራው ረገድ ከፍተኛ ስኬት ከተገኘ ስኬቱን ለመዘከር መድረክ ያዘጋጃል/ ታዘጋጃለች።					
21	የአያንዳንዱን ሠራተኛ የሥራ ውጥረት በማቃለል ረገድ አመራሩ ውጤታማ ነው።					
22	የአመራሩን ሥራ፣ የግል ህይወቱንና ከት/ቤቱ ወጪ የሆኑትን ሥራዎች አመጣጥኖ ያስኬዳል።					
23	ሥራውን የሚያጓጉቱ ቢሮክራሲዎችን ለማስወገድ ጥረት ያደርጋል/ ታደርጋለች።					
24	ሥራውን የሚጎዱ ሰውጦችንና አሰባላቢዎችን በተገቢው መንገድ ያስተናግዳቸዋል።					
25	ቢያንስ 80% የሚሆኑ ጠቃሚ መረጃዎች ወዲያው ለመምህራን እንዲተላለፍ ጥረት ያደርጋል/ታደርጋለች።					
26	ጊዜውን በተገቢው መንገድ ሥራ ላይ ያውላል/ ታውላለች።					
27	ሠራተኞችን ሁሉ በእኩል ዓይን ያይቸዋል/ ታያቸዋለች					
28	እራሱን/ሷን ከፍ ከፍ አድርጎ/አድርጋ ስለማይመለከት መምህራን ጋራ ጥሩ ግንኙነት አለው/አላት።					
29	መምህራንን ሊያነጋግሩት/ሯት ከፈለጉ ሁልጊዜ ዝግጁ ነው/ናት።					
30	መምህራንን ልዩነታቸውንና ሀሳባቸው በተለያየ መንገድ እንዲያቀርቡ ያበረታታቸዋል/ታበረታታቸዋለች።					

## Appendix C

**To be Filled by teachers, “LEAD others”**

### Personal Information

Name of your school \_\_\_\_\_

Your sex \_\_\_\_\_

Sex of your principal \_\_\_\_\_

Your educational level \_\_\_\_\_

This part is designed to measure personal satisfaction and hence to assess principal’s effectiveness in leadership.

This assessment is designed to identify important personal strengths as well as areas where improvement is needed. The researcher ask you to evaluate your satisfaction level in the 30 areas below. Please check one answer per question.

To what extent have you been satisfied with your principals regarding the following leadership behaviours?

No	As a Leader the Principal:	Very satisfied (5)	Satisfied (4)	Undecided (3)	Dissatisfied (2)	Very Dissatisfied (1)
1	Create an atmosphere of mutual trust					
2	Demonstrate honest, ethical behavior in all transactions.					
3	Lead by example as in “doing what I ask others to do.”					
4	Demonstrate courage in all transactions.					
5	Communicate a clear vision with recognizable goals for the organization and its people.					
6	State expectations clearly and confirm understanding.					
7	Expect people to be accountable and offer support					
8	Translate organizational goals practically and meaningfully for people from the lowest level to the highest level.					
9	Make and communicate decisions promptly.					
10	Resolve conflict with the goal for all to succeed.					
11	Communicate with charisma and effectiveness to groups.					
12	Take responsibility for decisions without finger pointing					
13	Involve others in planning actions.					

14	Praise people for work well done.					
15	Delegate in a way that encourage others to have full ownership.					
16	Appropriately provide authority to others to make decisions.					
17	Believe in and provide training that teaches leadership, teamwork and technical skills.					
18	Implement innovation as a method to improve performance					
19	Demonstrate no tolerance for organizational turfing or “them and us” scenarios.					
20	Create forums to celebrate organizational successes					
21	Support and demonstrate efficient management of personal stress levels.					
22	Support and demonstrate balance between leadership responsibilities, family and outside activities.					
23	Support and facilitate efficient cross functional communication that minimizes project or production delays.					
24	Manage impending change, real or rumored, efficiently					
25	Encourage at least 80% of the organization’s communications to close immediately in some form.					
26	Use time constructively and efficiently.					
27	Help people by listening without pre-judging.					
28	Have excellent relationships with work associates regardless of position in the organization.					
29	Is accessible to communication.					
30	Encourage people to communicate their differing opinions.					

**Indicators of effectiveness**

**Items**

- |                       |                                      |
|-----------------------|--------------------------------------|
| 1. Communication      | 2, 4, 5, 6, 8, 11, 23, 25, 28, 29    |
| 2. Conflict resolving | 1, 7, 10, 14, 17, 18, 20, 22, 24, 27 |
| 3. Decision making    | 3, 9, 12, 13, 15, 16, 19, 21, 29, 30 |

**To be Filled by the Principals (LEAD) self**  
**Leadership Effectiveness Survey**

Please honestly rank each of the 30 statements below with the word or phrase that best describes what takes place within your organization using 5 point rating scale. Almost never, Seldom, Sometimes, Often and Almost Always.

No		Almost Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Almost never (1)
1	I am on time for appointments and meetings.					
2	I take the time to be in good physical and emotional health.					
3	I demonstrate a strong work ethic.					
4	I take time for important relationships like my family and friends.					
5	I keep accurate track of dates, deadlines, and things to do.					
6	I genuinely care for the people within our organization or work group.					
7	I can laugh at myself.					
8	When I make a mistake, I apologize for it openly.					
9	I communicate a sense when someone is talking to me that both words and the feelings behind them are being heard.					
10	I take the time to get to know the people I lead in a personal way.					
11	I come to others for advice before I finalize plans					
12	I allow those I lead to disagree with me if they want.					
13	If I don't know the answer to a question, I ask for help.					
14	I conduct meetings that are characterized by open discussion and positive communication.					
15	I do not get defensive when someone corrects me.					
16	The people I lead could list at least three values that are important to us as an organization or work group.					
17	I seek to eliminate red tape and needless bureaucracy that doesn't contribute to fulfilling out mission.					

18	The people I lead could summarize the main purpose of our organization or work group in a sentence or two.					
19	I help establish systems for doing things that ensure quality.					
20	Our budget, staffing, and use of time reflect the priorities of our organization or work group.					
21	I help the people I lead set goals and we measure performance against them.					
22	At least four times a year I meet with the people I lead to discuss their progress and plans.					
23	When I assign a task, I make sure the expectations involved are clearly understood.					
24	At least once a week I praise the people I lead for work that has been done well.					
25	When I delegate an assignment, I provide regular checkpoints to keep it on track.					
26	We set a big, challenging but attainable goal that inspires us to excel.					
27	Everyone in our organization or work group knows where we're headed and are working to that end.					
28	I am able to maintain a positive outlook on the future of our organization even when facing significant challenges.					
29	Our organization or work group has specific goals that we set every year and follow to completion					
30	I regular refer to the exciting future that lies a head of us.					

**Indicators of effectiveness**

**Items**

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. Communication      | 2, 4, 9, 13, 14, 22, 23, 27, 29, 30 |
| 2. Conflict resolving | 1, 6, 8, 10, 12, 15, 21, 24, 26, 28 |
| 3. Decision making    | 3, 5, 7, 11, 16, 17, 18, 19, 20, 25 |

**Scoring system for each the indicators**

- 50-41 indicated complete effectiveness
- 40-31 indicated above average effectiveness
- 30-21 indicated average effectiveness
- 20-11 indicated below average effectiveness
- 10 indicated none effectiveness

**በኢ.ዲ.ሰ አበባ ዩኒቨርሲቲ  
የሥነ-ትምህርት ኮሌጅ  
የድህረ ምረቃ ፕሮግራም  
የትምህርት አስተዳደርና የሥራ አመራር ትምህርት ክፍል  
በርዕስ መምህራን የሚሞላ**

**አጠቃላይ መመሪያ**

ይህ ጥናት እየተካሄደ ያለው በኢ.ዲ.ሰ አበባ ዩኒቨርሲቲ በሥነ-ትምህርት ኮሌጅ በትምህርት አስተዳደርና የሥራ አመራር የሁለተኛ ዲግሪውን እየተከታተለ ባለው ተማሪ ነው።

የጥናቱም ዋና ዓላማ በኢ.ዲ.ሰ አበባ የመጀመሪያ ደረጃ ት/ቤቶች ወንድና ሴት ርዕስ መምህራን የሚከተሉትን የአመራር ሥልቶች ለመዳሰስ ነው። ከዚህም በመነሣት የርዕስ መምህሩ ያታ እና የምመርጧቸው የአመራር ስልቶች በአመራራቸው ውጤታማነት ላይ ያላቸውን ተፅእኖ ለመዳሰስ ነው። የጥናቱ ውጤት ሙሉ ለሙሉ ለጥናቱ ብቻ የሚውል መሆኑንና የእያንዳንዱ መምህርም ሆነ ርዕስ መምህር መልሶች በጥንቃቄ የሚያዙ መሆናቸውን ሙሉ በሙሉ እርግጠኛ ይሁኑና ለቀረቡት ጥያቄዎች ትክክልኛ ነው ብለው የሚያስቡትን መልሶች እንዲመልሱ ከአደራ ጋር በትህትና እጠይቃለሁ።

ለዚህ ጥናት መሣካት የእርስዎ ትክክለኛና እውነተኛ መልስ የጀርባ አጥንት መሆኑን በአንክሮ ላስገነዝቡት እወዳለሁ።

በወረቀቱ ላይ ስምዎን መጻፍ አያስፈልግም።

ስለ ትብብርዎ እጅግ በጣም አመሰግናለሁ።

**የግል መረጃ:**

የትምህርት ቤትዎ ስም \_\_\_\_\_

የታ \_\_\_\_\_

የትምህርት ደረጃ \_\_\_\_\_

አሁን ባለብት ት/ቤት ውስጥ ለምን ያህል ጊዜ በርዕስ መምህርነት አገልግለዋል? \_\_\_\_\_

**መመሪያ**

ይህ መጠይቅ የተዘጋጀው የመጀመሪያ ደረጃ ት/ቤቶች ወንድ እና ሴት ርዕስ መምህር የሚከተሉትን የአመራር ስልቶች ለመዳሰስ ነው። ሥለሆነም ስለራስዎ የአመራር ስልት ያለዎትን እምነት በጥያቄው ላይ በተመለከተው ሁኔታ መልስዎን ያስቀምጡ። ይህም ከጥያቄው ጎን ከተቀመጡት ቁጥሮች የእርስዎን እምነት በማገናዘብ ከቁጥር 1 እስከ 5 ውስጥ በአንዱ ቁጥር ሥር ብቻ የ “✓” ምልክት በማድረግ ይመልሱ።

በዚህ መሠረት: 5 = ስልቱን ሁልጊዜ መከተልዎን ያመለክታል።

4 = ስልቴን በተደጋጋሚ መከተልዎን ያመለክታል።

3 = ስልቴን አንዳንድ ጊዜ ብቻ መከተልዎን ያመለክታል።

2 = ስልቴን ጥቂት ጊዜ ብቻ መከተልዎን ያመለክታል።

1 = ስልቴን በፍፁም አለመከተልዎን ያመለክታል።

ተ. ቁ	የአመራር ስልቶች	ሁልጊዜ 5	በተደጋጋሚ 4	አንዳንድ ጊዜ 3	ጥቂት ጊዜ ብቻ 2	በፍፁም አላደርግም 1
1	የመጨረሻውን ውሳኔ ሁልጊዜ ለብቻዬ እወስናለሁ።					
2	ምንና እንዴት እንደምንሰራ ከመምህራን ጋር እንወያየለን፣ ይሁን እንጂ ውሳኔውን እኔ እወስናለሁ።					
3	አንድ ውሳኔ ስንወስን እኔም መምህራንም እኩል እንሳተፋለን።					
4	የመምህራንን ሃሳብና አስተያየት ለመቀበል ጊዜ ስለሌለኝ እነሱን አላስተፋቸውም።					
5	አንድን አቅድ በምቀይስበት ጊዜ መምህራን አስተያየታቸውን እንዲሰጡበት እጋብዛለሁ።					
6	አንዳንድ አብይ ውሳኔዎች ሲወስኑ የሁሉንም ወይም የብዙሀኑን ድጋፍ ማግኘት አለበት።					
7	መምህራን ምንና እንዴት እንደምሠሩ እኔ አነግራቸዋለሁ።					
8	ነገሮች በማይፈለግ አቅጣጫ ከሄዱ ወደ ተክክለኛው መንገድ እንዲመልሱ ስብሰባ ጠርቼ እማክራለሁ።					
9	ለመምህራን መረጃ የምሰጠው ስብሰባ ጠርቼ ሳይሆን በፅሁፍ በፀሐፊ/secretary/ እና በመሳሰሉት ዘዴ ነው።					
10	አንድ መምህር ጥፋት ከሰራ ሁለተኛ ጥፋት እንዳይሠራ አስጠነቅቀውና የሠራውን ጥፋት መዝግቤ አስቀምጥለታለሁ።					
11	መምህራን ለሥራቸው የባለቤትነት ሥሜት እንዲሰማቸው ሁኔታዎችን አመቻቻለሁ በውሳኔ ላይም እንዲሳተፉ እጋብዛቸዋለሁ።					
12	መምህራን ምንና እንዴት መሥራት እንዳለባቸው ለራሳቸው እንዲወስኑ ነፃነት እሰጣቸዋልሁ።					
13	አዲስ ተቀጣሪ መምህራን ከእኔ ማረጋገጫ ሳያገኙ ምንም አይነት ውሳኔ ላይ መሳተፍ አይችሉም።					
14	የመምህራን የሥራ ራዕይ ምን እንደሆነ እጠይቃቸውና ራዕዩን እንደአግባብነቱ እንጠቀምበታለን።					
15	መምህራን ሥለ ሥራቸው ከእኔ የበለጠ ስለሚያውቁ በሥራቸው ላይ እንዲወስኑ እፈቅድላቸዋለሁ።					

16	አንዳንድ ነገሮች ወዳልተፈለገ አቅጣጫ ሲሄዱ ለመምህራን መንገዱ ትክክለኛ አለመሆኑን እንግራቸውና ትክክለኛውን መንገድ እቀይሣለሁ።					
17	መምህራን በእኔ መሪነት የሥራ ቅደም ተከተል እንዲያዘጋጁ አደርጋለሁ።					
18	እኔ አዲስ ሥራ ለመሥራት ከፈለኩ የበሬቱ ሥራዬ ላይ ሌላ ሰው እወክላለሁ።					
19	መምህራን በተገቢ መንገድ መሥራታቸውን ለማረጋገጥ በቅርበት እከታተለዋለሁ።					
20	መምህራን በሥራ ሚና ላይ ልዩነት ካላቸው ልዩነቱን ለመቅረፍ አብሬያቸው እሠራለሁ።					
21	እያንዳንዱ መምህራን ሥራውን በግልፅ የማወቅ ሀላፊት አለበት።					
22	በተሰጠኝ ስልጣን በመምህራን ላይ ያለኝ የበላይነት ያስደስተኛል።					
23	በሥልጣኔ ለሠራተኞች ዕድገት እገዛ ብሰጥ ደስ ይለኛል።					
24	ሥልጣኔን ከመምህራን ጋር ብጋራ ደስ ይለኛል።					
25	የተቀመጠውን አላማ ለማሳካት መምህራን በሀላፊያቸው መመራት ወይም መቀጣትና ማስፈራራት አለባቸው።					
26	መምህራን የተቀመጠውን ዓላማ ለማሳካት መስዕዋት ከከፈሉ በራሳቸው የመመራት ችሎታን ያዳብራሉ።					
27	መምህራን የትምህርት ቤታቸውን አላማ የመወሰን መብት አላቸው።					
28	ለመምህራን በዋነኝነት ደህንነታቸው መከበር አለበት።					
29	መምህራን የተለያዩ ፈጠራን ተጠቅመው የትምህርት ቤታቸውን ችግር መቅረፍ ይችላሉ።					
30	መምህራን ልክ እኔ የምመራቸውን ያህል ራሳቸውን መምራት ይችላሉ					

የሚከተሉት ጥያቄዎች የርዕሰ መመሪያ/ሯን የአመራር ወጤታማነት ለመዳሰስ የሚጠቅሙ ናቸው። በመሆኑም በጥያቄው የተመለከቱትን ነገሮች ምን ያህል እንደሚያከናውኑ ከቁጥር አንድ (1) እስከ ቁጥር (5) በአንዱ ሥር ብቻ የ “✓” ምልክት በማድረግ ያሳዩ። ቁጥሮቹም የሚከተሉትን ቃላት ይወክላሉ።

- 5 = ሁልጊዜ አደርጋለሁ።
- 4 = አብዛኛውን ጊዜ አደርጋለሁ።
- 3 = አንዳንድ ጊዜ አደርጋለሁ።
- 2 = ጥቂት ጊዜ ብቻ አደርጋለሁ።
- 1 = በፍፁም አላደርግም።

መጠይቁ ሙሉ በሙሉ ለጥናቱ ብቻ የሚውልና ሁሉም ነገሮች በምስጢር ስለሚያዙ ስለሆኑ ያለምንም ጥርጣሬ ይሙሉት።

ተ.ቁ	የአመራር ስልቶች	5	4	3	2	1
1	ማንኛውም ቀጠሮ ላይ በሰዓቱ እደርሳለሁ።					
2	ወጫዊ አካሌንና ውሳጣዊ አእምሮዬን ለማስተካከል ጊዜ ወስጄ አስብበታለሁ።					
3	የሥራዬን ሥነ-ምግባር በሚገባ አከብራለሁ።					
4	ከቤተሰቤና ከጓደኞቼ ጋር የምንገናኝበትን ጊዜ እመድባለሁ።					
5	ሥራዎች በትክክለኛ ፍጥነት እንዲሄዱና በተመደበላቸው ቀን እንዲያልቁ ጥረት አደርጋለሁ።					
6	ለመምህራን በሚገባ እጠነቀቃለሁ። እንዳይጎዱም እፈልጋለሁ።					
7	አንዳንዴ በራሴ ሥራ እገረምና እስቃለሁ።					
8	ሥህተት ከሠራሁ መምህራንን በግልፅ ይቅርታ እጠይቃለሁ።					
9	ከመምህራን ጋር ስወያይ የሚናገሩትን ብቻ ሳይሆን ስሜታቸውንም ለመረዳት ጥረት አደርጋለሁ።					
10	እያንዳንዱን መምህር በግል ማንነቱን ለማወቅ ጥረት አደርጋለሁ።					
11	አንድን ዕቅድ ሳወጣ ከማጠናቀቁ በፊት የሌሎችን አስተያየት እጠይቃለሁ።					
12	ከእኔ ሃሳብ ጋር መስማማት የማይፈልግ መምህር ካለ እንዲስማማ አላስገድደውም።					
13	ከአቅሜ በላይ የሆነ ጥያቄ ከአጋጠመኝ የሌሎችን እገዛ እጠይቃለሁ።					
14	የውይይት መድረክ በምኖርበት ጊዜ መምህራን በግልፅ ሀሳባቸውን እንዲገልፁ አበረታታለሁ።					
15	ስህተቴን ሌሎች ሰዎች ሲያርሙኝ ቅሬታ አይስማኝም።					

16	ከእኔ ሥር ያሉ ሠራተኞች የሚሰሩበትን ዓላማና ጥቅሙን ጠንቅቀው ያውቃሉ።					
17	ዓላማችንን የሚያደናቅፉ አላስፈላጊ ቢሮክራሲዎችንና የተለያዩ እንቅፋቶችን ለማጥፋት እጥራለሁ።					
18	በእኔ የሚመሩ ሠራተኞች የት/ቤቱን አጠቃላይ ዓላማ ጠንቅቀው ያውቃሉ።					
19	የሥራ ጥራትን የሚያሳድግ ማንኛውንም ሙከራ አበረታታለሁ።					
20	የጊዜ አጠቃቀሞችን ለተለያዩ ሥራዎች የምስጠውን ቅደም ተከተል መሠረት ያደረገ ነው።					
21	የት/ቤቶችን ዋና ዋና ዓላማዎች ከመምህራን ጋር አብረን እናስቀምጥናለን።					
22	መምህራን በሥራቸው ምን ያህል ወደፊት እንደተራመዱና ዕቅዱን ምን ያህል እንዳሳኩ ለመገምገም በዓመት ቢያንስ አንድ ጊዜ አይቼ አበረታታቸዋለሁ።					
23	በደንብ ለተከናወኑት ሥራዎች በሣምንት ቢያንስ አንድ ጊዜ አይቼ አበረታታቸዋለሁ።					
24	ሠራተኛን አንድ ሥራ ላይ ሲመድብ ከእሱ/ከእሷ የሚጠበቅበትን ነገሮችን ሁሉ በደንብ መረዳቱን/ቷን አረጋግጣለሁ።					
25	ሠራተኛን ሥራ ላይ ከመደብኩ በኋላ በተወሰኑ ጊዜያት ሥራቸውን እገመግማለሁ።					
26	ዓላማን ስናስቀምጥ ወደፊት ለመሥራት የሚነያሳሳን ዓይነት አድርገን ነው።					
27	እያንዳንዱ መምህር ዓላማችንን ከማሳካት አኳያ የት እንዳለን ያውቃል።					
28	ፈታኝ ሁኔታ ቢያጋጥመኝ እንኳን ስለ ሥራዬ የወደፊት ሁኔታ ቀና አመለካከቴን አልተወደም።					
29	በት/ቤታችን በየዓመቱ ግልፅና ተጨባጭ ዓላማዎችን እያስቀመጥን እሱ ለማሳካት እንሰራለን።					
30	አብዛኛውን ጊዜ ለመምህራን መጨረሻ ጊዜ ዓላማችንን ከማሳካት አኳያ ብሩህ እንደሚሆን እንዲያስቡና እንዲበረታቱ ጥረት አደርጋለሁ።					

## English Version of the Interview

1. Have you ever received additional training to strengthen your leadership activities? If you took, how many time?
2. who is frequently creating a problem in your principal ship activities? Male or female teachers? Why?
3. How many teachers left your school during the past 12 months?
4. Of those who left the school, how do you compare the number of male and female teachers?
5. What effort have you made to tackle the turnover? How much was your effort succeeded?
6. In your opinion, what were the major causes for the teacher to leave your school?
7. Do you clearly know the leadership style you are following? Do you know its advantages and disadvantages?
8. How much, do you think, teachers in your school are satisfied in your leadership style?
9. Do you think the gender of a principal has any influence on a leadership style the principal prefers? How?
10. How frequently do you conduct meeting with the teachers on leadership issues?

## ለርዕሰ መምህራን የተዘጋጀ ቃለ መጠይቅ

1. የአመራር ብቃትዎን ለማጎልበት ተጨማሪ ሥልጠና ወስደው ያውቃሉ? ከወሰዱ ምን ያህል ጊዜ?
2. አብዛኛውን ጊዜ ለአመራርዎ እንቅፋት የሚፈጥሩት ሴቶች ወይስ ወንዶች መምህራን ናቸው?
3. ከትምህርት ቤትዎ ላለፉት 12 ወራት ምን ያህል መምህራን ሥራቸውን ለቀዋል?
4. ሥራቸውን ከለቀቁት መምህራን የወንዶች ወይስ የሴቶች ብዛት ይበልጣል?
5. መምህራኑ ትምህርት ቤቱን እንዳይለቁ ያደረጉት ጥረት አለ? ካለ ምን ያህል ተሣክተዋል ይላሉ?
6. ለመምህራን ት/ቤቱን መልቀቅ ዋና ዋና ምክንያት ምን ምንጅን ናቸው ብለው ያስባሉ?
7. እርስዎ የሚከተሉት የአመራር ስልት (leadership style) ምን እንደሆነ በግልፅ ያውቃሉ? የአመራርዎን ስልት ጥቅምና ጉዳትስ ጠንቅቀው ያውቃሉ?
8. በእርስዎ የአመራር ስልትና ብቃት የት/ቤትዎ መምህራን ምን ያህል ተደስተዋል ብለው ያምናሉ?
9. የርዕሰ መምህሩ ያታ ርዕሰ መምህሩ በሚመርጧቸው የአመራር ስልትና የአመራሩ ብቃት ላይ ተፅዕኖ አለው ብለው ያስባሉ? እንዴት?
10. ከመምህራኖች ጋር የርስዎን አመራር በተመለከተ ምን ያህል ጊዜ ስብሰባ ያደርጋሉ?

## Calculation Regarding Principals Leadership Effectiveness.

1. Regarding teachers ratings of principals leadership effectiveness the calculation proceeds as follows.

First we have to identify the ten (10) items indicating principals effectiveness. Eg. Conflict resolving ability.

These items are: 1, 7, 10, 14, 17, 18, 20, 22, 24 and 27 (see page 80) then we have to add the ratings of the teachers for the ten items. Remember the lowest score for each item is one and the highest is 5 then the highest sum score for the ten items is 50 and the lowest is 10.

Then the calculation is indicated as an example here under.

**Table a.**

Items	Scales				
	1	2	3	4	5
1	✓				
7			✓		
10					✓
14			✓		
17				✓	
18			✓		
20				✓	
22				✓	
24				✓	
27				✓	

Then the sum of the above score becomes

$$1 + 3 + 5 + 3 + 4 + 3 + 4 + 4 + 4 + 4 = 35$$

Then since 35 is found between the range of 40-31, it indicates above average effectiveness

This means the teacher described the principal's conflict resolving effectiveness as above average.

2. Example for scores regarding principals communication effectiveness.

**Table b.**

Items	Scales				
	1	2	3	4	5
2			✓		
4				✓	
5			✓		
6				✓	
8			✓		
11					✓
23					✓
25				✓	
28					✓
29					✓

Then the sum of the scores becomes:

$$3 + 4+3 +4+ 3+ 5+ 5+ 4+ 5+ 5= 41$$

Then 41 is found in the range of 50-41. Thus it indicates complete effectiveness of the principal in communication.

3. Example for scores regarding principals decision making effectiveness.

**Table c.**

Items	Scales				
	1	2	3	4	5
3		✓			
9			✓		
12				✓	
13			✓		
15					✓
16					✓
19				✓	
21			✓		
29					✓
30					✓

Then the total score for the ten items becomes:

$$2+ 3 +4+ 3+ 5+ 5+ 4+ 3+ 5+ 5 = 39$$

Then since 39 is found in the range 40-31, it indicates 'above average' effectiveness of the principal in decision making.

Assume, if the above scores in table a, b and c, were rated by single individual the he/she rated the principal as "above average" in conflict resolving, 'complete' in communication and 'above average' in decision making.

According the figures under each levels of effectiveness in the table regarding effectiveness in the analysis section were obtained by adding the number of teachers who rated the principals in similar levels of effectiveness.

## DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Dejene Nigusie

Signature:  \_\_\_\_\_

Date July, 19, 2007

This thesis has been submitted for examination with my approval as the university advisor.

Name: Ayalew Shibeshi (Assoc. Prof)

Signature:  \_\_\_\_\_

Date 19-07-2007