



# **Addis Ababa University**

**College of Education and Language Studies**

**Department of Educational Planning and Management**

## **THE PRACTICE AND CHALLENGES OF SITUATIONAL LEADERSHIP: THE CASE OF SOME SELECTED PRIVATE SECONDARY SCHOOLS OF NIFAS SILK LAFTO SUB-CITY**

By

Muhidin Muzeyin

Advisor

Kenenissa Dabi (PhD)

**A thesis proposal submitted in partial fulfilment of the requirements for the degree of Master of Arts in educational leadership and management**

**May, 2025**

## Approval Sheet

### Addis Ababa University School of Graduate Studies

We hereby certify that we read and evaluated this thesis entitled **situational leadership practices and challenges** in private secondary schools of Nifas Silk Lafto Sub-city, Addis Ababa, prepared under our guidance by Muhidin Muzeyin Imam. We recommended that it is to be submitted as fulfilling the thesis requirement.

Kenenissa Dabi (PHD)

\_\_\_\_\_

\_\_\_\_\_

Major Advisor

signature

Date

As a member of the Board of Examiners of the MA Thesis open Defense Examination, we certify that we have read and evaluated the Thesis prepared by Muhidin Muzeyin Imam and examined the candidate. We recommended that the thesis to be accepted as fulfilling the Thesis requirement for the degree of Master of art in school leadership and educational management.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chairperson

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Internal Examiner

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

External Examiner

Signature

Date

## **Declaration**

I under signed, declare that this thesis entitled: - **‘situational leadership practices and challenges in Private Secondary Schools in Nifas Silk Lafto Sub-city’** is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. I can confirm that this study has not been submitted to this or other institutions for any degree or diploma programs. All sources of materials used for the thesis have been duly acknowledged.

Declared by

Name \_\_\_\_\_

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

Department \_\_\_\_\_

Date \_\_\_\_\_

## **Acknowledgements**

First and above all, I would like to thank my God for guiding me to the right way in doing this. I would like to thank to Dr. Kenenisa Dabbi for his constructive comments and unreserved guidance on crucial issue of the study. Next, I would like to thank my wife for being patient when I took her time and helpful while I was doing the study. I would also like to send my gratitude to the school principals who were willing to be interviewed and helped me a lot when the teachers fill the questionnaires. In addition, I would like to Miss Rehima Nursefa for helping fill the questionnaires data into excel sheet.

Finally but not the list I would like to thank my big brother, Idris Muzeyin, who was supporting me all those years of my masters education financially.

## List of Abbreviations / Acronyms

CPD----- Continuous professional development

MoE----- Ministry of Education

NGO----- Non-Government Organization

SIP ----- School Improvement Program

SPSS----- Statistical package of Social Science

AACA ----- Addis Ababa City Administration

## Abstract

*This study was conducted in private secondary schools in Addis Ababa with the title ‘The practice and challenges of situational leadership; the case of some selected schools in private secondary schools in Nifas Silk Lafto sub-city.’ The study was conducted based on Hersey and Blanchard life cycle of situational leadership, which is known to be flexible and adapted to situations. There was limited research on the topic which is believed to be very effective if implemented properly. This research aimed to identify the practicability of situational leadership within the selected private schools and identify the challenges the schools face in implementing the situational leadership style. The study was conducted in 8 private high schools selected randomly from the population of 25 schools. From those eight schools, 12 teachers were selected from each schools with simple random sampling with 96 total population of teachers. 19 school leaders were selected which comprises all the school principals, all the deputy principals and three compound supervisors. The research used descriptive survey design. The data were collected through questionnaire to teachers and interview to the school leaders. The data were analyzed using mean, standard deviation and percentile. Based on the analysis of the questionnaire data and cross checking them with the interview, it was found that almost all private secondary schools are not implementing the high level situational leadership practices, that is, the schools are implementing the two low level of situational leadership namely, telling style with 78.28% agreement and coaching style with 57.7% agreement.. The schools are not applying participatory with 69.4% agreement and delegating types with 74.75% agreement of situational leaderships. The major challenges in implementing situational leadership in private secondary school were found to be lack of trainings for school leaders, resistance to changes, resource limitations, rigid cultural norms, teachers’ turnover and administrative overload. As a result the following recommendations were forwarded. School owners and school leaders should let the necessary training on implementation of situational leadership, fostering culture of decision making by involving staffs in some strategic decision making, allocating the necessary budget to fulfill resources, developing system to retain teachers, reducing school leaders’ overload and empowering competent staffs.*

**Keywords:** *Situational leadership, private secondary schools, leadership challenges, Ethiopia, educational management.*

# Table of Contents

## Chapter 1: Introduction

1.1 Background of the study .....	1
1.2 Statement of the Problem .....	3
1.3 Objective of the Study.....	4
1.3.1 General Objective .....	4
1.3.2 Specific Objectives .....	4
1.4 Research Questions .....	4
1.5 Significance of the Study .....	5
1.6 Delimitation of the Study .....	6
1.7 Limitations of the Study .....	6
1.8 Operational Definition of Key Terms.....	7
1.9 Organization of the Study.....	7

## Chapter 2: Review of Related Literature

2.1 Basics of leadership.....	8
2.1.1 Situational Leadership .....	8
2.1.1.1 Life cycle theory-Hersey and Blanchard.....	8
2.1.1.2 Conceptual framework .....	10
2.2 Importance of Situational Leadership in High School .....	11
2.2.1 Supporting Teacher Development .....	11
2.2.2 Addressing Student Needs .....	12
2.2.3 Managing Change .....	12
2.3 Challenges of Situational Leadership in High School .....	13
2.3.1 Assessment Difficulties .....	13
2.3.2 Balancing Leadership Styles .....	13
2.3.3 Time Constraints .....	13
2.3.4 Resistance to Change .....	14
2.3.5 Cultural and Contextual Factors .....	14
2.3.6 Policy and Resource Constraints .....	14

2.4 Strategies to Overcome Challenges .....	15
2.5 Implication of the revised literature .....	16
<b>Chapter 3: Research Methodology</b>	
3.1 Research Design .....	17
3.2 Description of the Research Site .....	17
3.3 Sources of Data .....	18
3.3.1 Primary Sources .....	18
3.3.2 Secondary Sources .....	18
3.4 Population, Sampling, and Sampling Techniques .....	18
3.4.1 Population .....	18
3.4.2 Sampling.....	18
3.4.3 Sampling Techniques.....	19
3.5 Data Collection Instruments .....	19
3.5.1 Quantitative Data Collection .....	19
3.5.2 Data Analysis .....	20
3.6 Ethical Considerations .....	20
<b>Chapter 4: Results and Discussion</b>	
4.1 Characteristics of the respondents .....	21
4.1.1 Analysis and interpretation of data .....	23
4.2 Discussion .....	23
<b>Chapter 5: Conclusion and Recommendations</b>	
5.1 Summary .....	35
Key Findings on Situational Leadership .....	35
5.2 Conclusion .....	36
5.3 Recommendations .....	37
<b>References</b> .....	40
<b>Appendices</b> .....	43

# CHAPTER ONE

## 1. Introduction

This chapter discusses about background of the study, statement of the problem, research questions, and objectives of the study, significance of the study and definition of key terms.

### 1.1. Background of the Study

There is no single agreed definition of leadership. People defined leadership in many different ways. Some of the definitions of leadership by scholars, for example, include; leadership is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives. On the other hand, defined leadership as the ability of a person or group to influence and guide others in an organization, society, or team (Yukul, 2002, De Jong, 2007). Peter Drucker (2019) also defined leadership as the lifting of a man's vision to a higher sight, rising of a man's performance to a higher standard, the building of a man's personality beyond its limitations.

Leadership quality is one of the very critical factors that shape the success of educational institutions. The leadership styles have, significantly, higher influence on the performances of the teachers, students' academic and behavioral achievement, the teaching learning process and others like the overall school environment. Situational leadership is one of the several types of leadership styles which is characterized by being flexible where leaders are expected to adapt to their style based on the followers' maturity and competence. It has gained attention due to the fact that it has the potential to address diverse educational challenges (Hersey & Blanchard, 1969).

Private schools environment is different from others as the leaders have to respond to different needs of parents, teachers, students and administrators. In addition, private schools face pressures from parent expectations, financial stability and competition from neighboring schools (Bush, 2020). These different factors make school leaders to be adaptive to different circumstances.

Though situational leadership is advantageous for private schools theoretically, its application is challenging. School leaders need to balance the autonomy and guidance, tailor support for

teachers, and be able to manage resistance to changes (Northhouse, 2022). Furthermore, factors like school culture, resource limitation, and government policies also play an important role in implementation of situational leadership.

Situational leadership model can be and has been applied widely across different industries and across different organizational settings including business and management where it enhances team dynamics and productivity, education where it tailors teaching methods to students' learning readiness, health care where it adjusts leadership styles to the varying competencies of medical staff. There is limited attention to private secondary schools (Harris, 2018). The limited attention raises the question if situational leadership is practiced and if there are challenges leaders are facing.

Evidences have shown that most of the leadership studies in the sub-cities are more focused on participatory, distributed, and cultural dimensions of leadership in both public and private schools. There is medium stakeholders' involvement and reliance on low support and high directive approach in participatory types of leadership. They claimed that time constraints, lack of training, and insufficient guidance are the major challenges (Yitagesu, 2017). Organizational culture studies found that mission-driven, consistent, adaptable, and involvement-focused cultures were positively correlated with teacher job satisfaction—though schools often scored only average on involvement (Tamrat, 2022).

The other study which focused on school climate and teacher motivation highlighted that in private secondary schools low stakeholder engagement and leadership involvement found to be directly reducing teachers' morale (Mulumebet, 2020)

Despite the rich literature on participatory and distributed leadership in the region, there is no focused research on situational leadership in private secondary schools. Investigating situational leadership can illuminate how adaptable principals really are, how they adjust styles to different teacher capabilities, and what barriers exist for such responsiveness.

The main purpose of this study is to assess the situational leadership practices and challenges in the private secondary schools. It may bring light on the current practice of situational leadership, challenge and way to improve school leadership challenges in private secondary school in Nifas Silk Lafto sub-city.

## **1.2. Statement of the problem**

Leadership in private secondary schools plays a crucial role in ensuring quality education, effective management, and the achievement of institutional goals (Bush, 2020). Situational leadership, which emphasizes flexibility and the ability to adapt leadership styles to specific situations, is considered an essential approach for addressing the diverse needs of teachers, students, and staff (Blanchard et al., 2013).

Private secondary schools in Nifas Silk Lafto sub-city are operating in different and complex environment marked by rapid urbanization, resource constraint and diverse students and teachers' needs (Nifas Silk Lafto sub-city Education Office, 2023). Even though situational leadership is with huge and potential benefits its practice and challenges within the sub-city is not studied well.

Most of the existing researches on educational leadership in Ethiopia are focused on public schools or generalized leadership models with little or no attention to private schools (Mengistu, 2020). Studies in other contexts have shown up situational leadership being practiced only moderate level suggesting a huge gaps and consistency in implementation of situational leadership. Situational leadership is not fully practiced in private secondary schools due to lack of trained, experienced and competent personnel, high turnover of teachers, and insufficient extrinsic incentives which could be considered as human resource constraints. There are also change resistant staffs which are hindering the implementation of situational leadership (Zelalem, 2021).

Despite the growing recognition of the importance of leadership in education, there is limited research on how situational leadership is practiced in private secondary schools in this context. Furthermore, the specific challenges faced by school leaders in implementing situational leadership in Nifas Silk Lafto Sub-City have not been adequately explored.

This study aims to provide valuable insights on the extent in which situational leadership is practiced by private secondary schools in Nifas Silk Lafto sub-city, the specific challenges the school leaders are facing in implementing situational leadership in their schools and the impacts the challenges playing in the teachers and students performance and the overall school performances.

This research is going to provide information to the sub city to have policies which promote situational leadership implementation and training programs for their school leaders. It also helps private school owners and leaders to adopt situational leadership which increases their school performances and brings customer satisfaction. In addition, the study would be used as additional literature for further studies on situational leadership practice studies.

The findings of the study, further, will be significant for policy makers, educators, and school administrator to improve leadership efficiency in rapidly evolving educational sector (Ministry of Education, 2021)

### **1.3. Objectives of the study**

#### **1.3.1. General Objectives**

The general objective of this study is to assess the practice and challenges of situational leadership in private secondary schools in Nifas Silk Lafto Sub-city.

#### **1.3.2. Specific objectives**

The study has targets to achieve the following specific objectives:

1. To investigate the current practices of situational leadership in private secondary schools of Nifas Silk Lafto Sub-city.
2. To identify the practice of situational leadership model and to what extent in private schools.
3. To examine the major challenges faced by the school leaders in practicing situational leadership.

### **1.4. Research Questions**

The following research questions are going to be answered during the study.

1. Which models of situational leadership are commonly practiced in private secondary schools in Nifas Silk Lafto Sub-city?
2. To what extent is situational leadership practiced in private secondary schools?
3. What are the major challenges faced by school leaders in practicing situational leadership?

## **1.5. Significance of the study**

This study has substantial importance for various stakeholders in the education sector, including school administrators, teachers, policymakers, and researchers. The study's significance includes:

First, this research contributes to the growing body of knowledge on educational leadership by providing empirical insights into how situational leadership theories are applied in the specific context of private secondary schools. Unlike public schools, private institutions often operate under different governance structures and face distinct organizational pressures, such as competition for enrollment and financial sustainability. Understanding how school leaders adapt their leadership styles to suit varying situations helps bridge theoretical frameworks with practical realities (Northouse, 2022).

Second, the study is valuable for school leaders, particularly principals and department heads, as it highlights how adaptive leadership behaviors can enhance staff motivation, communication, and instructional effectiveness. Situational leadership, as proposed by Hersey and Blanchard, emphasizes the importance of aligning leadership style with the developmental level of followers. In educational settings, this alignment can lead to more responsive and supportive environments for teachers and staff, which in turn improves student outcomes (Hersey, Blanchard, & Johnson, 2013).

Third, the findings can inform professional development programs by identifying specific challenges that school leaders face when applying situational leadership. These challenges may include resistance to change, lack of training, or contextual constraints such as limited autonomy in decision-making. By addressing these obstacles, training institutions and policymakers can design targeted interventions to build more effective leadership capacity in private secondary schools (Leithwood & Jantzi, 2006).

Additionally, this study has policy implications. As private education continues to expand in many regions, including urban sub-cities like Nifas Silk Lafto, ensuring effective leadership becomes essential for sustaining quality education. Policymakers can use the study's insights to develop frameworks that support flexible, context-sensitive leadership approaches in the private education sector (Bush, 2008).

Finally, this research provides a foundation for future studies on leadership practices in similar educational contexts. It encourages comparative analyses between private and public schools, as well as cross-cultural examinations of leadership adaptation strategies.

## **1.6. Delimitation of the study**

The research was conducted in Nifas Silk Lafto sub-city which is found in the capital city of Ethiopia, Addis Ababa. The sub-city is one of the three highly populated sub-cities of the capital city (AACAA, 2020). Addis Ababa alone 11 sub-cities with hundreds of private high schools, thousands of teachers and hundreds of school leaders. The researcher can't study these large number of schools within short period of time that the researcher has limited himself to one of the sub-cities, that is Nifas Silk Lafto sub-city, that is feasible and more manageable. The sub-city has 25 private secondary school of which the researcher has conducted the study in 8 of the private secondary schools. The researcher has conducted the study with 96 teachers from the eight schools and 19 school leaders. The researcher has also limited the research in the assessment of the practice and challenges of situational leadership in private secondary schools focusing on Hersey and Blanchard life cycle of situational leadership, which is telling, selling, participating and delegating types of leadership.

## **1.7. Limitation of the study**

This study was not without limitations. One of the limitations is the study has focused only some schools from the sub-city is that generalizing the findings could be difficult to apply it the whole private schools. The results may not reflect the broader reality. The other limitation is that the response from the interview questions may be biased by the social desirability where the respondents may have provided answers of what they believe rather than their true experiences. Most of the private schools are believed to be too strict on matters, especially with their internal procedures that some of the responses from teachers could be positively exaggerated in order to keep themselves out of the red zone. Furthermore, the research is limited to the practice and challenges of situational leadership, there is room to compare it with other forms of leadership which may lack broader perspective of effectiveness.

## **1.8. Definition of key words**

**School:** is an institution where formal learning or education is conducted. It consists of students, teachers, support staffs, buildings and other facilities.

**Situational leadership:** a type of leadership where decisions are made based on the situation than sticking pre-determined decisions.

**Leadership:** is the ability of a person or group to influence and guide others in an organization, society, or team.

**Effectiveness:** is attaining goals by doing the right things at the right time.

**Leadership model:** is a theoretical framework that outlines the key behaviors, values, and competencies a leader should possess to be effective in a given situation

**Interpersonal skill:** is the ability of a person to communicate with people and build relationship.

### **1.9. Organization of the study**

This study has of five chapters. The first chapters deals with the introduction part which consists of background of the research, statement of the problem, objective of the study, significance of the study, limitation of the study and operational definition of key terms. The second chapter deals with review literature. The third chapter discusses about research methodology comprised of research Design, research approach, data type and source, data collection procedures, sampling techniques. The data analysis, presentation and interpretations are presented in the fourth chapter. The last chapter, chapter five, summarizes the findings of the study, present conclusion from the summary and recommends possible solution to improve situational leadership practices.

# CHAPTER TWO

## 2. REVIEW RELATED LITRATURE

### 2.1. Basics of Leadership

Effective leadership is very important and crucial in bringing high academic excellence. Compared to primary school, high schools serve as dynamic environments characterized by diverse student populations, varied teacher competencies, and evolving educational goals. This chapter deals with theoretical aspects of leadership which gives readers with necessary information about the study. For the purposes of this study a wide range of relevant literature will consulted with special reference to literature pertaining to situational leadership practice and challenge. Situational leadership, which is introduced by Paul Hersey and Kenneth Blanchard, is particularly relevant in high schools as it emphasizes flexibility in leadership styles based on the readiness, competence, and motivation of team members. This review explores the application of situational leadership in high schools, its practices, and the challenges faced by school leaders, such as principals and department heads, in implementing this approach.

#### 2.1.1. Situational leadership

Situational leadership theory, developed by Paul Hersey and Kenneth Blanchard in the 1970s, is based on the premise that there is no single best way to lead. Effective leadership is contingent upon the leader's ability to adapt to different situations and followers' needs.

Key models under situational leadership include:

##### 2.1.1.1. Life Cycle Theory – Hersey and Blanchard

Hersey and Blanchard (1969) life cycle leadership theory is built on two core dimensions: **task behavior** (directive actions) and **relationship behavior** (supportive actions). The model identifies four leadership styles:

**Telling (Directing):** it is characterized with high directive and low supportive behaviors as it is mostly applied to non-experienced employees. It involves instructions and specific directions, close supervision with minimal followers input and one way of communication, thatis from leaders to the followers. In this case the leaders are more experienced than the followers. The followers are characterized with low competence and high commitment who lack experience, need structured guidance and are new to the task or role.

Some of the advantages of this style include providing clarity and reduce uncertainty for inexperienced followers, ensures tasks are performed correctly with minimal errors and help build foundational skills in new employees.

Some of the disadvantages include; it can be perceived as micromanagement if overused, it may stifle creativity and initiative in followers over time and it is not suitable for skilled or motivated employees which leads to frustration (Hersey & Blanchard, 1969).

**Selling (Coaching):** it is characterized with high directive and high supportive behaviors. The leaders sell their message to the employee and get them on board. It can be considered as a two way of communication where leaders explain their decisions and seek input from followers. There is encouragement and support from the leaders to build confidence. It is also guided by participation where followers are still participating but more engaged. This approach is best applied for moderately competent but low commitment followers who have some skills but lack confidence, who need encouragement and clarification, and on followers who are frustrated or uncertain about their abilities.

The approach has some advantages. Some of them include; it helps followers develop confidence and commitment, it encourage engagement while maintaining control, and it balances task direction with emotional support.

Some of the disadvantage include; it is time consuming as it requires more dialogue, it is not ideal for highly skilled employees and risk of over explaining to resist followers. (Hersey & Blanchard, 1969).

**Participating (Supporting):** style leadership by Hersey and Blanchard (1969) is characterized with low directive and high supportive behaviors, used for moderately skilled but insecure individuals. It focuses on collaborative decision making where leaders facilitate rather than directing, encouraging autonomy while providing support and two ways of communication where leaders listen, advice and empowers.

The participating leadership style is used effectively with staffs who have the skill but lack the confidence or motivation, who need encouragement rather than direction and who may be hesitant to take full responsibility.

Some of the advantages of participating leadership include; it builds followers confidence and initiative, it encourage problem solving and independent thinking, and it strengthens leader-follower trust and engagement. Its disadvantages include; it may lead to inefficiency if overused

with inexperienced employees, it requires leader skill in active listening and coaching and it is not ideal for followers who still need clear structure (Hersey & Blanchard, 1969).

**Delegating:** is characterized with low directive and low supportive behaviors, appropriate for highly skilled and self-motivated individuals. Leaders pass most of the responsibility onto the follower or group. The leaders still monitor progress, but they're less involved in decisions, the ultimate goal; a follower who feels fully empowered and competent enough to take the ball and run with minimal supervision. This style of leadership is applied with staffs that are fully capable enough and confident in their work and skills, who needs little or no guidance or encouragement from their leaders and for those who are motivated to take ownership of tasks.

However, delegating style is not without disadvantage. It could be risky if it is overused without occasional feedback, it is not suitable for all types of employees and it requires a high level of trust between the leaders and followers, which is usually difficult to find such trust (Hersey & Blanchard, 1969).

Implementing delegating style has its own benefits and advantages. For example, it maximizes the efficiency by leveraging followers' expertise, it gives free time for school leaders which helps them use their time for strategic issues than routines and it boosts followers morale and professional career growth for their future (Hersey & Blanchard).

In high schools, these styles are applied based on the developmental needs of teachers, staff, and sometimes students. Leaders must assess the "readiness" of their teams, defined as a combination of competence (skills and knowledge) and commitment (motivation and confidence). Blanchard et al. (1993) argue that the adaptability of leadership styles to follower readiness is critical for effective school administration.

Situational Leadership, developed by Paul Hersey and Ken Blanchard (1969), categorizes follower maturity levels (or readiness levels) into four stages. These levels help leaders determine the appropriate leadership style based on their team members' competence and commitment.

### **2.1.1.2 Conceptual frame work**

This study is based on the situational leadership theory coined by Hersey and Blanchard (1969), which gives emphasis that effective leadership, requires adapting one's style to followers' competence and commitment levels. The framework integrates this theory with contextual

factors specific to Nifas Lafto private secondary schools to examine and check the leadership practices and challenges.

In studying the private secondary school the situational independent variables include the leadership style, that is whether it is directing, telling, participating or delegating, the adaptability of the leaders to changing circumstances, and decision making approaches (Blanchard et al., 2013). The contextual factors include; the characteristics of the schools like size, resource and infrastructure, the status, experience and qualification of the teachers, the students demographics and needs, the expectations of the parents and the different government policies and regulations (Bush, 2020; Nifas Silk Lafto Education office, 2023).

In implementing situational leadership, some of the challenges outlined by some researches include; lack of resources in the schools, resistance and negative attitudes to changes, communication barriers between the involved parties, conflicting stakeholders expectations and the rapid educational changes (Mengistu, 2020; Okorie, 2018).

Implementing situational leadership has a positive outcome or impact in lots of area. To mention some; there is going to be satisfaction among teachers and it is one way of retaining teachers, there is going to be improvement in the academic performances of the students, the schools are going to have a reputation and growth, and there is going to be a clear rode to the achievement of the goal of the school (Ministry of Education, Ethiopia, 2021).

The application of situational leadership by school leaders directly affects the organizational outcome.

## **2.2 Importance of Situational Leadership in High Schools**

Situational leadership is agreeable with secondary school as the division is going to deal with a variety of individuals and stakeholders. These variety of individuals and stakeholders include teachers, parents, students, administrative staffs, support staffs, government bodies and nearby organizations.

### **2.2.1 Supporting Teacher Development**

Secondary schools are where situational leadership can be applied. Leaders can apply situational leadership to adjust themselves to the needs of teachers in their professional development. For example;

Telling/directing style of leadership can be applied to new teachers where they can get clear directions and guidance to the new school environment. This helps the new teachers adapt to the school environments easily.

Selling/coaching style of leadership can be applied to experienced teachers which are not motivated. Encouragement and support would motivate the teachers so that good way of teaching could proceed.

Participating style of leadership best suited to teachers who are moderately skilled but lack participating. These types of individuals need motivation can be raised through supporting them so that they can feel belongingness and secured which reduces fear of loneliness. (Leith & Jnntzi, 2005)

Delegating style of leadership can be applied to highly competent and motivated teachers. The teachers are going to be given the autonomy and trust to decide the best by themselves.

These adaptive approaches enhance teachers' performance, foster professional growth, and improve job satisfaction (Leith & Jantzi, 2005).

### **2.2.2 Addressing Student Needs**

Though situational leadership mainly focuses on leading teachers and other support staffs in the school, it can also be used to other stake holders like students and parents.

Based on the performances of the students, school admins can apply situational leadership. For instance students with high performance can be given the autonomy to strive for excellence with encouragement which reflects delegation. In addition, low performing students can be guided and directed for better achievement which implies the directing type of leadership.

By applying these principles, school leaders create an inclusive learning environment that accommodates varying student needs (Yukl, 2013).

### **2.2.3 Managing Change**

One of the biggest challenges in the school industry is frequent change. The changes could be curricular changes, policy changes, advanced technologies, and others. One way of managing these changes is to have situational leadership where the changes could be handled accordingly. For instance; when new curriculum is introduced leaders can use telling style of leadership. As the team becomes more familiar with the curriculum, a **participating style** can foster collaboration and innovation.

This review highlights key challenges and suggests that further research is needed to explore contextual solutions for effective situational leadership in Nifas Silk Lafto's private secondary schools.

## **2.3 Challenges of Situational Leadership in High Schools**

The application of situational leadership is not without challenges even though it is flexible type of leadership. The model developed by Hersey and Blanchard (1969), emphasizes adapting leadership styles based on the maturity and competence of followers. In educational settings, situational leadership is crucial for addressing diverse teacher and student needs. However, its implementation in private secondary schools in Nifas Silk Lafto sub-city faces several challenges. Some of the common challenges include;

### **2.3.1 Assessment Difficulties**

One of the biggest challenges in trying to apply situational leadership in school is to accurately assess the readiness levels of teachers and staffs; this is because it needs reading the mentality of the employees and their readiness. This assessment is very challenging, especially in large schools with diverse teams. Misjudgments in competence or commitment may lead to the inappropriate application of leadership styles, undermining effectiveness (Goleman, 2000).

### **2.3.2 Balancing Leadership Styles**

Leadership requires the leaders to know their subordinates in implementing the type situational leadership. The leaders have to decide which situational leadership best suits with the employee. This requires balancing multiple leadership styles simultaneously with different employees. This is very demanding (Bush, 2020). For instance, a principal may need to provide directive guidance to new teachers while offering participative support to experienced staff.

### **2.3.3 Time Constraints**

Time is very precious. If things are not performed in or on time, lots of duties accumulate and the works any organization becomes inefficient. Schools are one of the sectors where most activities are done within a limited time frame or calendar. Leaders have to pay due attention for the times. One area where leaders have to be brave is in time management, where decisions have to be made quickly. One area where leaders have to make decision is on their employees. If the school is implementing situational leadership, decisions have to be made frequently and quickly

depending on the employees' nature. The fast-paced environment of high schools often limits the time leaders have to assess situations and adapt their approaches. This is particularly true during crises, where decisions must be made quickly (Oplatka, 2009).

#### **2.3.4 Resistance to Change**

One major challenge is resistance from teachers and staff when leaders frequently change their leadership styles. Some educators prefer consistent leadership approaches and may perceive situational leadership as inconsistent or indecisive (Northouse, 2021). In private schools, where teacher turnover can be high, adapting leadership styles to different individuals becomes even more difficult (Bush & Glover, 2014).

#### **2.3.5 Cultural and Contextual Factors**

Cultural differences among staff and students can influence the effectiveness of certain leadership styles. For example, directive approaches may be more accepted in hierarchical cultures, while participative styles resonate better in egalitarian settings (House et al., 2004).

Private schools often operate under strict policies set by owners or boards, limiting leaders' flexibility in applying situational leadership (Bush, 2008). Additionally, cultural norms in Ethiopian education may favor hierarchical leadership, discouraging participative or delegating approaches (Tekleselassie, 2005).

#### **2.3.6 Policy and Resource Constraints**

Private schools are working based on the policies set by the government though they have their own internal policies which should not go against the government policies. The government wants some of the policies to be followed strictly that it becomes difficult private schools to be flexible in every matter. This makes implementing situational leadership challenging (Hailu, 2023). For instance, strict administrative guidelines may prevent leaders from fully delegating responsibilities to teachers. In addition, resources constraints are another challenge where school leaders may not get the necessary skills to apply situational leadership, leaders may also lack experienced staffs to be delegated and others (Bush, 2020). are School policies and resource limitations can restrict the flexibility required for situational leadership.

## **2.4 Strategies to Overcome Challenges**

To effectively implement situational leadership in schools, school leaders need to adopt different strategies to overcome the challenges. Some of the strategies are listed below.

### **Professional Development**

Training programs can enhance leaders' ability to assess readiness and adapt their styles effectively. Schools should invest in workshops and seminars on situational leadership for administrators so that they can develop their skills and knowledge in implementing situational leadership in their school (Goleman, 2000).

The other one is peer mentoring where experienced leaders can mentor new principals in applying situational leadership (Harris, 2004). Experienced leaders take some time with new staffs together with them and teach them how situational leadership can be applied in the school. This leads new school leaders to adapt to the system and the situational leadership style quickly. Leaders can also develop their profession through online courses and certifications. This encourages leaders to pursue courses from different online institutions which can enhance their skills (Blanchard et al., 2013).

### **Collaborative Decision-Making**

One characteristics of situational leadership is decision making where staff are part of the decision making team. Therefore, leaders have to develop the courage to take input from teachers and staff before decisions. This encourages the teachers to come up with new ideas and develop the sense of belongingness. In addition, collaborative decisions can reduce resistance to leadership changes and foster a sense of ownership.

### **Regular Feedback**

School leaders need to develop and implement regular feedback to the teachers. The feedback mechanism allows leaders to refine their approaches based on team needs. Therefore, leaders should frequently evaluate teacher competence and motivate to apply the right leadership style (Blanchard et al., 2013). School leaders need to apply differentiated support based on the teachers. For example, new teachers may need directive leadership, while experienced ones benefit from delegation (Northouse, 2021).

### **Cultural Sensitivity**

Understanding and respecting cultural differences is one thing. But there are some cultures which have to be broken in order schools to implement situational leadership and become effective.

One way of breaking cultures is engaging school owners/board. School leaders should advocate for flexible leadership policies by demonstrating situational leadership's benefits for the school owners (Tekleselassie, 2005). The other way of doing is giving cultural sensitivity training. Trainings or workshops on adaptive leadership can help align situational leadership with Ethiopian educational norms (Bush, 2008). In addition, school leaders can do pilot programs on situational leadership effectiveness to break the cultures. Implementing situational leadership in selected departments can showcase its effectiveness before school-wide adoption (Harris, 2004).

### **Time Management**

Prioritizing tasks is one of the qualities of a school leader. But in times of workloads, a leader has to delegate experienced staffs to free up time for leaders to focus on situational assessments. But the leader has to identify who is to be delegated for the tasks and to which types of tasks one has to be delegated (Hersey & Blanchard, 1969). In case leaders have time management problems. School leaders need to take time management training. The training can help leaders balance leadership and administrative tasks (Oplatka, 2009).

Schools can also hire support staffs that can help the school leaders; the schools could employ assistant principals or administrative officers to reduce leaders' workloads (Bush, 2008).

## **2.5 Implication of the revised literature**

Situational leadership provides a valuable framework for high school leaders to navigate the complexities of education. Its adaptability allows leaders to address the diverse needs of teachers, staff, and students, fostering a supportive and effective learning environment. However, its implementation is not without challenges, including assessment difficulties, resistance to change, and cultural influences. By adopting targeted strategies and fostering a culture of collaboration, high school leaders can overcome these challenges and maximize the benefits of situational leadership.

Future research should explore the long-term impact of situational leadership on high school performance and its role in addressing emerging challenges in education, such as technological advancements and inclusivity.

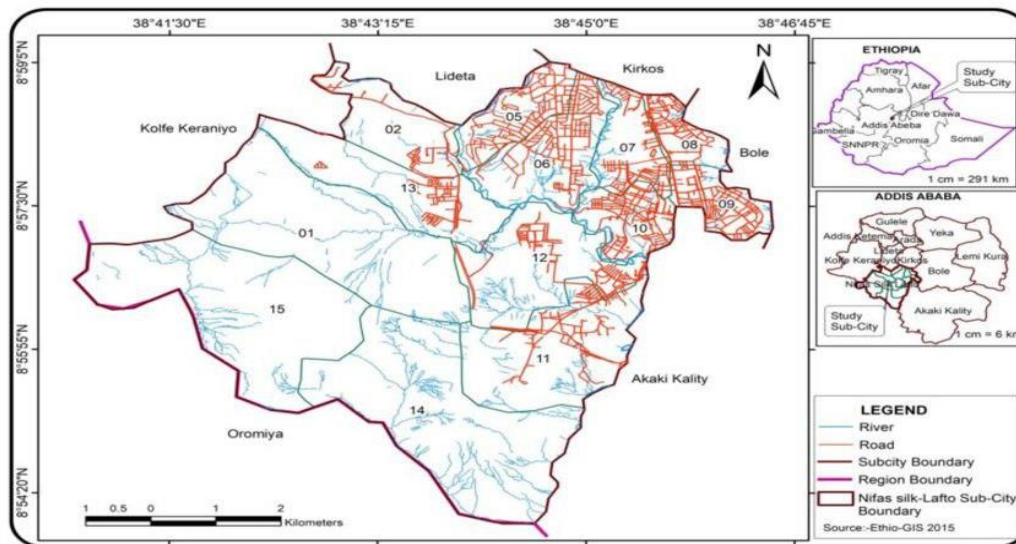
# CHAPTER THREE

## 3 The Research Methodology

### 3.1 Research design

The researcher has used descriptive survey design in studying the practice and challenges of situational leadership in Nifas Silk Lafto sub-city. In order to do this, quantitative research approach is used. The researcher selected this approach because it allows exploring the leadership practices and challenges in the real-world school settings, it captures the perception and experiences of school leaders and teachers insights and it is suitable for studying the complex social phenomena like leadership behaviors and organizational challenges. Eight private schools were selected for among the 25 private schools as the 30% sample is good enough to represent the study (Nardi, 2003).

### 3.2 Description of research site



**Map of Nifas Silk Lafto sub city, Addis Ababa (AACAA, 2020)**

Nifas Silk Lafto sub-city is one of the 11 sub-cities in Addis Ababa with 68.3km<sup>2</sup> located in the southwestern suburb of the city. It borders itself with districts of Kolfe keraniyo sub-city, Lideta sub-city, Kirkos sub-city, Bole sub-city and Akaki Kaliti sub-city. It is believed to have a population of 335,340 (AACAA, 2011). The sub-city is divided into thirteen woredas (Nifas Silk Lafto Education Office, 2024). It is among the top three sub-cities with higher number of population and with high number of private schools. It is among the three largest sub-cities in terms of population size (AACAA, 2020). It is also characterized with concentration of micro and

small scale industries. The sub-city has twenty five private secondary schools with different locations of which this study has been conducted on eight private secondary schools.

### **3.3 Sources of Data**

The researcher has used both primary and secondary sources of data.

#### **3.3.1 Primary data sources**

The primary data are collected from the school communities. These include school principals, deputy principals, academic supervisors and teachers.

#### **3.3.2 Secondary data sources**

The secondary data sources include data obtained from Nifas Silk Lafto sub-city Education Office, Education policies from MoE, leadership manuals, school guidelines, and research reports that reflect the basic questions on practices and challenges of situational leadership of schools while implementing their assigned duties in schools.

### **3.4 Population, Sample Size and Sampling Techniques**

#### **3.4.1 Population**

The population for this study were teachers who were requested to respond to questionnaires and school leaders which include principals, vice principals and academic supervisors. The study was conducted within eight school which makes the total population of teachers to be 184 teachers, 8 school principals, eight vice principals and 3 academic supervisor. The overall population of the study was 203 individuals. The researcher chose this sub-city for different reasons. One reason can be that the researcher works in one of the private schools in the sub-city for more than eight years that he knows the nature and working conditions of the different schools. The second reason could be that there are higher numbers of private schools than the other sub-cities. The third reason could be that the school the researcher, in one way or the other, knows most of the school principals because of different meetings. The last but not the least reason could be the good relationship with the school leaders is an advantage in obtaining reliable and valid data.

#### **3.4.1 Sample size**

The researcher selected 8 schools from the total of 25 private secondary schools which account 30% of the total population (Krejcie & Morgan, 1970). All the school leaders (8 school principals, 8 vice principals and 3 academic supervisors) are used as sample and 12 teachers

from the eight sample schools which make the sample teachers population to be 96. Therefore, there were a total of 115 sample size.

### **3.4.2 Sampling techniques**

The 25 schools are organized into eight groups by the sub-city education office for technical support and exam administration purposes based on the geographical districts. This grouping made the groups to have at least four private secondary schools. The researcher has selected one private school from each group with simple random sampling. A lottery method is used where all the names of the 25 schools were written on the same sized piece of paper and grouped into eight groups as the sub-city education office did. Two individuals were from the researcher office allowed to take on piece of paper from the eight groups. Those schools who were drawn from the pat were used as sample schools.

Furthermore, the teachers from the selected schools selected using purposive sampling techniques. The major criteria the researcher used to select the teachers was experience. In order the researcher to get reliable response, he chose those teachers with at least three years of experience in that same school

The researcher applied cluster sampling as it is the best way to get true and relevant information about situational leadership practices and challenges. The sample population has been classified by the sub-city into cluster based on geographic location. This has helped the researcher to address some schools from each district which made the study representative of the sub-city.

## **3.5 Data collection Instrument**

### **3.5.1 Quantitative Data Collection**

The research has used 25 survey questionnaires organized into five themes where the four themes focused on situational leadership while on of the theme has focused on the challenges of implementing situational leadership. A modified structured questionnaire administered to school leaders and teachers to gather data on leadership styles, situational leadership practices, and perceived challenges. The modified questionnaire were taken from Halu Tsega's, 2023, questionnaire which were used to study situational leadership practices and challenges in Gegem Woreda in 2023. There were 54 questions which are organized into four themes of situational leadership and 11 questions in one theme which focused on the challenges on implementing situational leadership.

In collecting data, the researcher has used a 5-point Likert scale to measure the frequency and effectiveness of situational leadership practices.

To cross check the responses of the teachers, the researcher has also used semi-structured interview questions which were conducted with school leaders to explore their experiences, challenges, and strategies in applying situational leadership.

### **3.5.2 Data Analysis:**

The researcher has used thematic analysis used to identify recurring patterns in interview and questionnaire. The coding is used to categorize responses into themes such as directive leadership style, supportive leadership style, participating leadership style and delegating leadership styles. Additionally, challenges of the situational leadership theme analysis is used. The researcher used statistical soft wares like SPSS and Excel for qualitative data analysis. In such a way descriptive statistics (mean, standard deviation, and frequency) were also used to summarize the data.

The thematic data analysis are triangulated with interview questions and conclusions are inferred to each of the questionnaires.

### **3.6 Ethical Considerations**

Participants were informed about the purpose of the study, and their consent was obtained before participation. All responses are kept confidential, and data are anonymized to protect participants' identities. Participants are assured that their participation is voluntary and they can withdraw at any time.

# CHAPTER FOUR

## 4. Results and Discussions

This chapter deals with data presentation, analysis and interpretation of the data. The first part of the chapter explains the types and characteristics of the respondents involved in the research. The next part deals with the analysis of the data collected from the different respondents.

One of the research objectives was to check whether situational leadership is applicable or not in private secondary schools. According to Hersey and Blanchard, one type of situational leadership is telling/directing leadership. Teachers from different schools were asked to respond to twenty five questions which are organized into five themes. All the questions were with five Likert scale labeling, strongly disagree, disagree, neutral, agree and strongly disagree. The responses of the teachers were briefly discussed below with additional view from the school leaders.

### 4.1 Characteristics of respondents

The first data the respondents were asked to fill was their background information, which include their gender, age, qualification years of work experience and their current position. Their information is summarized below the table.

**Table 4.1 Respondents and with their different characteristics**

		Respondents				
			Teachers	Principals	Deputy Principals	Academic Supervisors
<b>Characteristics</b>	<b>Age</b>	20 - 29	16			
		30 - 39	71		3	
		40 - 49	9	6	5	3
		≥ 50		2		
	<b>Sex</b>	M	82	8	8	3
		F	14			
	<b>Qualification</b>	Diploma				
		1 <sup>st</sup> Degree	76	2	5	1
		2 <sup>nd</sup> Degree	20	6	3	2
		Other				
	<b>Work Experience</b>	1 – 5	12			
		6 – 10	35	1	4	
		11 – 15	34	2	3	3
		16 – 20	13	3	1	
		>21	2	2		

As can be seen from table 4.1, majority of the respondents from the teachers group are between the ages of 30 to 39 which is 73.96%. The remaining 16.67% respondents from the teachers group are between the ages of 20 to 29 while 9.34% respondents from the teachers group are between the ages of 40 to 49. In addition, the majority of the respondents from the school leader groups are between the ages of 40 to 49 which is 73.68% while the remaining 15.79% are between the ages of 30 to 39 and 10.53% are above the age of 50. The majorities of the teachers being in the adult stage were advantageous for the researcher because they can easily understand the purpose of the research and made it easy to convince the teachers to participate.

Information that we can get from the above table is the gender distribution of the respondents. Majority of the respondents both from the teacher group and the school leader groups are male, where there is no any female school leader respondents. 12.17% respondents are females while the remaining 87.83% are males.

In terms of the qualification, 79.17% of the teachers have 1<sup>st</sup> degree while 20.8% of the teachers have 2<sup>nd</sup> degrees or Masters. In addition, 42.11% of the school leaders have 1<sup>st</sup> degree while 57.89% have 2<sup>nd</sup> degrees. Being first degree holder or masters made the task easy as they can easily understand the questions and respond in without difficulties. This has made the researcher to easily conduct the research as the teachers can easily understand the language used for the questionnaire. There was no need to translate the meanings of the questionnaires.

Furthermore, from table 4.1, we can also see the work experiences of the respondents. 12.5% have work experience of 1 to 5 years, 36.46% have 6 to 10 years of experience, 35.42% have 11 to 15 years of experience, 13.54% have 16 to 20 years of teaching experience and 2.08% have more than 21 years of teaching experience.

Highly experienced staffs can relate and compare the different styles of leadership that they can easily understand the benefits and challenges of most of the leadership styles. This has helped the researcher to get their feelings of the situational leadership styles.

### 4.1.1 Analysis and interpretation of data

**Table 4.2 Telling/Directing as perceived by teachers**

No.	Items	1	2	3	4	5	Mean	S.D
1	School leaders inform their staff what needs to be done and how it needs to be done.	2 (2.1%)	4 (4.2%)	11 (11.4%)	64 (66.7%)	15 (15.6%)	3.9	0.8
2	School leaders closely supervise the performance of new and inexperienced staff and give specific instructions.	2 (2.1%)	4 (4.2%)	19 (19.8%)	62 (64.6%)	9 (9.4%)	3.7	0.7
3	The school leaders take the accountability of clearly defining the roles and responsibilities of assigning tasks.	0 (0%)	4 (4.2%)	27 (28.1%)	51 (53.1%)	14 (14.6%)	3.8	0.7
4	The school leaders believe that new or inexperienced staff responds well to a directive approach.	0 (0%)	3 (3.1%)	21 (21.9%)	66 (68.8%)	6 (6.2%)	3.8	0.6
5	School leaders use authoritative leadership when staffs lack confidence or ability.	0 (0%)	9 (9.4%)	27 (28.1%)	51 (53.1%)	9 (9.4%)	3.6	0.8

As can be seen from table 4.2, item number 1 asks a questions whether the school leaders are the one who inform the staffs what needs to be done and how it is done. Majority or 66.7% (64 respondents from 96) of the respondents agree that it is the school leaders who direct the staffs what to be done and how it is to be done. 11.4% of the respondent were neutral. 15.6% of the respondents strongly agreed that it is the school leaders who inform the staffs what is to be done and how it is to be done. This implies that school leaders provide clear direction to their teachers with significant number of respondents being neutral suggesting inconsistency.

Most school leaders also agreed that they are the ones who inform the staffs what is to be done and how it is to be done. Unless it is something prepared by the government, most of the duties are going to be done with the need and requirements of the school. (Man-1, April, 2025)

Item 2 was a question whether the school leaders are closely supervising the performances of new and inexperienced staffs and give specific instructions. From table 4.2, 64.6% agreed that the school leaders supervise and give quick feedback on the performances of their new and inexperienced staffs. 19.8% of the respondents showed neutral response. 9.4% of the respondents strongly agreed that there is continuous and close supervision so as to adapt them to the school system. Some 4.2% of the respondents disagree and 2.1% strongly disagreed suggesting the disagreement is insignificant. Based on the majority response we can say that there is strong and close supervision on new staffs which suggests strong leadership.

The schools leaders have also agreed that they follow supervise and instruct new staffs till they adapt themselves to the school system. They do the supervision for two major purposes. One is to adapt the new teachers to the school system quickly so that there won't be parents' complaint. The second one is to decide whether the new teacher should continue or terminate the contract before the end of the probation period. (Man-1, April, 2025)

Item 3 question was to answer if the schools leaders are taking the accountability of clearly defining the roles and responsibilities of assigning tasks. Here 53.1% of the respondents replied in agreement, (14.6%) with strong agreement, 28.1% with neutral and 1% with disagreement. This indicates that most school teachers believe that school leaders take the accountability of clearly defining the roles and responsibilities of assigning tasks. A little bit of higher number of neutral response suggests the practice may not be consistent or well communicated.

The school leaders also responded that it their duty to assign the tasks for the teachers. The school leaders informed the researcher that assigning the tasks is done to keep their customers' satisfaction than clearly checking their abilities. School owners interfere in the assignment of tasks to teachers. (Man-3, April, 2025)

In item 4, respondents were asked if school leaders believe new or inexperienced staffs respond well to a directive approach. 68.8% of the teachers agreed, 6.2% of the teachers strongly agreed and 21.9% of the teachers become neutral. On the hand, 3.1% of the teachers disagreed while none has strongly disagreed. This indicates that most of the teachers believe that school leaders

to use directive strategies for new personnel. The significant number of neutral respondents also indicates that there is uncertainty how this strategy is applied.

In item 5, the respondents were asked to answer if the school leaders are using authoritative leadership when staffs lack confidence or ability. The majority, 53.1%, of the respondents agree/strongly agree. The remaining 28.1% respondents were neutral. From the result we can conclude that schools are seen as responsive to capability gaps with authoritative support which is a strategic and adaptive trait.

‘The response of the school leaders is that they advise and work in harmony with their staffs to develop their confidence and ability, rather than being authoritative. They claim that there is no room for authoritative approach towards the teachers.’ (Man-6, May, 2025)

**Table 4.3 Selling/Coaching as perceived by teachers**

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>S.D</b>
6	School leaders try to explain their decisions and provide guidance while also encouraging taking input from staff.	0 (0%)	7 (7.3%)	25 (26%)	55 (57.3%)	9 (9.4%)	3.7	0.7
7	School leaders provide emotional support and encourage staffs to develop their competence.	0 (0%)	10 (10.4%)	23 (23.9%)	45 (46.9%)	18 (18.8%)	3.8	0.9
8	School leaders provide motivation to the staffs by clearly clarifying expectations and explaining the benefits of tasks.	0 (0%)	16 (16.7%)	17 (17.7%)	51 (53.1%)	12 (12.5%)	3.6	0.9
9	School leaders are known to balance direction with encouragement to help staff improve performance.	7 (7.3%)	23 (23.9%)	26 (27.1%)	40 (41.7%)	0 (0%)	3	0.9
10	School leaders are known to provide coaching and counseling to their staffs in areas of difficulties.	1 (1%)	13 (13.5%)	25 (26%)	40 (41.7%)	7 (7.3%)	3.5	0.8

The researchers also asked teachers whether there is application of selling/coaching type of leadership in their school. Their responses are summarized in table 4.3.

Item 6 seeks to find an answer on school leaders whether they explain their decision and provide guidance while also encouraging taking input from the staffs or not. It was found that 57.3% agree while 9.4% strongly agree which suggests that leaders do encourage taking input from the teachers in making decision. The 26% neutral response suggests that there is moderate engagement of teachers in decision making.

Most of the school leaders responded to this question as;

‘We do take inputs from our staffs in some matters like academic achievements of students, disciplinary actions. Otherwise most important and strategic decisions are made by the school owners/boards. In such cases, even we the school leaders have limited roles.’ (Man-2, April, 2025)

The question in item 7 was about encouragement of the staffs by the school leaders to develop their competence and provide them with emotional support. Most of the respondents 46.9% are in agreed category and 18.8% are in strongly agreed category. This tells us that there is high emphasis for the development of staff competence and emotional support from the school leaders.

The response from the school leaders regarding the support and encouragement of staffs’ competence is as follows.

We provide emotional support and encourage staffs to develop their competence as it is directly related to their annual performance and indirectly related to us (the school leaders). We are evaluated based on best achievements of our staffs. For this, we school leaders are obliged to give support for our teachers emotionally and develop their competence. (Man-5, April 2025)

Item 8 was about motivation of the staffs. It asks whether the school leaders are providing motivation to the staffs by clearly clarifying expectations and explaining the benefits of tasks or not. Though 53.1% + 12.5% respondents agreed and strongly agreed respectively that the school leaders motivate staffs by clearly clarifying expectations. From this we can infer that the school leaders have positive thinking about motivation. However, there are significant numbers of respondents, that is 16.7%, disagree with the idea that the school leaders are motivating the staffs. This implies that there is difference or inconsistency among schools.

‘When the school leaders were asked about the issue, all of the school leaders responded in appositive manner. All of them said that they motivate their staffs to be competent and provide them the necessary support’. (Man-8, May 2025)

Comparing the data obtained from the teachers and school leaders there is a slight difference of view on motivation and development of competences.

Item 9 asks if school leaders are known to balance direction with encouragement to help staff improve performance. 41.7% respondents agreed while 23.9% and 7.3% disagreed and strongly disagreed respectively. In addition, 27.1% of the respondents showed neutral view.

From the above data we can concluded that there is balanced direction and encouragement to help staff improve performance but there is no uniformity among the schools.

In item 10, 49% of respondents agreed and strongly agreed that leaders coach and counsel staff in areas of difficulty. There is also a significant number of respondents that is 26%, which are neutral, which implies that school leaders are not committed to caching and counselling of staffs in areas of difficulties.

Among the 8 school leaders, 6 of them responded to item 6 in the following way.

‘It is our duty to help our staff get into the school culture and system. If staffs are in a certain type of need, we are there to help them and get them out of that discomfort zone.’ (Man-4, April 2025)

In conclusion, the coaching style is widely practiced and appreciated in this context. The data supports the notion that school leaders strive to inspire and guide their staff while remaining communicative and motivational.

**Table 4.4 Participating/Supporting style as perceived by teachers**

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>S.D</b>
11	Experienced staffs are involved in decision making process together with school leaders.	10 (10.4%)	50 (52.1%)	26 (27.1%)	8 (8.3%)	2 (2.1%)	2.4	0.8
12	School leaders listen to the concerns of their staffs and provide the necessary support.	7 (7.3%)	49 (51%)	21 (21.9%)	19 (19.8%)	0 (0%)	2.5	0.9
13	School leaders use consultative approach towards capable but hesitant staffs.	16 (16.7%)	67 (69.8%)	13 (13.5%)	0 (0%)	0 (0%)	1.9	0.5
14	School leaders believe working in collaboration with staffs and solve problems together with the staffs.	11 (11.5%)	55 (57.3%)	30 (31.2%)	0 (0%)	0 (0%)	2.2	0.6
15	School leaders believe that working together with the staffs is much better than working alone.	8 (8.3%)	60 (62.5%)	14 (14.6%)	14 (14.6%)	0 (0%)	2.3	0.8

Table 4 .4 discusses the participating or supporting style of leadership. According to Hersey and Blanchard (1988), participating type of leadership is working in collaboration with colleagues, facilitating the process and committing to the end result. As can be seen from the table on item 11, majority of the respondents are in disagreement. That is 52.1% disagreed and 10.4% strongly disagreed. It implies that decisions are made by the school leaders without the involvement of the staffs. The 27.1% neutral and 10.4% agreed/strongly agreed responses imply that there is inconsistency among different schools, where there are some schools which involve their experienced staffs to be part of the decision making process.

Item 12 asked respondents to respond to whether school leaders listen to the concerns of their staffs and provide the necessary support or not. From table 4.4, 51% of the respondents disagreed and 7% strongly disagreed. In addition, there are 19.8% agreement response and 21.9% neutral response. These suggests that majority of school leaders have little rooms to listen to the

concerns of their staffs, but there are also school leaders who have some rooms for their staffs who get the support they need.

In item 13, 69.8% disagreed and 16.7% strongly disagreed for the question which asks if school leaders are using consultative approach towards capable but hesitant staffs. This tells us that there is no consultative approach towards their capable staffs though there is few 13.5% with neutral view.

Item 14 question was asked to teachers to answer if school leaders believe working in collaboration with staffs and solve problems together with staffs. The teachers responded in which 57.3% disagreed and 11% strongly disagreed. This implies that most schools have a problem of collaboration with the staffs. Small numbers of respondents, 31.2%, have shown neutral view. This indicates that there is inconsistency among school on the issue of working in collaboration with the staffs.

When the same question was asked to the school principal they said that they do believe that working in collaboration with the staffs does have very good out come in the teaching learning process but most of them failed to do so because the owners of the school usually don't want to see any time being taken to decide on certain issues. They want decisions to be made by the school leaders immediately. Due to this, most of the principals agreed that working in collaboration with staffs, especially in decision making, is minimal. (Man-6, Man-7 and Man-8, May, 2025)

On item number 15, teachers are asked to respond to the question "School leaders believe that working together with the staffs is much better than working alone". Most of the teachers, that is, 60% and 8%, respectively, disagreed and strongly disagreed while some 14.6% have agreed and 14.6% being neutral. We can conclude that most teachers don't believe that school principals are willing to work with their staffs. Instead, most principals want to do their job alone.

Similarly, most of the school leaders are also in agreement with the staffs. They do this because they don't want to take the risk of accountability. If the teachers fail to do what is expected of them, the principals and other school leaders believe that they are the one who is going to take the blame. Therefore, they abandon their staffs and work alone. (Man-4, April 2025)

**Table 4.5 Delegating style as perceived by teachers**

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>S.D</b>
16	The schools leaders trust the staffs and let the staffs complete their tasks independently.	12 (12.5%)	53 (55.2%)	24 (25%)	7 (7.3%)	0 (0%)	2.3	0.8
17	The school leaders delegate their capable staffs for authority with minimal supervision.	10 (10.4%)	60 (62.5%)	11 (11.5%)	15 (15.6%)	0 (0%)	2.3	0.8
18	School leaders provide empowerment for experienced staffs to take ownership of their work	27 (28.1%)	54 (56.3%)	15 (15.6%)	0 (0%)	0 (0%)	1.9	0.6
19	School leaders do monitor the outcomes of their staffs without interfering in day-to-day decisions.	17 (17.7%)	54 (56.3%)	25 (26%)	0 (0%)	0 (0%)	2.1	0.6

Table 4.5 questionnaires were to find the practice of delegating type of leadership in sampled private schools of Nifas Silk Lafto sub-city. Accordingly the following results are obtained.

One of the questions was to get a response if staffs are trusted and let to do their jobs independently. 55.2% of the staffs responded in disagreement, and 12.5% in strong disagreement. This indicates that most staffs don't get the trust of their leaders to do their duties independently where they are supervised and followed frequently. However, there are few school leaders which let their teachers to do their duties with very minimal supervision. As can be seen from the table, 25% of the staffs have a neutral view and 7.3% in agreement to the idea that teachers have the freedom to do their jobs independently.

When school leaders were asked about the issue, majority of the respondents agreed that they don't let their staffs do their duties independently. They argued that it is not because of lack of trust that they don't let their staffs do their duties independently; rather it is majorly because of the schools' policy and fear of mistakes by the teachers which could bring owner's

dissatisfaction and fear of punishment. Most private schools have a strong policy of continuous follow up on their staffs to reduce complaints from their customers/parents. (Man-3, May 2025)

In the same table item 17, teachers were asked to respond to the question whether capable staffs are delegated or not for authority with minimal supervision. Here again, many of the respondents, that is 62.5% and 10.4% disagreed and strongly disagreed respectively. This leads us to conclude that school leaders have no appetite to delegate their subordinate for authority.

The leaders were asked to respond to this view and replied almost in the same way as the teachers. Though the school leaders are going around the bush, it seems that the delegation is a threat to their position. (Man-6, May 2025)

In item 18 of the table, teachers' response was 56.3% in disagreement and 28.1% in strong disagreement on the issue of providing ownership of works to teachers with the empowerment of the school leaders. Only 15% of the respondents were in neutral view. We can tell that school leaders are not willing to empower their staffs to take ownership of their own work even though it is being very crucial to experienced staffs.

The view from the school leaders regarding empowerment is also the same as the teachers. Private school leaders mainly focus on the daily based tasks of control and follow up of their teachers to satisfy the customers. Most of the school leaders are not going to waste their time in empowering their staffs. (Man-1, April 2025)

The question asked in item 19 was 'do school leaders monitor the outcomes of their staffs without interfering the day to day decisions?' 56.3% disagreed and 17.7 strongly disagreed. There is also 26% of respondents who have neutral view on the issue. We can conclude that there is monitoring of the outcomes of the staffs but there is high interference from the school leaders. This suggests school leaders are interfering in the day to day decisions.

When the school leaders asked about this issue, most of them have agreed that they do monitor the teachers' outcomes. To do so the school leaders do interfere the daily activities and check the daily progress. Otherwise, the teachers could miss certain activities/ or decide wrong decision that could lead to customers and owners dis-satisfaction. (Man-2, April 2025)

**Table 4.6 Challenges in Implementing Situational Leadership as perceived by teachers**

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>S.D</b>
20	There is lack of trainings for school leaders on situational leadership practice.	0 (0%)	12 (12.5%)	21 (21.9%)	39 (40.6%)	24 (25%)	3.8	0.9
21	There is resistance among teachers and staffs when there is change in the leadership style.	0 (0%)	3 (3.1%)	16 (16.7%)	13 (13.5%)	64 (66.7%)	4.4	0.9
22	The implementation of situational leadership is hindered by the limited resource.	0 (0%)	8 (8.3%)	3 (3.1%)	28 (29.2%)	57 (59.4%)	4.4	0.9
23	Adapting flexible leadership style is difficult because of cultural norms.	0 (0%)	0 (0%)	4 (4.2%)	50 (52.1%)	42 (43.7%)	4.4	0.5
24	Consistency of leadership practices is affected by high teacher turnover.	0 (0%)	0 (0%)	3 (3.1%)	17 (17.7%)	76 (79.2%)	4.7	0.5
25	Balancing administrative duties with leadership responsibility is one of the challenges school leaders face.	0 (0%)	0 (0%)	3 (3.1%)	65 (67.7%)	28 (29.2%)	4.3	0.5

Lastly teachers were asked to respond to the challenges schools face to implement situational leadership in their schools. Their responses are discussed as follows.

The first question asked in item 20 was if there is lack of trainings about situational leadership to the school leaders. Here the responses are found to be 40.6% in agreement and 25% in strong agreement. Additionally, there are 21.9% of respondents which are neutral and 12.5% respondents in disagreement. From these, we can conclude that majority of the teachers believe

that the school leaders lack the necessary training to apply situational leadership while some significant number of the respondents have moderate view which implies that it could be the schools' policy that hinders the school leaders not to apply situational leadership.

The school leaders, when interviewed, responded that they want to apply situational leadership practices in their day to day activities but they are not applying because they don't have the necessary skills and knowledge on situational leadership. Furthermore, the school policies and fear of making mistakes while trying to apply situational leadership the other reasons not to apply because the mistakes could cost them their jobs. (Man-8, May 2025)

Teachers were asked if there is resistance among teachers when leadership style changes on item 21. 64% of the respondents strongly agreed and 13.5% agreed, 16.7% showed neutral response and some 3.1% disagreed. This suggests that there is a high resistance to changes that makes it the biggest hurdles for leaders. The teachers prefer their status quo than new changes which impacts their comfort zone.

The school leaders also said that teachers are highly resistance to new leadership styles. The leaders explained the situation in such a way that teachers believe that new changes are new burdens. This is because whenever new changes are introduced, it seems that new things are going to be applied in which teachers believe that they are going to be forced to move out of their comfort zone. In addition, teachers believe that that adapting new changes is going to consume their time and energy. Therefore, teachers are highly resistant to new changes. (Man-5, April 2025)

Item 22 was about if limited resource is hindering the implementation of situational leadership. 59.4% respondents agreed and 29.2% respondents strongly agreed. This implies that lack of resources is one of the challenges in applying situational leadership in private schools.

'School leaders also agreed that lack of resources like time, professional trainers, materials and funds are the major challenges in trying to apply situational leadership style.' (Man-7, May 2025)

In item 23, the staffs are asked if there is difficulty of adapting to flexible leadership style because of cultural norms. Large number of respondents, that is 52.1% agreed and 43.7% strongly agreed on the issue. From this we can deduce that rigid cultures or norms are constraints in bringing new leadership styles to the schools.

The school leaders also approved the idea that most private schools have same type of cultures. It is very difficult for school leaders to come up with new leadership styles as it is going to be considered as departing from the rest of private school. These cultural changes could lead to backlash by parents too. (Man-2, April 2025)

Teachers were asked to give response if high teachers' turnover is affecting the consistency of leadership practices. As can be seen from item 24, 79.2% of the respondents are in strong agreement while 17.7% are in agreement. These results imply that teachers' turnover interrupts the leadership continuity of the school leaders.

Furthermore, school leaders have the same feeling as the teachers suggesting their leadership style is being affected whenever there is high turnover of teachers. Because turnover rate is one of the biggest issues that determines long term leadership strategies of the school leaders. (Man-2, April 2025)

The last question, in item 25, asked to teachers regarding the challenges in implementing situational leadership in schools was whether balancing administrative duties with leadership responsibility is one of the challenges school leaders face or not. 67.7% of the respondent agreed and 29.2% strongly agreed. It can be interpreted as bureaucratic overload leaves little time for staff development.

Most of the school leaders also agreed that it is difficult to balance the administrative duties with leadership responsibilities. Time and role overload is a core barrier to practicing situational leadership effectively in private schools as there are a lot of daily routine activities. (Man-3, April 2025)

## CHAPTER FIVE

### 5. Summary, Conclusion And Recommendation

#### 5.1 Summary

This research is conducted to investigate situational leadership practices and challenges in some selected private secondary schools of Nifas Silk Lafto sub-city. The researcher based the study on the four situational leadership style of Hersey and Blanchard. The styles are telling, selling, participating and delegating. In doing so the researcher raised three major questions which could tell the practices and challenges of situational leadership in private secondary schools.

The researcher used quantitative data to find out what is happening in the sub-city. The researcher used eight private schools in Nifas Silk Lafto sub-city. A five Likert scale questionnaire was used for qualitative data and open ended interview questions were used for the school leaders for cross checking the quantitative data provided by the teachers. The researcher collected the data from 96 teachers, and 19 school leaders.

#### **Key findings of the situational leadership**

The findings reveal that private secondary schools of Nifas Silk Lafto sub-city predominantly employ low level of situational leadership. From the analysis, the telling style of situational leadership is widely practiced especially with new and inexperienced staff which accounts 72.28%, while selling style of situational leadership is practiced moderately with 57.7% agreement. The participating style of situational leadership is rarely practiced as school leaders are not involving teachers to be in the decision making process. The delegating style of situational leadership is the least practiced leadership style in private secondary schools of Nifas Silk Lafo sub city, where there is very low trust for autonomy.

The reasons are believed to be lack of experiences, administrative overload, cultural norms, and shortage of resources, staff turnover and fear of wrong doing among their staffs and fear of taking responsibilities for others mistakes.

There are also areas where either leadership actions are not clearly observed or there is no proper communication among the school communities.

Many of the advocators of situational leadership believe that effective leadership is adjusting the leadership style based on the followers' competence/readiness and commitment (Hersey & Blanchard, 1988; Yukul, 2013; Leithwood & Jantzi, 2005). Leaders change their leadership style

looking at their staffs' readiness, that is, they shift between directive, coaching, supporting and delegating styles.

Earliest Studies (Hailu, 2023) also have found that telling/directing and Selling/coaching style of situational leadership are common. These two styles are mostly applied on new or inexperienced staffs.

## **5.2 Conclusion**

The application of situational leadership in private secondary schools of Nifas Silk Lafto sub-city is uneven. Telling or directing style of situational leadership is practiced in almost all private schools, especially with staffs which are new to the school or inexperienced. The selling or coaching style of situational leadership is the second most used leadership next to the telling/directing style. There are times where the full application of selling leadership cannot be applied in private schools like taking input from the staffs in decision making.

Participating type of leadership is seldom applied in private schools. It is one of the leadership styles which are underutilized and school leaders are afraid of using it. It is used in a very limited area like in involving some experienced staffs in decision making in very few schools. Delegating type of situational leadership is the type of leadership which is the least used compared to the other types of leadership. It can be concluded that it very difficult to find where delegating type of leadership is practiced in private schools in Nifas Silk Lafto sub-city.

In most private secondary schools the attitudes and believes of the school owners or boards are that are hindering the practice of situational leadership in the schools. Most owners give priority to their customers', parents and students, satisfaction rather than adaptive or situational leadership. Even if few school owners or boards are open to adaptive leadership style, school leaders won't allow adaptive leadership as they are afraid of losing their positions.

## **5.3 Recommendations**

From the conclusion of the study, the researchers has suggested the following recommendations to address the challenges and enhance the practice of situational leadership in private secondary schools. The recommendations are for the school leaders, school owners and policy makers.

## **Recommendation for school leaders**

### **A. Professional training and development**

School leaders need to get trainings on situational leadership theories, benefits and its practical applications. The leadership teams can attend trainings programs offered by educational institutions or NGOs. It can also be obtained through peer mentoring with experienced leaders to share the best practices (Harris, 2004).

Seminars and workshops can also be used for leaders to develop their skills in assessing and finding out staffs' readiness and adapting their leadership styles accordingly (Blanchard et al, 2013).

### **B. Foster collaborative decision making**

School leaders need to develop the habit of involving experienced teachers in the decision making process in some of the school routines. This helps the teachers to build trust and ownership (Hersey & Blanchard, 1969). In order to do so school leaders can form different committee like extra-curricular committee, discipline committee, teachers' social committee and others. The school leaders need to have regular feedback sessions with their staffs and refine the leadership approach (Northouse, 2021).

### **C. Address the resistance to changes**

One way of reducing the resistance among the staffs is that the school leaders need to clearly communicate the benefits and importance of situational leadership and being very transparent if they have any concern (Kotter, 1996). In order to do so, leaders need to conduct meetings and explain the changes and gather inputs. Furthermore, leaders need to do pilot test on the new leadership approach in small group before applying it in the wider group (Oreg, 2003).

### **D. Time management and delegation**

Leaders need to focus more on strategic issues than routine activities. Therefore, leaders need to assign or delegate their staffs to complete certain tasks to very competent employees (Yukl, 2013). The routine tasks can be done by experienced teachers as they have the necessary experience on how to do it. Leaders can also use digital tools for scheduling and task management (Goleman, 2017). Leaders should delegate administrative tasks to competent staff to free up time for strategic leadership activities (Yukl, 2013).

## **Recommendation for school owners**

### **A. Provide resources and Support**

School owners or, in some school, boards need to assign or allocate some of their budget to improve school leadership. They have to allocate some amount of money for leadership trainings, technology and materials to facilitate situational leadership (Bush, 2020). School owners can form partnership with different stake holders like MoE and other NGOs for the different development and trainings.

### **B. Reduce administrative overloads**

If school owners want to deliver quality education bring about their customer satisfaction, they need to invest on human personnel to reduce the overload of the admins (Bush & Glover, 2014). This leads school leaders to focus more on strategic issues.

In addition school owners need to appreciate the use of technologies so that there is going to be implementation of automation for repetitive tasks.

### **C. Encourage flexible leadership policies**

School owners need to revise their school policies so as to allow school leaders to implement participative and delegating style of leadership, which helps leaders to adopt their leadership style based on their staff needs (Tekleselassie, 2005).

School owners can also recognize and reward school leaders who successfully implemented situational leadership approaches (Leithwood & Jantzi, 2006).

## **Recommendations for policy makers**

### **A. Incorporate situational leadership into teacher training curricula**

The pre-service and in-service training programs provided by the MoE should include manuals and modules on situational leadership practices (Hailu, 2023). It has been suggested that schools and universities need to collaborate to integrate leadership theories into teachers' education. Organizing annual school leadership conferences is also another way of doing so (Abebe, 2012).

## **B. Develop guide lines for private schools**

Private schools' autonomy has to be respected and at the same time the governing body, MoE, should create frameworks that encourages situational leadership practices (MoE, 2021). The Ministry of Education need t publish best-practice manuals for adaptive leadership. In addition, the government has to offer incentives to schools who have the best leadership practices and to those who adopt innovative leadership.

## **C. Address teacher turnover**

Government policies should be revised and focus on improving on how to retain teachers through better working conditions and career development opportunities (Mulumebet, 2020). This can be done by advocating competitive salaries and benefits in private secondary schools. According to Yitagesu, 2017, establishing mentorship programs are also very important to reduce teachers' turnover.

In conclusion, to implement the above recommendations, there has to be a collaboration between the different parties, that is, the school leaders, school owner and the policy makers. Addressing the different gaps like lack of trainings, resource constraints, cultural resistance and others can enhance school leadership effectiveness and improve educational out come in Nifas Silk Lafto sub-city private secondary schools.

Further studies or research on this topic should evaluate the long term impact of these interventions on private secondary schools performances outcomes.

## References

- Abebe, T. (2012). *Educational leadership in Ethiopia: Challenges and prospects*. Addis Ababa University Press.
- Armenakis, A. A., & Harris, S. G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, 15(2), 169–183. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Blanchard, K. (2008, May). Leadership excellence. *Leadership Excellence*, 25(5), 19.
- Blanchard, K., & Hersey, P. (2001). Transforming leadership: Matching diagnostics to leaders' behaviors. *The Journal of Leadership Studies*, 8(1), 49–59. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Blanchard, K., Zigarmi, P., & Zigarmi, D. (2005). *Leadership and the one minute manager*. HarperCollins.
- Blanchard, K., Zigarmi, P., & Zigarmi, D. (2013). *Leadership and the one minute manager: Increasing effectiveness through situational leadership*. HarperCollins.
- Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553–571. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Bush, T., & Heystek, J. (2006). School leadership and management in South Africa: Principals' perceptions. *International Studies in Educational Administration*, 34(1), 63–76.
- Daft, R. L. (2018). *The leadership experience* (7th ed.). Cengage.
- Dareh, J. C. (2002). *What it means to be a principal: Your guide to leadership*. Corwin Press.
- Davies, J., & Wilson, S. (2003). Principal efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress. *Clearing House*, 73(6), 349–353. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- De Jong, J. P. J. (2007). How leaders influence employees' innovative behavior. *European Journal of Innovation Management*, 10(1), 41–64. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Fernandez, C. F., & Vecchio, R. P. (1997). Situational leadership theory revisited: A test of an across-jobs perspective. *The Leadership Quarterly*, 8(1), 67–84. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])

- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78–90.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Hersey, P., & Blanchard, K. H. (1969). *Management of organizational behavior: Utilizing human resources*. Prentice-Hall.
- Kebede, M. (Year). *School climate and its impact on teachers' motivation in private primary schools: Nifas Silk-Lafto Sub-City, Addis Ababa City Administration* [Unpublished master's thesis]. Addis Ababa University.
- Kotter, J. P. (1996). *Leading change*. Harvard Business School Press.
- Lewin, K. (1951). *Field theory in social science*. Harper & Row.
- Mengistu, M. (2020). Challenges of school leadership in Ethiopian private schools. *International Journal of Educational Management*, 34(5), 987–1002. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Ministry of Education, Ethiopia. (2021). *Education sector development programme VI*.
- Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Sage Publications.
- Nifas Silk Lafto Sub-City Education Office. (2023). *Annual report on private secondary schools*.
- Oreg, S. (2003). Resistance to change: Developing an individual differences measure. *Journal of Applied Psychology*, 88(4), 680–693. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Tekleselassie, A. (2005). The de-professionalization of school principalship: Implications for reforming school leadership in Ethiopia. *International Journal of Leadership in Education*, 8(3), 261–279. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Thompson, G., & Glasø, L. (2018). Situational leadership theory: A test from a leader-follower congruence approach. *Leadership & Organization Development Journal*, 39(5), 574–591. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
- Yitagesu, K. (Year). *Practices and challenges of participatory leadership in secondary schools of Nifas Silk Lafto Sub-City* [Unpublished master's thesis]. Addis Ababa University.
- Ethiopian Ministry of Education. (2020). *Education Sector Development Program VI (ESDP VI)*. Addis Ababa, Ethiopia.

- Addis Ababa Education Bureau. (2019). \*Annual Education Statistics Report\*. Addis Ababa, Ethiopia.
- Venenew Ali(2012) Effectiveness of principal leadership in Preparatory school South Wallow Zone
- Wadesango, N. and Bayaga, A. (2013) Management of schools: Teachers' involvement on Decision making processes of teaching load allocation. African Journal of Business Management, 7 (17)1689-1694
- Bass, B.M. (1985), Leadership and performance beyond expectations. New York: Free Press
- Bejer, J. B. (2019). Leadership Style and Motivating Language among Educational Leaders of a State University, Asia Pacific Journal of Multidisciplinary Research, 7(3), 29-379.
- Bennars A, et.al (1994), Theory and practice of Educational, Nairobi, E.A Educational pub. Ltd
- Bennett, N, Wise, C., Woods, P. &Harvey, J (2003) Distributed Leadership: A Literature Review.London: national College for School Leadership Blanchard and Hersey (1969): Training & development: vol: 50, 1, 42 -47

# APPENDICES A

## ADDIS ABABA UNIVERSITY

### College of Education and Language Studies

#### Department of Educational Planning and Management

Questionnaires to be filled in by Teachers, Principal, vice principal and Supervisor

Dear Respondents: I am a post graduate (Master) student of Addis Ababa University, Ethiopia. I am carrying out a study on the topic: Situational Leadership Practices and Challenges in Private Secondary school in Nifas Silk Lafto Sub-city. To complete my thesis, I invite to fill the following questionnaire genuinely and honestly. I can assure you that, the information that you provide are confidential, used solely for the research purpose and doesn't affect your current status.

- Please read each question carefully and select the response that best reflects your opinion or experience.
- Your responses will remain confidential and will be used solely for research purposes.

#### **Directions:**

- Please read the instructions and each item carefully before you give response.
- Write your brief response in the blank spaces provided for open-ended items.
- Give only a single answer to each close-ended item.
- Writing your name in any part of this questionnaire is not required.
- Please try to make your answer **legible** and **brief**.
- Return the questionnaire as soon as possible after completion.
- Please answer the following questions as honestly as possible by filling in the spaces provided or ticking the appropriate alternative.

#### **Part I: Background Information**

**This part of the questionnaire contains personal information; thus, please fill the necessary answers for each item properly by circling the alternatives under each item.**

1.1 Name of your Secondary School; \_\_\_\_\_

1.2 Sex:    A. Male        B. Female

1.3 Age in Years

A. 20-29

B. 30-39

C. 40-49

D. 50 and above



11	Experienced staffs are involved in decision making process together with school leaders.					
12	School leaders listen to the concerns of their staffs and provide the necessary support.					
13	School leaders use consultative approach towards capable but hesitant staffs.					
14	School leaders believe working in collaboration with staffs and solve problems together with the staffs.					
15	School leaders believe that working together with the staffs is much better than working alone.					
	<b>Delegating style</b>					
16	The schools leaders trust the staffs and let the staffs complete their tasks independently.					
17	The school leaders delegate their capable staffs for authority with minimal supervision.					
18	School leaders provide empowerment for experienced staffs to take ownership of their work					
19	School leaders do monitor the outcomes of their staffs without interfering in day-to-day decisions.					
	<b>Challenges in Implementing Situational Leadership</b>					
20	There is lack of trainings for school leaders on situational leadership practice.					
21	There is resistance among teachers and staffs when there is change in the leadership style.					
22	The implementation of situational leadership is hindered by the limited resource.					
23	Adapting flexible leadership style is difficult because of cultural norms.					
24	Consistency of leadership practices is affected by high teacher turnover.					
25	Balancing administrative duties with leadership responsibility is one of the challenges school leaders face.					

# APPENDICES B

## ADDIS ABABA UNIVERSITY

### College of Education and Language Studies

#### Department of Educational Planning and Management

Semi- structured interview guideline for Principal, vice principal and academic supervisor

**Dear Respondents:** I am a post graduate (Master) student of Addis Ababa University, Ethiopia. The main objectives of this interview guideline are to collect extensive information about **Situational Leadership Practice and Challenge in Private Secondary schools of Nifas Silk Lafto Sub-city, Addis Ababa**. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

#### **Part I: General Information and Personal Data**

1. Sex \_\_\_\_\_ 2. Age \_\_\_\_\_ 3. Qualification \_\_\_\_\_

1. Experience:

- As a teacher \_\_\_\_\_
- As a principal and/or vice principal \_\_\_\_\_

2. Present position

#### **Part II: Interview Question**

1. Can you explain how you apply situational leadership practices in your school?
2. What are the challenges you faced in implementing situational leadership in your school?
3. What do you recommend to improve situational leadership practice in your school?