Gender Differences in school leadership Effectiveness in Government Primary Schools in Southern Zone of Tigray Regional State

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A Thesis Submitted to
The Department of Educational Planning and Management

In Partial Fulfillment for the Master of Arts Degree in
Educational Leadership and Management

Addis Ababa University

Addis Ababa, Ethiopia

June, 2013

Addis Ababa University

College of Education and Behavioural Studies

This is to certify that the thesis prepared by Mebrat Haftu, entitled: Gender Differences in school leadership Effectiveness in Government Primary Schools in Southern Zone of Tigray Regional State and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts (Educational Leadership and Management) compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACKNOWLEDGEMENTS

I would like to thank this opportunity to thank my Advisor Dr. Befekadu Zeleke for his tireless and valuable support and guidance. His kindness and patience has given me a lot of confidence to complete this research.

I would like to express my thanks to Addis Ababa University for giving me this chance of study and for their support and sponsorship through out my study. I am grateful to have a group of supportive course mates and best friends who motivated me greatly to move on as I was very pressured throughout this long road of research study.

Finally, I would like to extend my heartfelt appreciation to my family members for their moral support and encouragement. Even though this is not an easy task to get through, I really appreciate what I have learnt from this research study. It is not only the knowledge that I can gain from this study, there were also a lot of valuable experience that deeply inspired me to strive on in my life.

Abstract

The purpose of this study was to investigate gender differences in schools leadership effectiveness in Government Primary Schools of Southern Zone of Tigray Regional State. A descriptive research design was used to achieve the purpose of the study. The research sample was composed of 48 principals and 255 teachers in primary schools of southern zone of Tigray Regional state. These samples were drowning from the total population using simple random sampling, Proportional and disproportional sampling technique. The data gathering tools for this research were standardize questionnaire. Both the principals and teachers completed the self-rating and rater form of the Multifactor Leadership Questionnaire (MLQ-5X) respectively. The response rate for this study was 100% for both the principals and the teachers. Data collected using these instruments were analyzed using descriptive statistics and t-test. Besides, correlation analysis was used for the quantitative data while thematic analysis was used to analyze the qualitative data. Finally, the study revealed that there was no statistically significant correlation between gender differences in school leadership effectiveness. In addition, the finding further unveiled that both men and women principals more likely to practice transformational leadership on their school leadership effectiveness. Therefore, based on the findings, it was concluded that there was no difference in transformational leadership between male and female leaders who were at the same level of the position regardless of being self rated or observer rated. Therefore, concerned bodies and stakeholders should be empowered to plan ,design and provide leadership trainings that enhance transformational leadership regularly in order to achieve the desired goals of school effectiveness.

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Acronyms and Abbreviations

ANOVA – Analysis of Variances

d – Effect Size

df – Degree of Freedom

F – Frequency

LF – Laissez faire Leadership

Max – Maximum

MLQ – Multifactor Leadership Questionnaire

Mni – Minimum

N – Population

SD – Standard Deviation

Sig – Significance

t – t- Test

TFL – Transformational Leadership

TRL – Transactional Leadership

CHAPTER ONE

INTRODUCTION

This chapter includes background to the study, statement of the problem, objectives of the study, significance of the study, limitations and delimitation/scope of the study, theoretical framework, operational definition of key terms, and organization of the study.

1.1. Background of the Study

The issue of gender and leadership effectiveness has been a focus of research for more than two decades in history. Studies conducted prior to 1990 found out that there were no significant gender differences in the adoption of particular leadership styles. Then after, significant gender differences began to emerge in the literature (Alimo-Metacalfe, 1995;Sparrow & Rigg, 1993; Rosener, 1990).

In recent years, there has been extensive interest in the study of gender and leadership effectiveness. In a meta-analytic review of 171 studies on gender differences in leadership style, Eagly & Johnson (1990) for instance, found that women tend to adopt a more democratic or participative style and men tend to adopt a more autocratic or directive leadership style. This study further disclosed that women tended to be more concerned with both the maintenance of interpersonal relationships and task accomplishment than men. Similarly, Eagly, et al (1995) reviewed more than eighty-six different studies of gender and leadership effectiveness and pointed out that men were more effective in roles that were defined as masculine; and women were found to be more effective in roles that were defined as primarily less masculine.

The identification of appropriate criteria for effective leadership in educational management is also another area of debate and consideration among educational researchers. Research on the characteristics of effective education or schools has consistently addressed the importance of the quality of leadership. Contemporary leadership theories have been clearly identified as key characteristics of most successful schools (Beare et.al, 1993).

While the literature clearly acknowledges the importance of leadership on educational effectiveness, there are fewer consensuses on the attributes of a successful educational leader. One of the reasons, according to Yuki (1989), was the criteria used to measure effectiveness and the extent to which these criteria are dependent on the objectives and values of the person making the evaluation.

Leadership seems to be consistently associated with the so-called masculine attributes and behaviours such as competitiveness, power and aggressiveness. For instance, Shake Shaft (1989) argues in one of her studies that management studies in education have been "gender blind", dismissing claims of a comprehensive field of study as merely a study of male educational leadership.

One important question to be investigated here mainly refers to that do we really need to consider leadership in terms of gender specific differences. In response to this, Kruger (1996) study reports that the gender variable has significant effects on leadership performance. As to Coleman (1994) argument, there is a need to ensure that the changing demographics of schools and society are appropriately reflected in the leadership of schools or education. Singleton (1993) also underlines that effective management requires a balance of feminine and masculine skills. Moreover, Gray (1993) identifies a

feminine nurturing paradigm and a masculine defensive/aggressive paradigm to describe different styles, but adds that neither is mutually exclusive and leaders may possess characteristics from either paradigm irrespective of their gender. Similarly, Beare, et.al, (1993) in their studies state that both masculine and feminine stereotype qualities are important in leadership.

The perception of different community groups toward women's leadership effectiveness in school is also another issue that must be investigated while examining gender and leadership effectiveness in school leadership. A lot of research has been done to explore the premise that there are stereotypes that negatively affect women as being looked at in a positive manner in leadership positions. For example, Eagly, Makkhijani, and Klonsky (1992) found that female leaders were evaluated slightly more negatively than male leaders. In addition, the research findings of Russell, et al. (1988) proved that women do not fit well with perceivers' images of effective leaders; they may be passed over for promotion and development opportunities in favour of men, who are more often associated with leadership. Education is one of the few professions in which women have better representation in the Ethiopian Civil Services. Yet, although there is no recent survey of women educational managers at national level, there are few women educational managers at different levels in the educational leader.

In general, the issue of men and women have different styles and approaches to management and leadership is well documented. Women are identified as being much more caring, consultative, collaborative, collegial and communicative than men in similar

positions of authority. Women's leadership style is seen as transforming and empowering as opposed to merely exercising power. Men are also shown to be more competitive than women. Kruger (1996) noted that men compete more often than women in their endeavours to solve conflicts, whereas women more often use adaptation and also try to avoid conflict more often.

In general, the purpose of this study was to examine whether gender differences has an impact on leadership effectiveness in primary schools in the Southern Zone Government of Tigray Regional State.

1.2. Statement of the Problem

In Ethiopia, for the last thirteen years, education has gone through changes mainly in educational management. The current development gave more attention towards larger decentralization. All citizens, teachers, parents, and the community expect to participate in decision-making process on education related matters. The researcher noted that gender and educational leadership in Ethiopia is not well studied. The participation of women in managing education institutions is immaterial due to marginalization and unwillingness of the women to take responsibilities (Abebayehu, 1996).

However, the Ethiopian Government has formulated a number of gender equity policies and initiatives, providing females an equal chance to assume leadership roles in all sectors including education. Although the normative framework acknowledges equal access to education and protection against discrimination; and having adequate training with comparable experience, still the number of women engaging in managerial activities

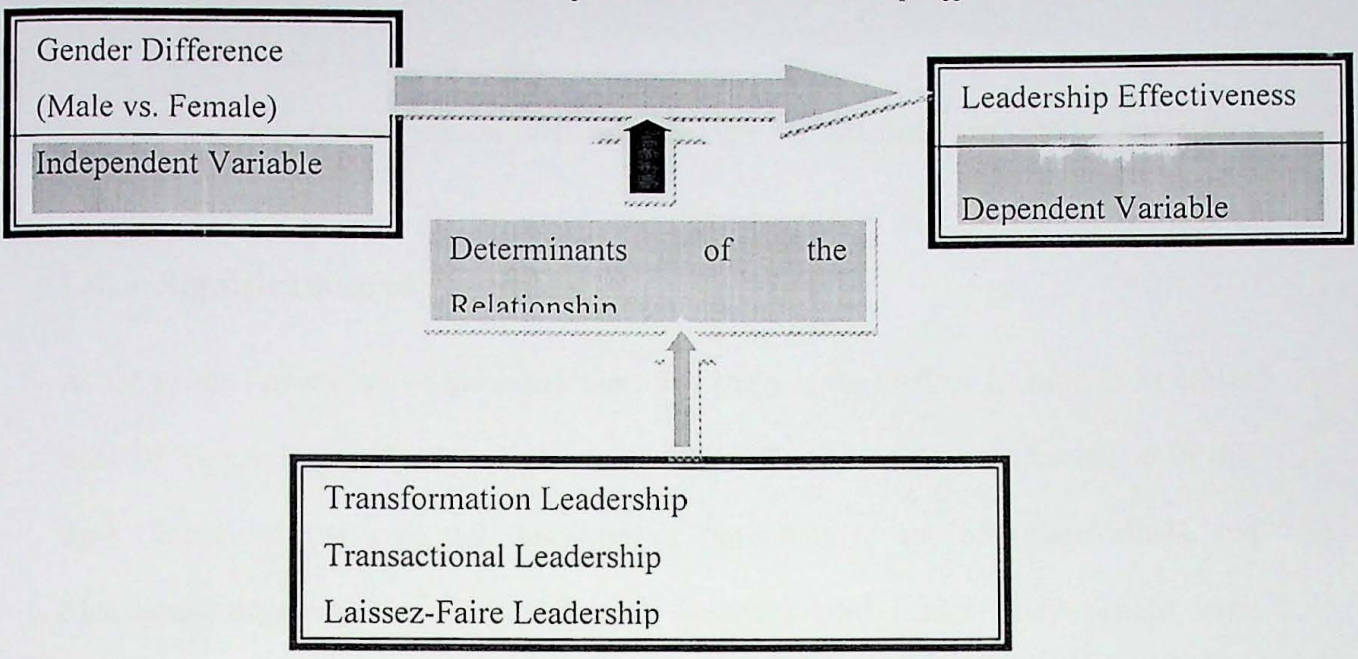
at all levels is too minimal. The reason why the number of women is low despite having comparable education, training and experience needs to be examined. In addition, it is imperative to investigate whether gender difference has an impact on leadership effectiveness or not. Moreover, the perception of various groups including the women principal themselves towards women leadership and effectiveness in schools were be investigated.

In Southern Zone of Tigray Regional State, where this study is going to be conducted, there are one female principal and three vice principals in 16 secondary schools and 22 female principals in 176 primary schools.

This study tries to explore the reason why women principals are few in the Southern Zone of Tigray Regional State. It also assesses the perception of the members of the school communities and local administration towards women leadership and their effectiveness. Hence, this study tried to answers to the following basic questions:

1. Is there any significant difference between men and women in their leadership effectiveness, in the Government Primary School of the Southern Zone Tigray Regional State?
2. What is the perception of teachers on women's school leadership effectiveness in the Government Primary School of the Southern Zone Tigray Regional State?
3. What is the perception of female school leaders towards their own school leadership effectiveness in the government primary schools of Southern Zone Tigray Regional State?

Fig.1 Conceptual framework of Gender and Leadership Effectiveness



1.3. Objectives of the Study

1.3.1 General objective

The main objective of this study is to investigate the gender difference in school leadership effectiveness of government primary schools of Southern Zone Tigray Regional State.

1.3.2 Specific Objective

This study is intended to achieve the following specific objectives:

1. To assess gender difference in school leadership effectiveness of government primary schools of southern zone of Tigray Regional State.

2. To find out the perception of principals, teachers and subordinates toward female's leadership effectiveness in government primary schools of Southern Zone Tigray Regional State.
3. To assess the perception of females leaders toward their own school leadership effectiveness.

1.4. Significances of the Study

As far as the knowledge of the researcher, this study is the first of its kind in Southern Zone of Tigray Regional state. Thus, the gender differences that were examined in this study could suggest potential development opportunities for both individuals and educational organizations. Both men and women school leaders may benefit from additional training in different areas based on the results to be achieved from the study. The identification of different barriers to women's leadership position will help the Southern Zone Educational Officer to look for alternative methods that would help to bring women in to leadership positions, not only in education but in other sectors too.

The findings from the study may also add some theoretical backgrounds to the existing ones on gender differences and leadership effectiveness in school leaders. Thus, this study would contribute to increase the frontiers of knowledge by providing additional insights to the existing ones.

1.5. Delimitation/Scope of the Study

In southern Zone of Tigray Regional State, there are 176 government primary schools. However, duo to time and other resource limitations this study was delimited to only 8 rural and urban government primary schools. On the other hand, the study concentrated only on the gender difference in school leadership effectiveness of government primary schools of Southern Zone of Tigray Regional State. Thus, issues considered in this study encompass major barriers to women school leadership position, perception of women leader's toward their own leadership effectiveness, perception of teachers. Woreda heads and supervisors toward gender difference in school leadership effectiveness.

1.6 Limitation of the Study

This study was subjected to the following limitations. The study found no evidence of research findings on gender differences in government primary schools in Ethiopia in general and specifically at Southern Zone of Tigray Regional State. Therefore, this may hamper the researcher to compare the findings with other research findings in the area and to suggest weather there was an improvement or not.

1.7 Definition of Terms

Gender: is the socially given attributes, roles, activities, and responsibilities connected to being a male or a female in a given society (Avoilo, 2004)

Effective Leader: is someone who motivates a person or a group to accomplish more than they would have otherwise accomplished without the leaders involvement.

Leadership: transforming followers, creating visions of the goals that may be attained, and articulating for the followers, the ways to attain those goals (Bass, 1985).

Leaders: principal and vice principal according to the researcher.

1.8Organization of the Report

The research report of this study was organized into five major chapters. The first chapter deals with the introductory section of the study while the second deals with the review of the related literature. Chapter three discusses the design, methodology, and chapter four deals with the data analysis and research interpretation. The final chapter focuses on summary of major findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is devoted to related and theoretical concepts and empirical evidence of frame works that are pertinent to the topic of the study. In the discussion Concept of leadership, Definition of effective leadership, Determinants' of effective leadership, Theories of leadership, Gender and leadership, Barriers to Women's participation in leadership, Gender and leadership effectiveness.

2.1. The Concept of Leadership

The studies of leadership started since the past century and it had been defined differently by many historians and philosophers. For instance, it had been defined as "Interpersonal influence, exercised in situations and directed, through the Communication process, toward the attainment of a specified goal or goals " (Tannenbaum, Weschler & Massarik, 1961, p.24).However, in the social literature, Leadership is defined "as the attribute of a position, as the characteristics of a person, and as a category of behaviour" (Katz & Kahn,1966,p.301). Regardless of the different light of perception of historians and philosophers in leadership, it encompasses the essence of influencing followers moving toward a common vision by initiating a change (Katz & Kahn, 1966; Draft, 2005).

Even though, the process of influencing is the essence in leadership. Some differences could be addressed for instance in the ways of who exercise the influence between the

leaders and followers, the motives of influence whether it is for the benefits of an organization as a whole or merely the personal advantage of an individual, whether the influence is exerted through emotional inspiration where followers have to sacrifice to a certain extent towards the achievement and what would be the positive or negative outcomes of the influence to the group and organization (Yukl, 2006). Therefore, in general we can conclude that the nature of leadership involves leaders, followers, influence, change and common vision.

According to Hemphill (1949), leadership is initiation of a new structure or procedure for accomplishing the organizations' goals and objectives. Halpin (1956) stated that successful leader contributes to group objectives and to group relationships. He described leadership behaviour into two dimensions of initiating structure and consideration. Davis (1998) said that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals.

McGregor (1978) defined it as leaders including followers to act for certain goals that represent the values and motives, the wants and needs, the aspirations and expectations of both leaders and followers. Leadership is, thus, inseparable from the followers' needs and goals as leadership occurs in a group. According to Hesey and Blanchard (1988) leadership is a process of influencing the activities of an individual with in groups in its effort towards goal achievement in a given situation. A more recent definition of leadership is as follows: leadership is the process of influencing and supporting others to

work enthusiastically towards achieving objectives (Key and Case, 1990). Thus, Organization performance depends on a large extent, to how resources are allocating and management's ability to adapt to changing conditions. In successful organizations people are managed wisely and resources are used efficiently and effectively (Gomez-Mejia 2005).

2.2. Theories of Leadership

Interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished leaders from followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classify as one of eight major types:

"Great Man" Theories

Great Man theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. This theory was developed from an early research, which included the study of great leaders. The early leaders came from the privileged class and held hereditary titles. Very few people from the lower class had the opportunity to take a lead. The Great Man theory was based on the idea that whenever there is a need of leadership, a Great Man would arise and solve the problems. When the Great Man theory was

proposed, most of the leaders were males and therefore, the gender issues were not negotiable. Even the researchers were male, which was the reason for the name of the theory being 'Great Man Theory' (Yukl, 2010).

Trait Theories

Similar in some ways to "Great Man" theories, trait theories assume that people inherit certain qualities and traits that make them better suited for leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

When this theory was produced, it was based on the study of the characteristics of successful leaders. The researchers also assumed that if people found these leadership traits, they would also become leaders. While researching, certain traits and characteristics were listed. John Gardner (1999), researched many leaders of North America and listed the attributes and characteristics of leaders. These traits are as follows: Intelligence and judgments based on actions ,Physical stamina and a vital driving force, Task competency ,Better understanding of the followers and their demands ,Readiness to accept responsibilities ,Ability to deal with people ,Capability to motivate people, Trustworthiness ,Conclusiveness and Flexibility.

These are some of the few qualities and attributes of leadership. When this theory was researched earlier, researchers believed that a leader has all the listed traits in him/her.

The meaning of this theory is that the same leadership attributes are applicable for leadership on a battlefield and the leadership in a school. However, if a person has some of these traits and not all, then it is not possible for him to be a leader! Apart from this question, there was again the problem of gender in a leadership. Even if you make an exhaustive list of leadership traits, these attributes are define taking into consideration a male leader.

Behavioural Theories

After the trait theory, the researchers started exploring the behaviour of the leaders and made assumptions that the traits and the leadership qualities are not inherited; they can be learned and mastered by any person. Thus, this theory meant that leaders are not born, leaders can be made and so it became a famous management leadership theory and practice. In the behaviour theory, you need to assess a successful leader along with the actions of that particular leader. As a successful leader is assessed, a leader with failure is also assessed; therefore, a second aspect of this theory was built. Apart from the leadership theories and styles, which were proposed earlier, the basic leadership ideas remained the same.

Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

Contingency Theories

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

Situational Theories

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. One of the relatively lesser-known leadership theories is the situational leadership theory. The researchers found that leaders emerged because of different situations. Therefore, the researchers assumed that leadership qualities were developed depending on the situation. However, there are people who believe that there are different styles of leadership, which changes the situation. There are three basic things in a situational leadership; the foremost thing is that the relationship between the followers and the leader must be healthy. The followers must like the leader and support him/her in his goals. The second thing is that the task, which is to be accomplished, must be known, and the leader should set the goals as per the task to be done. Along with the tasks to be accomplishes, the methods and standards to accomplish the task must be specified in details, as this will make an impact on the followers. The third thing that is important is that the organization must confer the responsibilities of the task upon the leader, as this will strengthen the position of the leader.

Transformational and Transactional Leadership

Researchers in the beginning of the 1970s emphasized transactional leadership (Levine, 2000), extending the theoretical development to include transformational leadership in the 1980s (House *et al.*, 1988). Downton (1973) first differentiated transactional and transformational leadership (Bass and Avolio, 1990; Leithwood *et al.*, 1996; Nguni *et al.*, 2006; Silins, 1994). Burns (1978), building upon House's charismatic leadership theory (1976) and Downton's work (1973), characterizes two leadership types that are transactional and transformational in his research on political leadership. Zaleznik's (1977) work on managers has been consider as a parallel to Burns's (1978) distinction of transformational leadership from transactional leadership (Bass and Avolio, 2004). Burns (1978) broadened the research in order to understand leadership with the notions of collective and interconnected values, moralities and ethics. A main characteristic of Burns' theoretical framework (Nguni *et al.*, 2006) is that differentiation between transformational and transactional leaders is dependent primarily upon the procedure/s through which leaders inspire subordinates or the method/s leaders use to appeal to subordinates' ethical values and feelings, which makes it very relevant for investigating the educational context of this study.

Transactional leadership refers to a number of leadership frameworks, which concentrate upon the exchange that takes place between the leader and subordinates and which brings a shared advantage to them (Northouse, 2010). This theory is, based upon the path-goal theoretical framework of incentive for required acts (Grosso, 2008). The transactional leader inspires subordinates by identifying and satisfying their motives and needs, and it

revolves around an exchange relationship, in which subordinates' obedience is exchange with likely compensation (Nguni *et al.*, 2006). This kind of leadership involves the exchange value of things, and is only effective in certain situations and cultural contexts. In contrast, according to Burns (1978), the transformational leader inspires subordinates further than just exchanging values, and consequently, subordinates' self-actualization as well as excellent results might be achieved. It is perceived as a process that transforms followers, increases the moral and inspiration level among the leader and subordinates, and involves feelings, principles, moralities, norms and greater purposes (Northouse, 2010). Burns believes that transformational and transactional are at different ends of the same leadership continuum (Nguni *et al.*, 2006).

Some researchers argue that it requires more than just a transactional activity to enhance followers' satisfaction within their jobs (House, 1971; Burns, 1978), which has led towards advancement in this theoretical framework. Bass (1985) contradicts Burns' (1978) idea that both forms of leadership, transformational and transactional, are mutually exclusive. Instead, Bass asserts that the two forms of leadership build upon each other (Bass and Avolio, 1993; Waldman *et al.*, 1990). Bass sees transformational and transactional leadership as consisting of two theoretically separate but interconnected leadership aspects, and he theorizes a continuum of the 'full range of leadership styles' in which a leader utilizes these two kinds of leadership in combination to be successful (Bass and Avolio, 2004; Grosso, 2008). Moreover, Burns (1978) argues that transformation is always for good; whereas, Bass contends that it could be a good as well as a destructive transformation (Grosso, 2008). Bass expands House's conceptualization

through focusing on emotional aspects and the basis of charisma. He further asserts that for transformational leadership, charisma is an essential aspect; however, it is not enough requirements for transformational leadership (Yammarino, 1993). The transformational leader encourages subordinates to perform better in comparison to their expectations or what they even, thought possible, and inspires them to sacrifice their benefits for the good of the group or institution (Kuhnert, 1994).

Furthermore, transformational leadership enhances transactional leadership to develop subordinates for the intention of change, improved performance, and to attend to the aims of the leader, team and its members, and the institution, in addition to improving satisfaction with and the perceived efficiency of the leader (Bass and Avolio, 1990).Whereas, the transactional leader alone sustains the status quo (Bass, 1985; Hater and Bass, 1988). In transformational leadership, the leader engages with followers to develop them into leaders, and this process might be bottom-up (where followers influence their leader), between two followers, or top-down (Bass and Avolio, 2004).
On the basis of a number of research articles (Avolio *et al.*, 1999; Bass and Avolio, 1990; Hater and Bass, 1988) and books by Bass (1985 and 1998), Bass and Avolio (1994), Bass and Riggio (2006) and Gill (2006) on transformational leadership, the following four dimensions of transformational leadership have been identified.

Charismatic Leadership or Idealized Influence: Transformational leaders display such behavior which makes them role models for their subordinates (Nguni *et al.*, 2006). These leaders, due to their exceptional competence, persistence and willpower, were

appreciated, recognized and believed to be trustworthy (Avolio *et al.*, 1995). They give importance to subordinates' needs rather than their own, develop and practice higher ethical and moral principles, are risk-takers and do not use authority for their benefit (Bass and Avolio, 1994). Moreover, these leaders are believed to be correct decision-takers, and those who communicate the vision and mission properly (Northouse, 2010). Owing to these leadership behavioral characteristics, subordinates copy such leaders and want to be identified with them. This dimension has two conceptually distinct aspects: first 'idealized influence behavior' - linked with the behavioral characteristics of the leader, and second 'idealized influence attributed' - associated to the facets which are attributed to the leader by their subordinates (Bass and Riggio, 2006). Charismatic leaders have confidence in their subordinates to achieve the communicated goals, which increases the possibility of subordinates internalizing and realizing these goals (Levine, 2000).

Inspirational Motivation: This is considered an aspect of charismatic leadership (Nguni *et al.*, 2006) in which leaders inspire the subordinates by means of emotional appeals and charming visions of upcoming circumstances, raising subordinates aims, and showing passion and hopefulness (Northouse, 2010). These leaders evoke the spirit of the group, communicate clear expectations which subordinates are ready to fulfill and exhibit dedication to aims and collective vision (Bass and Riggio, 2006). The leader who is inspirational is perceive as being well informed, enlightened and responsive to arising issues, with no demand of trusting compliance from subordinates, and makes subordinates more commanding by supporting them to meet the agreed goals (Levine,

2000). Bass (1990) maintains that a charismatic leader is likely to be very much inspirational, but an inspirational leader might not always be charismatic; however, both these types of leaders give required importance to the personal development of followers, which classifies them as transformational leaders (Levine, 2000).

Intellectual Stimulation: A transformational leader stimulates their subordinates' endeavor in order to enhance innovation and creativity in them through encouraging questioning and critical reflection (Bass and Avolio, 1994). This sort of leadership also encourages subordinates to challenge their own viewpoint and morals along with the leader's and the organization's philosophy (Northouse, 2010). Moreover, a participative approach to finding the solution is adoptee. Creative ideas from the followers are welcome, even if these ideas oppose the leader's views (Bass and Avolio, 1994). It is appreciated' if subordinates adopt different approaches and resolve problems in their own way (Northouse, 2010).

Individualized Consideration: A transformational leader focuses upon subordinates' success and development to their highest level by means of performing the role of a mentor (Avolio, 1999). Bass and Avolio (2004) argue that if the leader wants to success, develop their followers, the leader must develop him/her as well. Here the leader acknowledges the personal differences of followers in terms of requirements and aspirations through demonstrating different types of behavior for different people (Bass and Avolio, 1994). The leader creates an encouraging environment for learning and the growth of followers through maintaining two-way communication, tailoring their contact

with subordinates, listening to them carefully, and delegating tasks with continuous evaluation and support if needed (Bass and Avolio, 1994). Consideration behavior is regarded as a significant element of transformational leadership (Bass, 1985), as well as transactional leadership (Seltzer and Bass, 1987).

Research also debates the three dimensions of transactional leadership and laissez-faire behavior of the leader (non-leadership behavior) (Avolio *et al.*, 1999; Bass, 1985 and 1998; Bass and Avolio, 1990; Bass and Avolio, 1994; Gill, 2006; Hater and Bass, 1988). These four dimensions are inclined, with different levels, towards an exchange relationship between the leader and the followers (Bass, 1985). Here, unlike the transformational leader, the focus is upon neither individual subordinates' needs nor growth. However, transactional leadership, like transformational leadership, has an ethical aspect. Bass and Steidlmeier (1999:185) argue, "The moral legitimacy of transactional leadership is demanding in many ways. It depends on granting the same liberty and opportunity to others that one claims for oneself, on telling the truth, keeping promises, distributing to each what is due, and employing valid incentives or sanctions". Some authors/researchers classify three transactional leadership dimensions and one laissez-faire aspect of leadership differently, while others consider that all four of these leadership facets underlie transactional leadership (Nguni *et al.*, 2006).

Some researchers prefer to place contingent reward and management-by-exception (active) under transactional leadership, and label management-by-exception (passive) and laissez-faire as 'passive/avoidant leadership' (Bass and Avolio, 2004); whereas, others,

such as Northouse (2010), label contingent reward, management-by-exception (active) and management-by-exception (passive) as transactional leadership aspects, and discuss laissez-faire separately as a non-leadership behavior. The present study follows Northouse's (2010) classification, which is more widely used, as it aligns better with the focus and conceptual framework of the study.

Contingent Reward: In this model, there is an exchange relationship between the leader and their subordinates where particular compensation is provide to the subordinates for their obedience and labor (Northouse, 2010). The transactional leader decides a contract with their subordinates in which he/she specifies the targets to be achieve and the incentives for these targets, and then the leader gives agreed incentives on the achievement of the decided objectives (Nguni *et al.*, 2006). Contingent reward has been perceive as useful in offering reinforcement and satisfaction to subordinates (Klimoski and Hayes, 1980; Peters and Waterman, 1982); however, many studies highlight that contingent reward is not as useful as different transformational leadership aspects for achieving subordinates' satisfaction, excellent performance and growth (Bass and Avolio, 1994).

In some countries such as, England, Ireland, Australia, New Zealand, Canada, South Africa (white sample) and United States employees would prefer to receive agreed rewards for their all efforts/time invested to the institution because these countries are high in 'performance orientation' and low in 'in-group collectivism', which means these societies are more competitive, result oriented, and have less cohesiveness in their

families and institutions (House *et al.*, 2004). Performance orientation refers to the degree to which a society has a culture of compensation for team members for defining and accomplishing challenging targets; whereas, in-group collectivism is concerned about the extent to which individuals are attached, devoted and loyal to their organizations and families and can make sacrifices for them (House *et al.*, 2004).

In some other countries, for example Iran, Philippines, Malaysia, Indonesia, Thailand and India, people would prefer appreciation and obligation from their leader and colleagues rather than compensation for the extra help/time they have given to the institution because these countries are high in humane orientation and in-group collectivism which means that, the people of these countries have strong bonds, loyalty and concern for their families, institution and community (House *et al.*, 2004). Humane orientation refers to the degree to which a society or culture encourages the individuals to be fair, selfless, generous, helpful, considerate and sensitive to others (House *et al.*, 2004).

'Management-by-exception' entails constructive criticism, unconstructive comments and reinforcement, and is discussed in two different forms 'active and passive' (Northouse, 2010; Bass and Avolio, 2004). It is less productive compared to the previous leadership dimensions but is needed in particular circumstances (Bass, 1999; Bass and Avolio, 1994).

Management-by-Exception (active): A leader using this form of leadership behavior keenly observes subordinates' performance, maintains records of mistakes and deviations

from criteria, and takes measures to correct these as required (Bass and Steidlmeier, 1999; Northouse, 2010).

***Management-by-Exception (passive)*:** A leader, who adopts this form of management-by-exception remains inactive until inaccuracies and deviations from benchmarks occur, might not know about issues before being notified about them by their followers, and usually remains unsuccessful in taking corrective measures until issues deteriorate (Bass, 1999; Bass and Avolio, 1994; Bass and Steidlmeier, 1999).

Laissez-Faire Leadership: This is characterized as non-leadership or absence of leadership, "as the French phrase [laissez-faire] implies, the laissez-faire leader takes a 'hands-off, let-things-ride' approach" (Northouse, 2010:182). The leader with laissez-faire behavior refrains from their duty, is reluctant to take decisions, is not present when his/her help is required, is unable to follow up when requested and is less interested in supporting subordinates to fulfill their needs (Bass and Avolio, 1989 and 1994). With this sort of behavior, the leader does not facilitate subordinates to develop and there is no transaction between the leader and subordinates. Bass (1985) argues that laissez-faire is not the opposite of management-by-exception (active) or transformational leadership, but rather that it shows a negative relationship with the dimensions of transformational leadership.

In conclusion, transformational leadership emerges as more than just an exchange of followers' effort with reward and counteractive orientation, which is the case in

transactional leadership. In the case of transformational leadership, leaders have much influence upon their followers because they inspire the followers intellectually, provide vision, develop the followers personally and professionally, and challenge and motivate them to increase their performance. There is substantial evidence from a variety of organizations and cultures that because of these characteristics transformational leaders are consider more effective compared to transactional leaders (Antonakis *et al.*, 2003; Avolio and Yammarino, 2002; Bass and Avolio, 2000 and 2004; Bass *et al.*, 2003; Catanyag, 1995; Molero and Morales, 1994).

Debates about the leadership styles of women and men gained momentum in the 1990s because of new research attempting to identify the styles that are especially attain to contemporary conditions. The new emphasis was on leadership that is transformational in the sense that it is future oriented rather than present oriented and that strengthens organizations by inspiring followers' commitment and creativity. As initially describe, by Burns (1978) and Bass (1985), transformational leadership entails establishing oneself as a role model by gaining followers' trust and confidence. Transformational leader's state future goals develop plans to achieve those goals, and innovate, even when their organization is generally successful. By mentoring and empowering followers. such leaders help followers to develop their potential and thus to contribute more effectively to their organization.

Leadership researchers (Avolio,1999) contrasted transformational leaders to transactional leaders, who appeal to subordinates' self-interest by establishing exchange relationships

with them. Transactional leadership involves managing in the conventional sense of clarifying subordinates' responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives. In addition, researchers distinguished a laissez-faire style that is marked by an overall failure to take responsibility for managing these distinctions between aspects of leadership style are commonly assess by the Multifactor Leadership Questionnaires.

In contrast, transactional leaders use constructive role, work with teams and individual followers, discover their potential, negotiate agreements to achieve institutional goals and compensate followers with agreed incentives in return for achieving defined targets (Bass and Avolio, 2004). Bass and Avolio (2004) further state that transactional leaders in their corrective role concentrate upon defining standards, in their active role keep a strict check upon the occurrence of errors, and in their passive role wait for faults to happen and then take action. However, in both their active and passive roles these leaders concentrate upon the identification of followers' errors. Nevertheless, following these leadership styles or certain dimensions of these leadership styles would again be dependent on societal values, culture and patterns of behavior

Many researchers criticize and point out several issues with the transformational and transactional leadership approach. However, it has an appeal because of its concern for change for people and its visionary aspect (Northouse, 2010). In this approach, leadership is taken as a process between the leader and their followers, which addresses the needs of both of them. Moreover, this approach offers a broader picture of leadership, which

augments the former approaches to leadership. A number of previous leadership approaches emphasize the exchange process between the leader and the followers, which is characterized as a process of transaction, but this approach, along with the exchange process, also focuses on the concentration of the leader towards the needs and development of subordinates (Avolio, 1999; Bass, 1985). In addition, this sort of leadership includes moral and ethical aspects to leadership, which makes it distinctive amongst the various models of leadership. In this approach, the leader focuses on subordinates' values and raises their morality, which involves inspiring them to go beyond their personal benefit for the interest of the group, institution or society (Avolio, 1999; Burns, 1978; Howell and Avolio, 1993; Shamir *et al.*, 1993).

***Laissez-faire* leadership style**

This leadership style exerts little or no influence on the group. In essence, these groups are a collection of equals. Depending on the definition of leader, some would argue that these groups do not have leaders. As mentioned earlier, perhaps laissez-faire leadership would better be defined as a function of group process rather than as an activity one person performs. Since no one dominates the group, the members rely on each other for direction. This can work if the individuals are capable and driven; however, it can fail if the group is unmotivated or immature in the task (House, 1971).

2.3. Leadership Effectiveness

It is generally, agreed that a leader needs to have certain special traits in order to lead effectively. Measuring the effectiveness of a leader is not a simple process. Even though Adair (1983) suggested that the trait approach had been rejected ay academics, some

researchers concede that leaders do possess the qualities expected or required in their working groups. Hughes et.al (2009) agree with this ideas either, According to Hughes et.al (2009) there are various ways to measure the effect of leaders on subordinates and organizations. Although, the behaviour and personality traits were probably play a key role in this indices. When making judgments about the relative success of leader we are examining the consequences of these behaviour and not the behaviour per se. Daniel Goleman identified effective leadership at his article in Harvard Business Review (2001) as "effective leaders are alike in one crucial way: they all have a high degree of emotional intelligences". It is not that IQ and technical skills are irrelevant. They do matter but mainly as "thresholds capacities" that is they are the entry-level requirements for executive positions.

As indicated by Hughes et.al (2009), too frequently, we just look at the leader's behaviour and conclude that he/she is a good/bad leader apart from the context. However, the study of leadership must also include two other areas: the followers and the situations. Adair (2005) quoted Thibaut's view on these interactions, as "an understanding of leadership must rest on a more basic understanding of the structure and function of the groups". In order to get the best results from the followers the leaders must also have regard for the need to encourage high morale, a spirit of involvement and cooperation and a willingness to work (Mullins, 1999). Stogdill (1994) pointed out the importance of leaders and followers interactions by indicating the followers tend to feel better satisfied under a leader skilled in human relation than under one skilled in technical aspects of the task; however, satisfaction tend to vary not only with type of leadership, but with size and

structure of the group. As pointed out at "Situational leadership approach" different situation demand different kind of leadership and from this perspectives, according to Northhouse (2010) to be an effective leader required that a person adapt his/her style to the demands of different situations. For leaders to be effective, it is essential that they determine where subordinates are on developmental continuum and adapt their leadership styles so they direct match their leadership styles to that developmental level.

2.3.1. Determinants of Effective Leadership

As the major agents in the promotion of school effectiveness, principals are the pillars of the educational system especially at the second tier of educational pyramid. Today, the position of the principal is far more sophisticated and the job is far more complex than in previous decades. This complexity can be seeing in the incredible number of functions that principals are expects to perform daily and often simultaneously. The maintenance of quality and standards in education depend largely on the extent to which they effectively carry out their leadership responsibilities. Itsueli (1995) opined that the school leader is required to perform three vital functions: namely, to discern and influence the development of goals and policies; to establish and coordinate educational organizations concerned with planning and implementing appropriate programs; and to procure and manage the resources necessary to support the educational system and its planned programs.

Recently, the phenomenon of leadership has been the subject of considerable attention and extensive study by theorists and researchers in a number of disciplines. Humphreys, Jiao and Sadler (2008) noted that there has been substantial interest in the influence of personality within the leadership dyad and numerous outcomes associated with leaders (Bono & Judge 2004). Some leadership emergence or behaviours that appear effective within one situational context may be seeing as ineffective in another (Avery, 2004). Drucker (1973) noted that effectiveness is the foundation of success; efficiency is a minimum condition for survival after success has been achieve. Efficiency is concerned with doing things right, while effectiveness is doing the right thing.

Effective leadership in this regard will very much depend on the principal's knowledge, creating a vision, developing followers, implementing the vision, expertise, ability to improvise solutions to problems, team playing, achieving result,. Humphreys, Jiao and Sadler (2008) noted that those fascinated by the leader-follower connection have long explored the various factors that influence such a multifaceted relationship. Leaders and followers are part of a single interconnected system.

2.3.2. Characteristics of Effective School Leadership

Effective leadership is sometimes difficult to define since it is built upon many variables and characteristics influencing the way it is measured in order to be considered effective. Leadership implies values, creativity, intellectual drive and knowledge, self-confidence, ethics, courage, charisma, etc. Basically, a good leader has to have a purpose and a balanced personality and skills to put that purpose into action. The leader has the vision,

dedication, and integrity, is creative and open towards new approaches and towards people, ensures that credit for success is given to all employees and at the same time he will take responsibility for failures. Effective leadership is at the core of every successful organization (Eagly and Johnson, 1990). It is relatively recognized by the following characteristics:

Creating a Vision for Success

A vision refers to a shared values and aspiration agreed by the members of an organization, which guides the present action and decision to create desirable future. Chanle (1991) describes vision as being "the fore of the dream towards which effective administrators strive in the development shaping of their schools". Conley, Dunlop and Goldman (1992) explained vision by suing the metaphor of an internal compass that assists an organization in understanding now its action relates to its organization goals. A vision has been described as a statement which "captures an ideal state of affairs" (Smith and stop 1995 p.4) and more recently as a "realistic, credible attractive future for the organization that is so compelling that people would be motivated to work to –words the better future" (DuFour 2000).

Effective leaders collaboratively create a vision and establish a climate for people to reach their highest level of achievement. They communicate the vision and direct all actions towards achieving the vision. They mobilize resources and promote collaborative activities among partners to achieve the organizations goals. Effective leaders recognize their own strengths and attract competent people to enhance the organizational capabilities. They cultivate and focus the strengths to colleagues to achieve the shared

vision. They welcome change as an opportunity for growth rather than obstacles. Effective leaders seek counselling and advice to learn from the knowledge and experiences of others while them freely after their expertise to those who seek it.

Setting High Expectations for Students Achievement

Effective school leaders set high standards and strengthen instructional programs to help leaner gain the intellectual and personal knowledge and skills they need to achieve success in today's society. Use analysis of best practice in education, society and the country in order to be responsive and practice in changing schools to prepare children for the future in which they will live. They focus on student's achievement data and measure success in terms of positive students out comes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational enlivenment.

Building the Capacity of followers

Effective school leaders develop the skill and talents of those around them. They are capable of leading change and helping others through the change process. They encourage shared decision making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system and they ensure that and groups are engaged in a common goal and moving in the same direction. Effective school leaders create partnerships with different organizations to enhance the learning and preparation of teachers and school leaders. They recognize that leadership skills can be learned and they have an obligation to establish and nurture strategic acclivities to make certain that other individuals in the institution develop as leaders.

Effective school leaders share leadership responsibilities throughout all levels of the educational organization. They nature and support a learning community that promotes the continuous growth and development of individual who acknowledge and share responsibilities for high academic achievement of all students.

Demonstrating Ethical and Moral Leadership

Effective school leaders are moderns of ethical and moral leadership. They project integrity by promoting and supporting on environment where students and school staff always try to do "what's right". They demonstrate courage in difficult situations and provide a model of moral leadership for others to emulate. They seek to make difference in the lives of students, and impart a philosophy that positive relationship build on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they pay and what they do (http://www.highered.gov/ocue/school leadership.htm).

Involving others

Effective leadership has been note as ensuring that others are relate in the process or a participative approach. Mortmore et al (1988) noted the importance of involving the deputy principals in the life of the school and in the taking of decisions. Ruttier et al (1979) noted the importance of ensuring that all teachers feel represented and that their views had been taken in to account. Of particular importance is likely to be the principal's motivation and use of a senior management team, and work with department heeds whose role as middle managers is of crucial importance in determining schools outcomes (Sammons et al 1977).

2.4. Gender and Leadership

For the past two decades there have been large numbers of women entering into the corporate world of business holding the management positions as well as striving towards key leadership positions. The focal point of most of the studies seems to focus on gender differences in leadership behaviour. Does gender of a leader really matter? Why are there so many debates about the differences in terms of the leadership style and who will be more effective, the male or the female leader? It does not matter as the most essential facet in a leadership is the qualities associated with effective management and not gender related (Wajcman, 1996; Vilkinas, 2000). In sum to this, "Effective leadership is not the exclusive domain of either gender and both can learn from other." (Appelbaum, Audet & Miller, 2003, p.43). Not that we do not want to believe that gender is not a matter, but in reality this is the scenario that gender cause the difference in leadership. This in fact has become an interesting and debatable topic in research.

In the article of Rosener (1990), it was pointed out that men are more likely to practice transactional leadership which acknowledge the subordinates by rewarding them for their job performance whereas women are more likely to practice transformational leadership which is more charismatic and emphasizing on the human relation skills. A study by Burke and Collins (2001) which used Multi-Factor Leadership Questionnaires (MLQ) as leadership assessment model supported this notion as their findings also showed that female managers were more likely to practice transformational leadership than male managers. Meaning to say that, women tend to

practice transformational leadership and use their interpersonal skills to influence subordinates, providing encouragement in problem solving, giving support and coaching so that they could assist their subordinates in moving towards the common goals.

On the contrary, the study of Manning (2002) had shown that there was actually no difference in transformational leadership between male and female managers who were at the same level of the position regardless of being self-rated or observer rated. Hence, it revealed that transformational leadership is androgynous. In the use of task oriented behaviour or supportive behaviour, Eagle and Johnson (1990) revealed in their meta-analysis of gender studies that there was no gender difference in these two behaviour but managed to identify that women tend to practice participative leadership more than men (cited by Yukl, 2006, p.429). Oshagbemi and Gill (2003) have carried out a research in examining the gender differences and similarities in the leadership styles and behaviour of UK managers by using self-rated method. The research studied directive, consultative, participative and delegate leadership styles. The findings indicated that there was no difference in the overall leadership styles of male and female managers. However, Oshagbemi and Gill (2003) stated that the failure to focus on one industry to determine the gender ratio could have caused the results to be biased.

To further support the notion of no gender difference in leadership styles, Van Engen, Leeden and Willemsen (2001) carried out a study in a department store to examine whether gender-typing of organization context will influence the leadership

behaviour of male and female managers. As a result, it showed that gender of the manager and the gender-typing of the department were not the moderator of the differences in leadership behaviour. With respect to the rating issue on the validity and the bias as mentioned by many researchers, Kabacoff (1998) had carried out an extensive research study by using the 360 degree feedback rating which not only involve managers themselves, but superiors, peers and subordinates also participated in the evaluation. The aims of the study were to examine gender differences in leadership behaviour and effectiveness. The study concluded that women were more result oriented. With respect to this result, Peter (1998) pointed out a possible reason was that female managers feel more defenceless in their positions and consequently focus on achieving results to prove their capability (cited by Kabacoff, 1998, p.5). On the other hand, men were more vision and planning oriented in setting organizational vision and direction by planning it strategically. Among the different types of leadership styles, which is more effective? In the study of Jago and Vroom (1982), people perceived that women leaders who used autocratic style were not favoured and evaluated poorly. However, good ratings were given to the men leaders. Equal assessment was given and favoured men and women leaders who tend to be more participative.

The study of Rutherford (2001) showed that majority of the women (84%) felt that women manage differently from men in the ways of women having better human relations skills, managerial skills and they were more consensus-oriented. However, let us go back to the debate between men and women who are more effective in leadership? There is no absolute effective or ineffective leadership as it is perceived or

evaluated differently in the eyes of superiors and subordinates (Tannenbaum, Weschler & Massarik, 1961; Kabacoff, 1998). For instance, women were rated high in possessing human relations leadership skills while men on business oriented leadership skills. Peers and subordinates perceived that women were slightly more effective than men as compared to what was perceived by the superior that men and women were equally effective (Kabacoff, 1998). In the meta analysis study by Eagly and colleagues (1995), there was no difference in leadership effectiveness between men and women managers (cited by Yukl, 2006, p.429).

Nevertheless, the differences were identified in the managerial role of the different positions that the managers were holding, for instance, male managers seemed more effective in the positions that required strong task skills and female managers were effective in the positions that required strong human relations skills. Therefore, this study revealed that the gender of a manager is not a predictor in determining the leadership effectiveness. Notwithstanding the differences and debates that have been discussed as above, gender is not just an element being used in studying the differences in leadership, it is indeed a moderator that researchers used it to determine the relationship between individual characteristics and informal leadership (Neubert & Taggar, 2004).

2.5. Gender and Leadership Effectiveness

In addition to leadership style, the relative effectiveness of male and female leaders has been assesses in a number of studies (Jacobson & Effertz, 1974; Tsui & Gutek, 1984). In a meta-analysis comparing the effectiveness of female and male leaders, men and women were equally effective leaders, overall, but there were gender differences such that women and men were more effective in leadership roles that were congruent with their gender (Eagly, Karau, &Makhijani, 1995). Thus, women were less effective to the extent that the leader role masculinised. For example, women were less effective than men were in military positions, but they were somewhat more effective than men were in education, government and social service organizations, and substantially more effective than men were in middle management position, where communal interpersonal skills are highly valued. In addition, women were less effective than men were, when they supervised a higher proportion of male subordinates or when a greater proportion of male ratters assessed the leadership performance.

In same empirical research supports small differences in leadership style and effectiveness between men and women. Women experience slight effectiveness disadvantages in masculine leader role, whereas roles that more feminine offer them some advantages. Additionally, women exceed men in the use of democratic and participatory styles, and they are more likely to use transformational leadership behaviours and contingent reward, styles that are associated with contemporary notions of effective leadership (Avilo, 2004).

2.6 Empirical Framework of the Study on Gender difference on Leadership Effectiveness

There has been a wide range of studies on women and their leadership styles. Feminine leadership was seen to exist not only due to the difference in the sex of the leader but also due to the gender traits. Various researchers have conducted studies on the differences in group-processes due to gender. Women are characterized as being relatively submissive and passive and they possess "feminine traits," e.g., they are kind and selfless whereas men are aggressive and independent (Feather, 1984). Women place less emphasis on competitive success and more on doing tasks well and promoting harmonious relationships (Betz, O'Connell, & Shephard, 1989). A meta-analysis conducted by Eagly and Johnson (1990) indicated that the task-oriented leadership behaviour by females and males varied according to the extent of gender congeniality. Women were more task-oriented as compared to men in roles that were gender congenial for females. Therefore, where leadership is defining in feminine terms, women are more likely to adopt a task-oriented leadership style as compared to men.

Women are very similar to men in their leadership styles, but are often higher in the supporting role (Gregory, 1990). Eagly and Karau (1991) claimed that in small groups, men focused somewhat more than women did on the strictly task-oriented aspects of group process, and women focused somewhat more than men on the interpersonally oriented aspects did. Eagly and Johnson (1990) analysed 162 studies and showed that when formal leadership positions were not being held, women used a more participative

and inclusive style of leadership and men were more likely to use a directive, controlled style of leadership. Studies conducted by Lord, De Vader, and Alliger (1999) have suggested that masculinity-femininity is an important personality trait in forming leadership perceptions. Bass and Avolio (1994) used the Multifactor Leadership Questionnaire (MLQ) to show that women managers have more idealized influence, are more inspirational and individually considerate than men. Men are higher in management-by-exception and *laissez-faire* leadership, both being less proactive styles and linked to less effective outcomes.

Rosener (1990) showed that women described themselves in ways that characterize transformational leadership. Ross and Offermann (1997) found that transformational leadership relates positively to pragmatism, nurturance, and feminine attributes and negatively to criticalness and aggression. Eagly and Johannesen-Schmidt (2001) meta-analysed 47 studies and showed that women exceeded men significantly on individualized consideration. Carless (1998) examined 120 women and 181 men employed as bank managers and found that female managers were more transformational than male manager were when, they rated themselves and when their superiors rated them. Self-ratings showed significant differences in interpersonally oriented behaviour. As women show more supportive behaviour as compared to men (Gregory, 1990; Eagly & Karau, 1991), they would be more identified with and trusted than men transformational leaders. In addition, Bass and Avolio (1994) showed that women leaders rate higher on transformational behaviours than men leaders.

Although Vecchio (2002) discounted the possibility that noteworthy gender effects might emerge in research on transformational and transactional leadership, researchers in this area have reasoned that transformational leadership might be particularly advantageous to women because of its androgynous qualities (Yoder, 2001) and, indeed, the substantial research literature comparing women and men on these styles has yielded interesting outcomes. Pursuing these ideas, Eagly, Johannesen-Schmidt, and van Engen (2003) carried out a Meta –analysis of 45 studies that compared male and female managers on measures of transformational, transactional, and laissez-faire leadership styles. This meta-analysis encompassed a large study conducted to provide norms and psychometric standards for the MLQ (Centre for Leadership Studies, 2000) as well as many studies conducted within specific organizations or groups of organizations, the majority of which were in business or educational domains. The measures of leadership style were completed by leaders' subordinates, peers, or superiors or by the leaders themselves.

In general, Eagly et al.'s (2003) meta-analysis revealed that, compared with male leaders, female leaders were (a) more transformational (significant in general and on all but one subscale) and (b) engaged in more of the contingent reward behaviours (i.e., exchanging rewards for followers' satisfactory performance) that are one component of transactional leadership. In addition, male leaders were more likely than female leaders to manifest two other aspects of transactional leadership: active management by exception (attending to followers' mistakes and failures to meet standards) and passive management by exception (waiting for problems to become severe before intervening) Eagly et al.'s (2003). Men were also higher on lassie faire leadership (exhibiting widespread absence

and lack of involvement). These sex differences were small, but prevailed in the meta-analysis as a whole as well as in auxiliary analyses of (a) the MLQ norming study, (b) the other studies that used the MLQ, and (c) the studies that used other measures of these styles. These provocative findings are unlikely to be an artefact of publication bias, given that the majority of the included studies were unpublished and that the authors of the published studies had often not included sex comparisons (but were willing to provide these data when asked for them).

In addition ,contrary to the view Vecchio (2002) stated that, sex differences in style are an artifact of the placement of women and men in different leadership roles, which often cede men more power than women (Kanter, 1977; Ragins, 1991), the sex effects did not differ between (a) studies assessing leaders who had the same specific role description (college hall directors) and (b) studies assessing leaders in a broad category within which men and women were likely concentrated in different roles (managers of various organizations). In addition, these findings are unlikely to be a product of the application of different standards in judging men and women (Biernat & Kobrynowicz, 1999) because the rating scales used in this research are not adjective rating scales but are behaviourally anchored scales assessing the frequency with which a leader engages in each of the relevant behaviours. Interpretation of these findings included several possibilities (Eagly et al., 2003): (a) the transformational repertoire (and contingent reward behaviours) may resolve some of the typical incongruity that exists between leadership roles and the female gender role because these styles are not distinctively masculine (Eagly & Karau, 2002), (b) gender roles may influence leadership by means of

the spill over and internalization of gender-specific norms, which could facilitate women's focus on the more feminine aspects of transformational leadership (individualized consideration), and (c) the glass ceiling and the associated double standard for the selection and promotion of managers may produce more highly skilled female than male leaders.

Sex differences in transformational and transactional leadership do have implications for female advantage arguments because researchers defined these styles in an effort to identify effective leadership. Substantiating these claims, a meta-analysis of 39 studies showed positive correlations between effectiveness and all components of transformational leadership as well as the contingent reward component of transactional leadership, the one aspect of transactional leadership on which women exceeded men (Lowe, Kroeck, & Sivasubrama- A.H. Eagly, L.L. Carliniam, 1996).The norming study of the MLQ measure produced similar effectiveness findings (Centre for Leadership Studies, 2000), and in addition, showed negative relations between leaders' effectiveness and two of the remaining measures: (a) passive management by exception, which is one of the components of transactional leadership, and (b) laissez-faire leadership.

In view of these findings, the tendency of women to exceed men on the components of leadership style that relate positively to effectiveness (i.e., transformational leadership and the contingent reward aspect of transactional leadership) and the tendency of men to exceed women on the ineffective styles (i.e., passive management by exception and laissez faire leadership) attest to women's abilities. Thus, research on transformational,

transactional, and laissez-faire leadership styles does suggest female advantage, albeit a small advantage.

Different studies have been done to explore the premise that there are stereotypes that negatively affect women as being looked at in a positive manner in leadership positions. Eagly, Makkihijani, and Klonsky (1992) for instance found out that female leaders were evaluated slightly more negatively than male leaders. The research results of Russel, Rush and Herd (1988), also indicated that female leaders are rated higher in consideration and initiating structure than male leaders. Russell, et.al (1988) further underlines that stereotypes often function to the detriment of women, because women do not fit well with perceivers' images of effective leaders, they may be passed over for promotion and developmental opportunities in favours of men, who are more often associated with leadership.

Different research studies have been conduct to compare the perception of different groups toward leadership effectiveness and behaviour in organizations. According to the results of some of these studies, women rate themselves as lower than others' rate them (Wohlers & London, 1999; Edwards, 1997; Itwin, 1997), and lower than their boss rated them (Wohlers & London, 1999). Studies have also found that there is higher agreement between women managers' self-ratings and subordinates' ratings of them than was the case for male managers (Wohlers & London, 1999, 1991). Women leaders were, rated by both their female and male direct reports as displaying certain aspects of transformational leadership more frequently than men display. Women were also rated higher by followers

on leadership factors that have been shown to predict individual, group, and organizational performance(Bass & Avolio,1995).Hence, this study would look into these issues and try to explore how women's educational leadership effectiveness and behaviour would be evaluated or seen by different groups.

Summary

Leadership is a process of influencing the activities of an individual with in-group in its effort towards goal achievement in a given situation. A more recent definition of leadership is as follows: leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. Thus, Organization performance depends largely, to how resources were allocated and leader's ability to adapt to changing conditions. It is generally agree that, a leader needs to have certain special traits in order to lead effectively. As pointed out at "Situational leadership approach" different situation demand different kind of leadership and from this perspectives, to be an effective leader required that a person adapt his/her style to the demands of different situations. For leaders to be effective, it is essential that they determine where subordinates are on developmental continuum and adapt their leadership styles so they direct match their leadership styles to that developmental level.

While many different leadership theories have emerged, most can classified as Traits, Behavioural, Transactional, and Transformational and Laissez-faire leadership theories. Each theory described leadership effectiveness on gender differences on the views of their proponents. The focus of this study was, on gender differences in school leadership

effectiveness in government primary schools of southern zone Tigray Regional State. Thus, does gender of a leader really matter? Why are there so many debates about the differences in terms of the leadership style and who will be more effective, the male or the female leader? Findings of different studies revealed that women are exceeding men and effective in some leadership styles. In the contrary men are effective and exceed women in a certain leadership styles.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

As mentioned earlier, this study was aimed at investigating the gender differences in school leadership effectiveness in Government primary schools Southern Zone of Tigray Regional State. A descriptive survey method was employed. As Best and Khan (1999), mentioned Descriptive survey approach of correlation research design that was aimed at determining the nature, degree and direction of relationships between variables of gender and leadership effectiveness or using these relationships to make predictions. Correlation research uses with the assumption that it describes what exists at the moment (conditions, practices, processes, etc.) of the gender difference in leadership effectiveness. Further, correlation research comprises of collecting data to determine whether, and to what extent, a relationship exists between two or more quantifiable variables (Gay, 2009). Thus, it is appropriate to determine the gender difference in leadership effectiveness. The researcher also used more of quantitative data collection and analysis method.

3.2. Target Population and Sample Size

The target population of this study consists of both male and female teachers who were teaching in 176 Government Primary schools, both male and female school leaders/principal and vice principals/ who were leading 176 Government Primary schools.

Thus, the total number of teachers working in those schools were 2446 (out of which male 1399. and females 1047) and the total number of leaders 166 (principal and vice principals) were the target population of the study.

3.2.1 Sources of Data

Both primary and secondary sources of data were employed to fully answer the research questions. The primary sources of data were primary school principals and teachers. The secondary sources of data were documents such as profile lists of both teachers and principals.

3.2.2 Sampling Techniques

This study was designed to examine gender differences in leadership effectiveness in government primary schools of southern Zone of Tigray Regional State. Thus, a sample of male and female school principals and teachers in government primary schools would be included to obtain manageable sample size.

There were about 176 Government primary schools in Southern Zone and Five Woredas. Using simple random sampling technique, two Woreda around 40% were included in the study.

The selection of sample schools from the sample Woredas were carried out using proportional stratified sampling technique on the bases of urban and rural characteristics. Hence, the researcher preferred this technique to give equal chance for the sample schools. Thus, from each Woredas 2 urban and 2 rural schools were selected for the study

and a total of 4 urban and 4 rural schools were the sample schools. On top of this, the following sample procedures were employed in the selection of individual respondent for the study.

In the two sample Woredas there were 50 school leaders were found. From these school leaders 48 were select for this study as suggested by Cohen, (2000).Out of 50 school leaders the numbers of female school leaders were 19.Hence, to ensure equal female leader's participation in the study disproportional stratified sampling was employed. With regarding to male leaders from the total of 30, a sample of 29 male principals were selected using simple random sample techniques in order to give equal and independent chances to the participants under study (Best and Khan, 1993:113).

In the two sample Woredas, there were 589 male and 511 female a total of 1100 teachers. Thus, a sample of 255(23%) both male and female teachers were included using simple random sampling technique. This sample size was taken as suggested by Cohen, (2000:94) as an appropriate sample sizes for simple random sampling technique .From the total sample teachers, using proportional stratified sampling technique on the bases of sex, then subjects were selected from each sex group(female125 and male 130). Thus, to maintain fair representation of male and female respondent from the population, teachers were selected using simple random sampling procedure from a list of population.

3.3 Instruments of Data Collections

The data gathering tools for this research was questionnaire and document analysis. Questionnaires were presented to255 both female and male teachers and 48 both female and male school principals. In addition to this, documents that tell about the exact number both the respondents examined from the document checklists. Regarding questionnaires, the researcher used standardized instruments for ratings the leadership effectiveness. The nature of the instrument was presented under.

For Leadership Effectiveness

This study utilized the Multifactor Leadership Questionnaire MLQ-5X (short form).The MLQ -5X was well-established instrument rising to the key measure of Transformational Leadership and other types as well as being extensively researched and validated. Reliability scores for the MLQ subscales ranged from moderate to good (Bass and Avolio, 1993, 1994).

The classic form of the MLQ includes self and rater form .The self-form, measures self-perception of leadership styles. The rater form is used to measure the leadership style as perceived by superiors, peers and subordinates. Therefore with certain modification instructions were given this questionnaire to rate their respective heads about their leadership effectiveness. Thus, Respondents were asked to respond to 45 questionnaire

items on a 5-point Liker scale. They were asked to rate how frequently each statements fit the behaviour (style) of the leader they are describing. The scale ranges from 0, frequent. Not at all, to 4 frequently if not always. Reliability for the total items and for each leadership factors scale ranged from .74 to .94 (Bass and Avolio, 2004). An alpha level 0.05 was used as the level of significance for this study. The statistical significance of the correlation coefficient can be found and should be 0.05 or higher if reliability is to be guaranteed (Cohen, 2005). The validity of the MLQ is consistent with MLQ-5X (rater version survey).

In general, the scores for each factors were averaged. The average scores for each factor was an indicator of the characteristic of the leadership effectiveness.

3. 4 Data Collection Procedures

The questionnaires were prepared in the medium of English language, then after translated to Tigrigna language to minimize the barrier of understanding from the respondents. In addition to this, the questionnaires were adopted to the context of our country, particularly in the context of southern zone Tigray Regional State. Moreover, prior to the administration the questionnaires, to gain full cooperation that was very essential to obtain meaningful data, the researcher made contact with the WEO heads and supervisors. Then the researcher gave them the letter written by the department of Educational Planning and Management to facilitate some pre-conditions for the effective utilization of time and other resources.

Then, the final questionnaires were disseminated for the selected subjects and interview was made with the interviewee. At last, the distributed questionnaires were collected for further analysis.

3.5 Data Analysis

Depending on the nature of the basic questions and data collected, different statistical techniques were employed. Analysis were undertaken using Computer program SPSS version 20.

Since the study is aimed to investigate relationship of gender difference in leadership effectiveness a scores for a number of variable are correlated with some particular variable (correlation rang from -1.00to+1.00) Person's Product-moment correlation coefficient(r) was employed, because it is the most common measure of relationship of variable scaled on an interval level or ratio scale. It tests whether there is a liner correlation between the variable and if so whether the correlation is ether positive, negative, strong, or weak. Further, as the study tries to see the relationship among the three variables, multiple correlation or regression were used which allow us to specify relationships when more than two variables are involved. Multiple correlation measures indicate the degree of association between three or more variables simultaneously. (Cohn, 2000:215)

The standard for statistical significances is (α=0.05) that a correlation of this size for the population would occur by chance. Thus, 95% confidence on the results the correlation

coefficient of variables of this study reflect a true statistical relation, not by chance. Moreover, the t-test for independent samples used to determine whether at selected probability level, a significant difference exists between the means of two independent samples.

A one-way Analysis of Variances (ANOVA) was employed when there was two factors acting as independent and dependent variables. Hence, for this study gender was independent variable and effectiveness was an dependent variable. Therefore, using ANOVA was a suitable technique for this study. Finally, depending on the result of the analysis, interpretation and necessary discussion were be made to clarify the issues.

3.6 Ethical Consideration

For the purpose of this study, ethical considerations are seen from the researcher side. First, the researcher was considering the relevance and usefulness of the research undertaking and able to convince others. Second, seek informed consent of the participants voluntarily and without any kind of pressure. Informed consent implies that the participants are made adequately aware of the researcher identity; type of information the researcher want to collect from them, why the information is being sought, what purpose it will have (Kumar,1999:192).The third ethical issue concerns about seeking sensitive information that invade privacy. The researcher believes as long as the information consent is granted any request to confidential information can't be labelled unethical, despite the obligation of the researcher to maintain confidentiality about the respondents information .Finally, the researcher were also refrain from activities that

cause harms to the participants that might involve things such as discomfort, anxiety, invasion of privacy or demeaning or dehumanizing (Kumar, 1999:193)

Hence, research bias, provision or deprivation of a treatment, using inappropriate research methodology, correct reporting divergent from the response of the participants using information in such a way that affect the respondents negatively, directly or indirectly are considered as unethical. Thus, the researcher will refrain from involving in such unethical action.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter contains the presentation, analysis and interpretation of data. The points dealt with in the chapter were the general characteristics of the sample population, the descriptive statics of the analysis in gender differences in school leadership effectiveness, ANOVA test of female and male principals and female and male teachers in school leadership effectiveness. In addition, it also included a t-test of one sample test among the participants of the study on gender differences in school leadership effectiveness.

4.1 Analysis of the Characteristics of Respondents

A total of 303 sample respondents (29 male and 19 female principals, 125 male and 130 female teachers) were drawn from the total of 3,618 population of principals and teachers in Southern Zone Tigray Regional State. Consequently 303 MLQ-5X /Rater and Self Rater /questionnaires were distributed for sample principals and teachers. At the end of the day, all the questionnaires distributed for principals and teachers were filled in and returned.

Figur2: Characteristics of Respondents in Relation to Sex

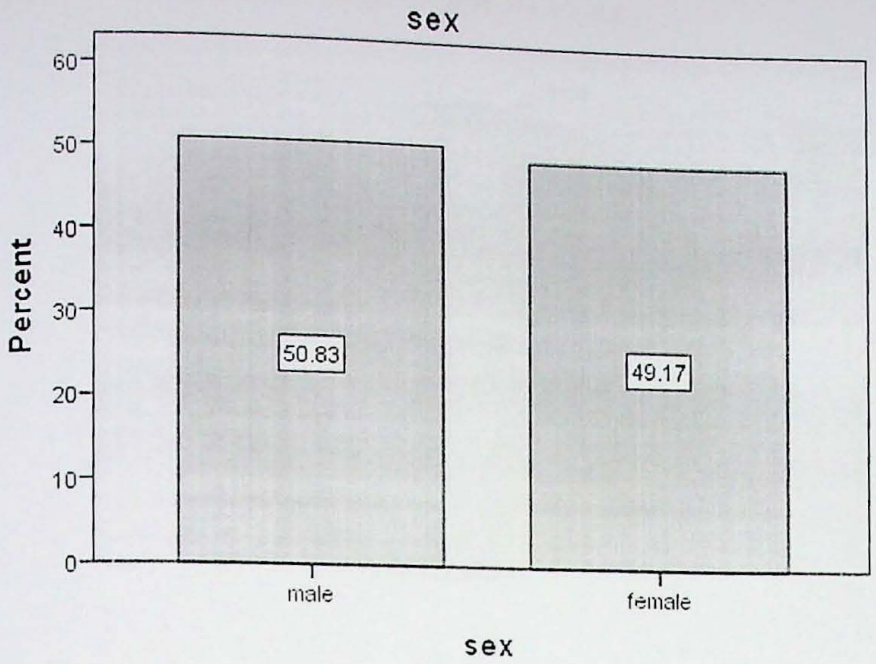


Figure 2 deals with sex distribution of respondents. Accordingly, out of the 303 sample respondents, 154(50.8%) male and 149(4.2%) female respondents were involved during the study. The data shows that female and male participants in the study were same what balanced and encouraging.

Figure3: Characteristics of Respondents by Age

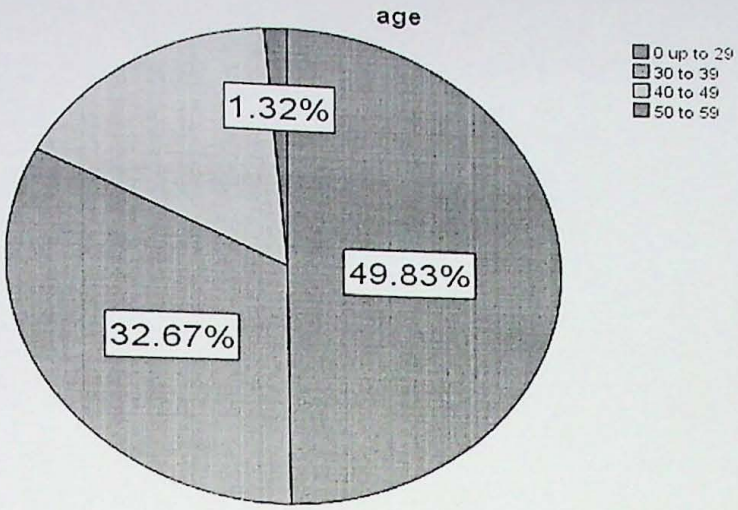


Figure 3 indicates that the age categories of respondents. Accordingly, out of the total 303 respondents the majority 151(49.8%) of them were found between the age range of 0 to 29 (32.7%) of the respondent were found between the age categories of 30 to 39.49 (16.2%) of them were found between 40 to 49 and 4(1.3) of the rest respondents were found between the age category of the 50 to 59. This shows that, most of the respondents were above 30 years and they have quite enough experience to provide the required information for the study.

Figure 4: Characteristics of Respondent by Position

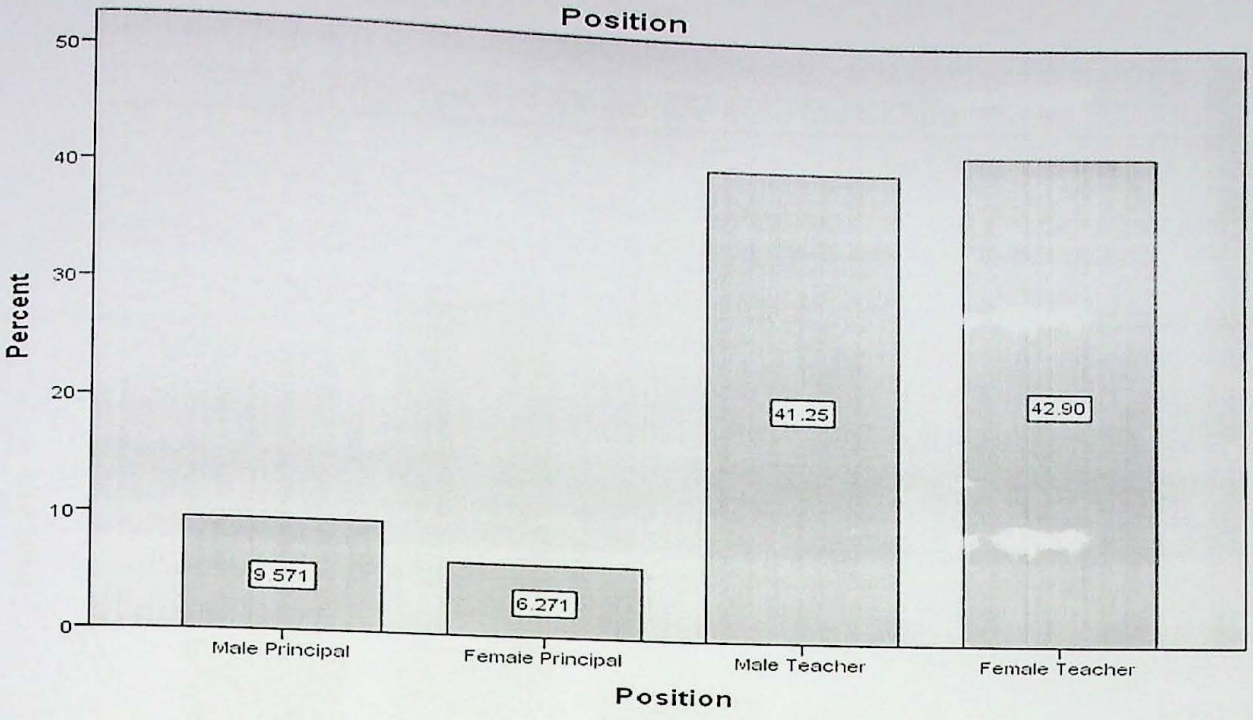


Figure 4 depicts the characteristics of the respondents by position. Accordingly, as indicated in the figure, the majority 130(42.9%) of the respondents were female teachers, 125(41.3%) of the respondents were male teachers, 29(9.6%) were male principals and the rest 19(6.3%) of the respondent were female principles. This shows that, the participants of female teachers in teaching were very high in the southern zone of Tigray regional state.

Figure 5: Number of Respondent by Service Year

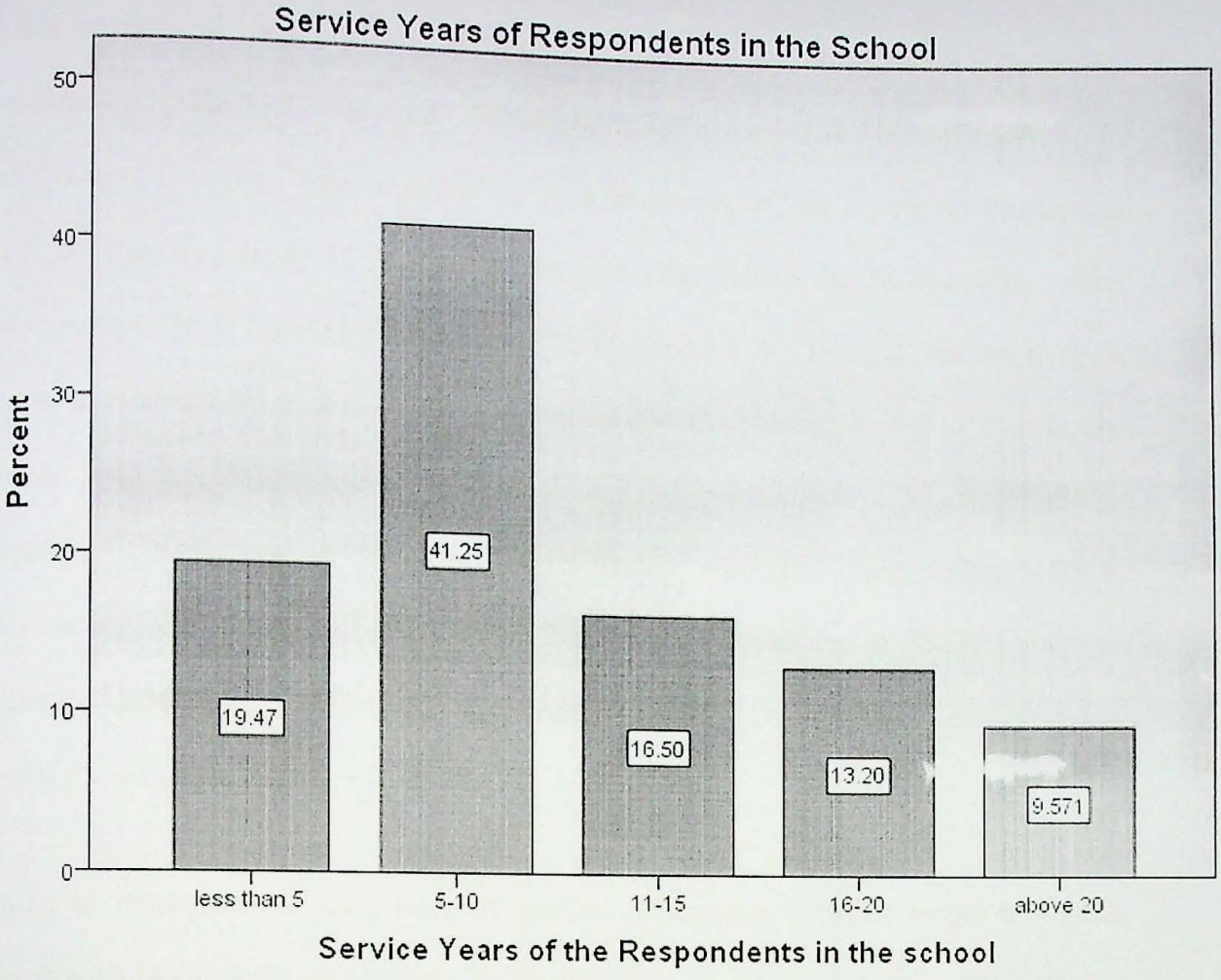


Figure 5 depicts characteristic of respondent by service year. As it was, indicated in the chart, majority 125 (41.3%) of the respondent were between 5 to 10 years' service, 59 (19.5%) of them were served in teaching less than 5 years, 50 (16.5%) of the respondents were between 11-15 years, 40(13.2%) of the respondent were between 16-20 and the rest 29(9.6) of them were above 20 year of experiences. This shows that, data for this study was collected from least experienced to more experienced respondents.

4.2 Analysis and Interpretation of Results

In this section of data analysis, Avolio and Bass (1995) Multi-Factor Leadership Questionnaire (MLQ-5X) was used. This standardized questionnaire has 45 Likert scale type questions ranging from o, not at all to 4 frequently, if not always.45 descriptive questions clustered in to 12 leadership characteristics. There are Idealized Influence (Attributed) total 4, Idealized Influence (Behaviour) total 4 , Inspirational Motivation total 4, Intellectual Stimulation total 4,Individualized Consideration total 4 ,Contingent Reward total 4 , Management- by-Exception (Active)total 4 , Management-by-Exception(Passive) total 4 ,Laissez-faire leadership total 4 , Extra Effort total 3, Effectiveness total 4 and Satisfaction total 2 descriptive questions. In this full range of leadership continuum, Transformational Leadership has 5, Transactional Leadership has 3 and the last laissez-faire Leadership has 1 components.

Finally, to determine the magnitude of opinion differences between respondents, the following Cohen (1988) classifications of effect size (d) were used .Thus, they do not have absolute meaning; large, medium and small are only relative to typical findings in these areas. For that reason, scholars suggest using "larger than typical" instead of large, "typical" instead of medium and "smaller than typical" instead of small. The guidelines will not apply to all subfields in the behavioural sciences, and they definitely will not apply to fields, designs, or contexts where the usually expected effects are eight larger or smaller (Moregan et al, 2004)

The result was interpreted using the mean and standard deviation of leadership effectiveness and the perceived leadership styles by principals and teachers. The result of Pearson product, correlation moment, ANOVA, t-test and Post-hoc test (multiple comparisons) analysis is between the genders differences in school leadership effectiveness were also discussed in this section of the study.

Figure 6: Effect size Determinations for t-test Results

Effect size	***Magnitude***
d= □ 1.00C	Much large than typical
d= .8,	Large or larger than typical,
d= .50,	Medium or typical and
d= .20	Small or smaller than typical

Source: Cohen, (2004)

4.2.1 Analysis of Descriptive Statistics of leadership effectiveness

Table1.Descriptive Analysis of Leadership Effectiveness self-Rated by Male Principals

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	29	3.00	3.85	3.3897	.19520
Transactional Leadership	29	2.33	3.75	2.9540	.29512
Laissez-faire Leadership	29	.00	3.75	1.5172	1.02193
Effectiveness	29	1.50	4.00	3.2414	.51963
Valid N (list wise)	29				

Table 1 indicates that the mean and standard deviation of the leadership effectiveness and the perceived leadership style of male principals . Accordingly, the mean score of the leadership effectiveness was rated by male principal was 3.24 and the more perceived leadership style was transformational leadership style (mean=3.39) which had the highest mean score. This implies that most of the male principals perceive themselves as transformational leaders.

According to the data in table 1, the next perceived leadership style by male principals was transactional leadership styles, which scores mean of 2.95. The laisser-faire leadership style was least perceived leadership style by male principals with mean scores of 1.52. However, the standard deviation 1.02 of laisser-faire leadership style was the highest score from the others styles of leadership. This also indicated that there are some male principals, which perceived very positively this leadership style.

According to Bass and Avolio (2004), transformational and transactional leadership as consisting of two theoretically separate but interconnected leadership aspects, and he theorizes a continuum of the 'full range of leadership styles' in which a leader utilizes these two kinds of leadership in combination to be successful.

Furthermore, transformational leadership enhances transactional leadership to develop subordinates for the intention of change, improved performance, and to attend to the aims

of the leader, team and its members, and the institution, in addition to improving satisfaction with and the perceived efficiency of the leader (Bass and Avolio, 1990).

Table2. Descriptive Analysis of Leadership Effectiveness self-Ratting by Females Principals

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	19	2.00	4.00	3.4684	.42727
Transactional Leadership	19	2.42	3.83	3.0746	.33089
Laissez-faire Leadership	19	.00	3.00	1.6184	.98731
Effectiveness	19	2.25	4.25	3.2237	.57672
Valid N (list wise)	19				

The table 2 shows the mean scores and standard deviation of the leadership effectiveness and the perceived leadership style of female principals rated by them. Accordingly, the female principals expressed about themselves by scoring the mean value of 3.22 for leadership effectiveness and the highest mean score 3.47for transformational leadership. This revealed that they perceived their leadership style as transformational leadership and they consider that they were exercising it effectively.

Transformational leadership style was also the other leadership style, which was perceived positively by female principals next to transformational leadership style with mean score of 3.08.Laisser-faire leadership style was the least perceived leadership by

female principals with mean score of 1,62. This implies that most of the female principals did not found exercising laisser-faire leadership style.

A study by Burke and Collins (2001) which used Multi-Factor Leadership Questionnaires (MLQ) as leadership assessment model showed that female managers were more likely to practice transformational leadership than male managers. Meaning to say that, women tend to practice transformational leadership and use their interpersonal skills to influence subordinates, providing encouragement in problem solving, giving support and coaching so that they could assist their subordinates in moving towards the common goals.

Table3. Descriptive Analysis of Leadership Effectiveness of Male Principals Rated by Male Teachers

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	75	.30	3.90	2.8253	.77050
Transactional Leadership	75	.83	3.83	2.6730	.65662
Effectiveness	75	.25	4.00	2.8933	.86424
Laissez-faire Leadership	75	.00	5.00	2.0667	1.07044

Table 3 indicates the rating scores of male principals, which were rated by male teachers. Accordingly, the male teachers considered that their male principals leadership effectiveness was fair (mean-2.89) and they perceived that their principals were exercising more transformational leadership (mean =2.83).

Next to transformational leadership style transactional leadership style of male principals was also perceived positively by male teachers . The least perceived leadership style of male principals by their male teachers was laisser-faire leadership (mean=2.07). However, the standard deviation of laisser-faire leadership style was the highest standard deviation from the other leadership styles in table 3(SD=1.14).This implies that there were same male teachers who perceived their male principals leadership as laisser-faire leadership style.

Table4. Descriptive Analysis of Leadership Effectiveness of Female principals Rated by Male Teachers

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	50	1.25	3.90	2.9030	.65430
Transactional Leadership	50	1.00	3.83	2.7361	.59429
Laissez-faire Leadership	50	.00	5.00	1.8400	1.13812
Effectiveness	50	.25	4.00	2.9300	.86608
Valid N (list wise)	50				

Table 4 indicates that the mean value of leadership effectiveness and perceived leadership of female principals rated by male teachers. Accordingly, the data in the table four depicts that transformational leadership had the highest mean score (mean=2 .90) from the rest leadership style (transactional and lassie-faire) and the mean score of the

leadership effectiveness was 2.93.This implies that the female principals were perceived more of transformational and they were exercising it in a fairly effective way.

According to the result, transactional leadership style was also the next leadership style of the female principals used by the male teachers (mean =2.74), laisser-faire leadership was the least perceived leadership style male teachers of female principals with mean score 1.84.This implies that most of male teachers did not perceived their females principals leadership as laisser-faire leadership style.

Table5. Descriptive Analysis of Leadership Effectiveness of male principals Rated by Female Teachers

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	68	.75	3.90	2.8537	.69348
Transactional Leadership	68	1.25	3.83	2.7471	.63639
Laissez-faire Leadership	68	.00	3.75	2.1287	.93391
Effectiveness	68	.75	4.00	2.9583	.73379
Valid N (list wise)	68				

As indicated in table 5, female teachers rated their male principals as they were found exercising effective leadership style, which was more of transformational leadership style with a mean score of 2.96 and 2.85 respectively.

The next leadership style which was perceived by female teachers of male principal was transactional leadership style with mean score of 2.75. Laissez faire leadership style was the least perceived leadership style by female teachers of male principals (x=2.13). This implies that most of the female teachers were not perceived the leadership styles of their male teachers as laissez faire leadership styles.

Table6. Descriptive Analysis of Leadership Effectiveness of Female principals Rated by Female Teachers

	N	Min.	Max.	Mean	Std. Deviation
Transformational Leadership	62	.75	4.00	3.1298	.63784
Transactional Leadership	62	1.25	4.00	2.9583	.52244
Laissez-faire Leadership	62	.00	4.75	2.1452	1.14121
Effectiveness	62	.75	4.25	3.1653	.65591
Valid N (list wise)	62				

Table 6 indicates the mean values and standard deviation of the perceived leadership styles and leadership effectiveness of female principals as rated by female teachers. Accordingly, the female teachers rated the highest mean value for transformational leadership (mean=3.13) and the mean value (mean=3.17) for leadership effectiveness of their female principals. This shows that the female principals were exercising more of transformational in fairly effectiveness was as perceived by female teachers.

According to the data in table 6, the next perceived leadership style by female teachers of female principals was transactional leadership style with mean score of 2.96. The laissez faire leadership style was the least perceived leadership style by female teachers of female principals which scored the mean value of 2.15. However, the standard deviation of laissez faire leadership 1.14 was the highest score from the others styles of leadership (transformational and transactional). This indicated that, there were some female teachers who perceived the leadership style their female principals as laissez faire leadership style.

Generally, in addition to the findings of this study Kuhnert (1994) also found that the transformational leader encourages subordinates to perform better in comparison to their expectations or what they even thought possible, and inspires them to sacrifice their benefits for the good of the group or institution. Furthermore, Bass and Avolio (1990) pointed out that, transformational leadership enhances transactional leadership to develop subordinates for the intention of change, improved performance, and to attend to the aims of the leader, team and its members, and the institution, in addition to improving satisfaction with and the perceived efficiency of the leader.

The study of Manning (2002) had shown that there was actually no difference in transformational leadership between male and female managers who were at the same level of the position regardless of being self-rated or observer rated. To further support the notion of no gender difference in leadership styles, Van Engen, Leeden and Willemsen (2001) carried out a study in a department store to examine whether gender-typing of organization context will influence the leadership behavior of male and

female managers. As a result, it showed that gender of the manager and the gender-typing of the department were not the moderator of the differences in leadership style.

4.2.2 Transformational Leadership Attributes as Perceived by Male and Female Teachers Respondents

Table7. A t-test Result on Transformational Leadership Components as Perceived by Male and Female Teachers on their Respective Principals

Item	Variable	Respondent	Mean	SD	T	df	Sig./2-tailed/
1	Idealized Influence(Attribute)	Female	3.19	0.21	58.48	302	.00
		Male	2.95	o.93			
2	Idealized Influence(Behaviour)	Female	3.14	0.65	82.00	302	.00
		Male	2.89	0.60			
3	Inspirational Motivation	Female	3.27	0.77	70.57	302	.00
		Male	3.04	0.73			
4	Intellectual Stimulation	Female	3.12	0.74	68.39	302	.00
		Male	3.02	0.74			
5	Individualized Consideration	Female	2.91	0.70	61.71	302	.00
		Male	2.60	0.78			
	Total Transformational Leadership	Female	3.12	0.63	76.76	302	.00
		Male	2.90	0.65			

Table7 compares if there was statistically significant difference between mean scores of male teachers ratings and that of female teachers rating of principals to examine the perception of the two groups towards their respective principals leadership attributes of

transformational leadership. As it can be seen from the table, transformational leadership has five attributes to be measured namely; idealized influence attributed, idealized influence behaviour, inspirational motivation, intellectual stimulation and individualized consideration (Avolion and Bass, 2002).

According to the results of item 1 that is idealized influence (attributes), there was statistically significant difference in the mean scores of male teachers (mean=2.95, SD=0.93. and female teachers (mean=3.19, SD= 0.21),(t (302)=58.48, sig >0.05). Based on the means, one can say that female teachers had higher idealized influence attributes perception towards their principal's leadership than the male teachers perceived to be.

The idealized attributes score signifies leaders who are able to build trust on their followers. They inspire power and pride on their followers, by going beyond their own individual interests and focusing on the interests of the group and of its members. Thus, they become reference models for their followers (Yukl, 2010 and Avolio and Bass, 2002).

Concerning idealized influence (behaviour) item 2 of table-, there was statistically significant difference in the scores of male teachers (mean=2.89, SD=0.60) and female teachers (mean=3.14, SD=0.65), t (302) =82.0, sig < 0.05. This results show that the idealized behaviour mean score of female teachers was greater than that of the male teachers. This shows female teacher's perception of idealized influence behaviour towards their principals was higher than male teachers.

The idealized behaviours score identifies leaders who act within integrity. High scores for this scale are typical for leaders who manifest positive a highly valuated behaviours like dominance, consciousness, self-control, high moral judgment, optimism and self-efficiency. They talk about their most important values and beliefs; they focus on a desirable vision and usually consider the moral and ethical consequences of their action (Yukl, 2010, and Avolio and Bass, 2002).

In item 3 of the same table, a comparison was also made between male and female teachers perception towards their respective principals on inspirational motivation. Accordingly, there was statistically significant difference in the mean scores for male teachers (mean =3.04, SD=0.73) and female teachers (mean =3.27, SD= 0.77), t (302) = 70.57, sig < 0.05. These results indicated that the mean score of female teachers were higher than the man score of male teacher's inspirational motivation component.

Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide vision of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done (Avolion and Bass (2004).

Items 4 and 5 of the same table show the comparison of mean scores of intellectual stimulation and individualized consideration between male teachers and female teachers' ratings of their principals.

Accordingly, there was statistically significant difference between the mean sores of male teachers and female teachers' ratings. This shows that the mean scores of female teachers (mean=3.12, and 2.91 for intellectual stimulation and individualized consideration respectively) were higher than the mean score of male teachers (mean=3.02 and 2.60 for intellectual stimulation and individualized consideration respectively).this means that female teachers perception on intellectual stimulation and individualized consideration aspects of their respective principals was higher that male teachers perceived to be.

Item 6 of table-, compares the overall results of transformational leadership qualify of principals. According to the data revealed, there was statistically significant difference in the mean scores of male teachers and female teacher's ratings. (mean=2.90 and 3.12 respectively). This result was higher than the mean score of male teachers.

Thus, as the total score of transformational leadership behaviour showed, it can be conclude that to some extent there were view differences between male and female teachers with regard to transformational leadership qualities of their school principals. On top of this, the claim of male teachers about the transformational leadership behaviour of their respective school principals was lower than that of female teachers (mean=3.12 and 2.94 for female and male teachers respectively).

4.2.3 Correlation Analysis of Leadership Effectiveness with Gender Differences

The results of the correlation analysis of leadership effectiveness and the gender differences are present below.

Figure7: Correlation Strength Determination for Correlation Analysis

Correlation Strength	*Positive Values*	*Negative Values*
Small	r=.10 to .29	r=-.10 to -.29
Medium	r=.30 to .49	r=-.30 to- .49
Large	r=.50 to 1.0	r=-.50 to -1.0

Source: Cohen (2004)

The range of possible correlation coefficient values is from -1 to +1. A Pearson r correlation value without a sign indicates that the relationship is positive, whereas, negative sign in front of the Pearson correlation coefficient indicates that the relationship is negative. A positive relationship means when scores increase (or decreases) in one variable, they increase (or decrease) in the other variable- thus, scores change in the same direction. A negative relationship means the scores change in the opposite direction.

Table 8.A Correlation Analysis of Leadership Effectiveness with Gender Differences

Categories		Sex	Effectiveness
Sex	Pearson Correlation	1	.078
	Sig. (2-tailed)		.178
	Sum of Squares and Cross-products	75.729	8.880
	Covariance	.251	.029
	N	303	303
Effectiveness	Pearson Correlation	.078	1
	Sig. (2-tailed)	.178	
	Sum of Squares and Cross-products	8.880	173.088
	Covariance	.029	.573
	N	303	303

As indicated in table 8 a Pearson product moment correlation was conducted in table to evaluate the relationship between genders differences in leadership effectiveness. Accordingly, there was a positive very weak correlation between gender differences in leadership effectiveness. However, the correlation was not statistically significant(r=0.08, sig (2 tailed =0.18).Coefficients of determination = 0.61%, this indicates that gender differences scores explain 0.61%of the variance in respondent leadership effectiveness scores.

Similarly, most findings also had mentioned that there is no sex differences in leadership effectiveness. For example , Hollander (1992) stated that there is no gender difference in leadership effectiveness although, " women being with an initial hurdle to attaining legitimacy " Powell (1993) also noted that "women and men do not differ in their

effectiveness as leaders, although ,some situational favour women and other favour men ".In a meta-analysis comparing the effectiveness of female and male leaders ,men and women were equally effective leaders , over all ,but there were gender differences such that women and men were more effective in leadership roles that were congruent with their gender (Eagly,Karaw . and makhijani,1995).

4.2.3 Analysis of variances /ANOVA Test/

Table 9: Analysis of variances /ANOVA Test/ By Gender Differences in Leadership Effectiveness

		Sum of Squares	Df	Mean Square	F	Sig.
Leadership Effectiveness	Between Groups	4.309	3	1.436	2.545	.056
	Within Groups	168.779	299	.564		
	Total	173.088	302			
Transformational Leadership	Between Groups	11.546	3	3.849	8.996	.000
	Within Groups	127.926	299	.428		
	Total	139.472	302			
Transactional Leadership	Between Groups	3.922	3	1.307	3.961	.009
	Within Groups	98.669	299	.330		
	Total	102.590	302			
Laissez-faire Leadership	Between Groups	11.880	3	3.960	3.534	.015
	Within Groups	335.001	299	1.120		
	Total	346.881	302			

As indicated in table 9 analysis of variances (ANOVA) was conducting to evaluate the impact of gender differences in leadership effectiveness. Accordingly, there was no statistically significant differences between gender and leadership effectiveness (sig.

=0.06). Eta squared =0.03 this implies that the effect size was small and gender differences accounted 3%variance in the leadership effectiveness.

Other researchers agree and argue that males and females do not differ significantly in the ways in which they lead (Leland, 1991; Eagly & Johnson, 1990).

According to the data in table 9, there was a statistically significant differences between transformational, transactional and laissez faire leadership styles and gender differences (Sig, = 0.00, 0.01 and 0.02 respectively). However, the magnitude of the differences were very small, i.e., Eta squared= 0.08, 0.04 and 0.03 for transformational, transactional and laissez faire leadership respectively. This implies that to some extent there was an impact between gender differences and the leadership styles of principals.

4.2.4 Independent Sample Test (t-Test)

As indicated in table 10 in the next page, an independent sample test was conducting to compare the mean scores of leadership effectiveness with gender differences. Accordingly, there was not a statistically significant differences between the mean scores of the two groups (Male and Female) and the magnitude of the differences was very small (eta squared=0.0060). This implies that the perception of the two groups (male and females) towards the leadership effectiveness of their leaders was almost similar.

Table 10.An Independent Sample Test (t-Test) Between Gender Differences in leadership Effectiveness

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Leadership Effectiveness	Equal variances assumed	2.076	.151	-1.350	301	.178	-.11726	.08688	-.28823	.05370
	Equal variances not assumed			1.353	295.558	.177	-.11726	.08664		.05324

4.2.5 Post –hoc test (multiple comparison)

Table11.Multiple Comparison between Each Pairs of Groups (principal and Teachers)

Bonferroni **Multiple Comparisons**							
Dependent Variable	(I) Position by Gender	(J) Position by Gender	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Leadership Effectiveness	Male Principal	Female Principal	.01770	.22175	1.000	-.5713	.6067
		Male Teacher	.34538	.15486	.159	-.0659	.7567
		Female Teacher	.18433	.15429	1.000	-.2255	.5941
	Female Principal	Male Principal	-.01770	.22175	1.000	-.6067	.5713
		Male Teacher	.32768	.18500	.465	-.1637	.8190
		Female Teacher	.16663	.18453	1.000	-.3235	.6567
	Male Teacher	Male Principal	-.34538	.15486	.159	-.7567	.0659
		Female Principal	-.32768	.18500	.465	-.8190	.1637
		Female Teacher	-.16105	.09412	.529	-.4110	.0889
	Female Teacher	Male Principal	-.18433	.15429	1.000	-.5941	.2255
		Female Principal	-.16663	.18453	1.000	-.6567	.3235
		Male Teacher	.16105	.09412	.529	-.0889	.4110

*. The mean difference is significant at the 0.05 level.

As indicted in the table 11 a post–hoc test were conducted and to determine where the differences lie by making comparisons between each pair of groups (Male and Female Principal, Male and Female Teachers).But the differences was not statistically significant. Since sig > 0.05.This implies that, even if the difference was not statistically significant, there was an overall difference in the perception of male teachers towards the leadership effectiveness of their male and female principals.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

This study was aimed at assessment of gender differences in school leadership effectiveness of government primary schools of southern zone Tigray Regional State. Accordingly, the study was conducting to seek answers for the following basic questions.

1. Is there any significant difference between men and women in their leadership effectiveness, in the Government Primary School of the Southern Zone Tigray Regional State?
2. What is the perception of teachers on women's school leadership effectiveness, in the Government Primary School of the Southern Zone Tigray Regional State?
3. What is the perception of female school leaders towards their own school leadership effectiveness in the government primary school of Southern Zone Tigray Regional State?

In order to answer these basic questions, questionnaires interviews and document analysis were employed to gather the necessary information.48 MLQ-5Xself rater and 255 MLQ-5X Leader raters questionnaires were distributed for principals and teachers respectively. All the questionnaires distributed were properly filled in and returned. Finally, the study came up with the following major findings.

1. Characteristics of the Respondents

Out of the 303 sample respondents, 29(9.6%) male principals, 19(6.3%0 female principals, 125(41, 3%) male teachers and 130(42, 9%) female teachers have been evaluated as respondents during the study. Majority of 151 (49.8%) of the study respondents were found between the age range o to 29, 99(32.7%) of the respondent were between 30 to 39, 49 (16.2%) of the respondent were between 40 to 49 category and the rest 4(1.3%) of the respondents were between the age category of 50to 59.Among the total of 303 respondents ,majority 125(41.3%) were between 5 to 10 years services, 59(19.5%) of the respondents have served less than five years, 50(16.5%) 0f the respondents were between 11 to 15 years' service ,40 (13.2%) were between 16 to 20 years and the rest 29(9.6%) of the respondents were above 20 years of experiences .

2. Descriptive Analysis of Leadership Effectiveness and Perceived Leadership Style

1.As the findings of the study revealed the male and female principals, self-rating scores indicated that the most perceived leadership style in their schools were transformational leadership styles. In addition, they were found exercising their leadership in an effective way.

2.It was also disclosed that teachers perceived their principals as having more of transformational leadership style and that their leadership was also fairly good.

3.According the results of the correlation analysis of gender differences in school leadership effectiveness the data revealed that, there was a positive and very weak

correlation between gender and leadership effectiveness, but the correlation was not statistically significant.

4.According to the finding of the analysis of the variances, which was conducted to evaluate the impact of gender differences in school leadership effectiveness, there was no spastically significant differences between gender and leadership effectiveness.
T-Test (Independent sample test)

5.As the finding reveals, the independent sample test indicated that there was no a statistically significant difference between the mean score of the male and female sample respondents on school leadership effectiveness and the magnitude of the differences was very small (eta –squared =0.006).

6.Post –hoc test was conducted to determine where the differences lie by making comparisons between each pair groups of male principals, female principals, male teachers and female teachers. Accordingly, the highest mean differences lie between the paired groups of male principals and male teachers, and female principals and male teachers.

5.2. Conclusions

Based on the major findings of the study the following conclusions were drawn. These research findings disclosed that there was no statistically significant correlation between gender differences in school leadership effectiveness. The t-test analysis also revealed

that, there were no statistically significant differences between the mean scores of two groups (male and female) on school leadership effectiveness. According to the findings of the study, the perception of teachers towards females' school leadership effectiveness and the perception of female principals towards their own school leadership effectiveness were more of transformational. Therefore, based on the findings of this study one can conclude that there was no difference in transformation leadership between male and female leaders who were at the same level of the position regardless of being self-rated or observer rated.

Based on the findings of previous studies which are conducted by different scholars (such as Manning 2002; Eagle and Jonson 1990; Wajcman 1996 and Vilkinas 2000, etc) and the findings of this study, it could be also concluded that, clearly we are in a period of transition in regard to our thinking about gender differences in leadership styles. The cultural factors supporting differences in leader behavior are in a period of flux. It seems likely that as more women assume leadership roles and as sex role stereotypes fade away, the very notion of gender differences in leadership style will also disappear. We will recognize that different leaders have different styles, but we will not automatically associate one style with women and another with men. Males and females alike will be challenged to develop the type of leadership skills that will be needed to lead the organizations of tomorrow.

5.3 Recommendations

Based on the major findings and the conclusion of this study the following recommendations are forwarded in order to strengthen the positive aspects of primarily school principals in school leadership effectiveness.

The results of this study revealed that there was no spastically significant differences between male and female leaders in school leadership effectiveness and both groups of leaders are more likely to practice transformational leadership at government primary schools of the southern zone of Tigray Regional State. There for, in order to strengthen the positive aspects of both groups of leaders at government primary schools of the southern zone Tigray Regional State;

1. The concerned bodies and stakeholders of southern zone of Tigray Regional State should be expected to plan, design and provide transformational leadership workshops regularly in order to achieve the desired goals for schools effectiveness.
2. It is recommended that continuous feedback on leadership behaviours, performance evaluation and rewarded strategies ought to be strengthened transformational leadership behaviours displayed or practiced by both groups of leaders (male and female) for further schools leadership effectiveness.
3. Most of the finding suggested that the perception of female teachers towards their respective female principals was higher than the male teachers perceived to be. Of course, the aim of the study was not to identify why such dimensions occur, but it may give some clue for future studies to give attention on such issues. Therefore, the concerned bodies of the region also expected to make survey study to identify

why such differences occur. This may help the region to know the gaps for future improvement in the area to minimize the gap on the perception of the different groups.

4. Even if, different studies approved that there was no significant differences between male and female leaders in leadership effectiveness, different data of studies revealed that participation of females in leadership positions were still very low. Therefore, concerned bodies should be also expected to strengthened females participation on leadership positions by giving due attention starting from selecting leaders from a pool of candidates to placement of leaders at different positions of an organization.

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Appendix-A

ኣብ ዩኒቨርስቲ ኣድስ ኣበባ

ናይ ድሕሪ ምረቓ ትምህርቲ ቤት

ክፍሊ ትምህርቲ ትልምን ምምሕዳርን ትምህርቲ

/ብመምህራን ዝመሓላእ መሕቲት/

መዘኻኸሪ፡-

<u>ናብ ኩቡራን ናይ እዚ ዕንዓት ተሳተፍቲ ዝኾንኹም መምህራን</u>፡-

- እዚ መሕቲት እዚ ዝተዳለወሉ ቀንዲ ዕላማ /ዋኒን/ማሕበራዊ ኩነታት መሰረት ዝገበረ ናይ ስርዓተ-ፆታመቀሎ ዕዮ ብፍላይ ድማ ኣብ ዞባ ደቡብ ትግራይ ኣብ ዝርከባ መንግስታዊ ቀደማይ ብርኪ ኣብያተ ትምህርቲ ኣመራርሓ/ምምሕዳር/ትምህርቲ ዘሎ ናይ ፆታ ብኽዓት ኣፈላላይ ንምፍታሽ ዓሊሙ ዝተዳለወ መፅናዕቲ ዝሕግዝ ግቡእ መረዳእታ ንምእካብ እዩ።ካብዚ ዕንዓት እዚ ዝርከብ ውፅኢት መሰረታዊ ዝኾነ ናይ ስርዓተ-ፆታ ማዓርነት ኣፍልጦ ኣብ ምዕባይ ዓብይ ሚና ክዛወት እዩ ተባሂሉ ትፅበት ይግበረሉ።

- ስለዝኾነ ኣብ ምምሕዳርን ኣመራርሓን ትም/ቲ ዘሎ ናይ ስርዓተ ፆታ ኣፈላላይ ንምርኣይ ዓሊሙ ዝተዳለወ ደረጅኡ ዝሓለወ ጥሙር መዐቀኒ ኣመራርሓ መሕቲት እንትምልሱ እትህብዎ ሪኢኾ ብሚስጥር ዝትሓዝ እንትኾውን ሽምኩም ከይፀሓፍኩም ኣገዳስነት እዚ ዕንዓት ኣብ ግምት ብምእታው ሪኢኾኩም ሚዛናዊነት፣ቅነዕናን ዜጋነዊ ሓላፍነትን ብዝተመልአ ኣገባብ ካብዚ ንታሕቲ ኣብ ዘለዉ ደረጃታት መማረፅቲ ንክታቅምጡ እንዳሓተትኩ ንትሕብብርኩም ኣኾዲመ የመስግን።

ክፍሊ ሓደ

1.ሓፈሻዊ መረዳእታ

ሀ. ውልቃዊ መረዳእታ

መምርሒ ሓደ፡ኣብ ታሕቲ ተዘርዚሮም ዘለዉ ነጥብታት ብዛዕበኦም/ኣን ሓፈሻዊ መረዳእታ ንምእካብ ትሓሲቡ ዝተዳለወ እዩ።ስለዝኾነ ነቲ ይገልፀኒ እዩ ዝብልዎ/ኦ መልሲ መማረፂ ብምምራፅ "x" ወይ ከዓ ኣብቲ ክፍቲ ቦታ ብምፅሓፍ ይግለፁ/ፃ

1. ፆታ

   ሀ. ተባዕታይ ☐ ለ. ኣንስ☐

2. ዕድመ

   ሀ. 29 ዓመትን ትሕቲኡን☐ ለ. 30 - 39 ዓ☐ ሐ. ☐

   መ. 50 - 59 ዓመት☐ ሰ. 60 ዓመትን ልዕሊ☐

3. ሽም ቤት ት/ቲ _____

4. ዘለዎም/ወን ሓላፍነት _____

5. ኣብቲ ቤት ት/ቲ ዘለዎም/ወን ግልጋሎት ዘመን _____

6. ናይቲ ዝምለአሉ ር/መምህር ወይ ም/ር/ መምህር/መራሒ/ ፆታ _____

ጥሙር መዐቀኒ ኣመራርሓ ስልቲ መሕተት መዐቀኒ ቅጥዒ (MLQ multifactor leadership questionnaire rater form)

መምርሒ ሽልተ

ኣብቲ ዝስዕብ ሰንጠረዥ ዝተፈላለዩ ሚላታት /ስልቲታት/ ፅቡፍ ናይ ኣመራርሓ ከይዲ ዘመልክቱ ሓሳባት ቀሪቦም ኣለዉ። ስለዚ ንሶም/ሰን ዝመሰሎም ብቕዓት ኣመራርሓ ሚዛን ይገልፅ እዩ ዝብልዎ ሓሳብ ክብቶም ስዒቦም ዘለዉ 45 ሓሳባት ናይ ቤት ትምህርቲኩም ኣመራርሓ/ርእሰ መምህር/ ም/ር መምህር ክንደየናይ ዝኣክል ብቕዓት ብትሽክል ክም ዝገልፆ/ፃ ኣብቲ መልሲ መውሃቢ ሰንጠረዥ ዘለዉ ደረጃታት ይገልፆ እዩ እትብልዎ/ኦ ናይ "x" ምልክት ብምሃብ ይግለፁ/ፃ። መልሲ ዘይፈልጥዎ እንተኪይኖም ይዝለልዎ/ኦ።

✓ **እዞም ዝስዕቡ ደረጃታት ብቕዓት ዝውክልዎ መግለፂ ዋጋ ወይ ክዓ ናይ መማረፅቲ መግለፂ**

4 = ኩሉ ግዜ ዝትግብር /Always/

3 = መብዛሕቲኡ ግዜ ዝትግብር /Sometimes/

2 = ሓደ ሓደ ግዜ ዝትግበር /Sometimes/

1 = ሓለሓሊፉ ዝትግብር /Once in a awhile/

0 = ፈፃሚ ኣይትግብርን /Not at all/

ተ/ቁ	ከይዲ ፅፈትን ብቕዓትን እቲ/እታር/መምህር ወይ ም/ር/መምህር /ኣመራርሓ/ ኣካል/ሰብ/ ዝግለፅሉ ሓሳብ	እዞም ደረጃታት ናይ ምጥቃም /ኩነታት መግለፂ/				
		4	3	2	1	0
1	ኣነ ንዘበርኽዮ ፃዕሪ ድጋፍ ብዝህብ መልክዑ ትመርሕ/ይመርሕዎ/					
2	ኣገደስቲ ዝኾኑ ስራሕቲ ብጥንቃቐ ይፍትሹን/ሻን ይግምግሙን/ማን					
3	ዘጋጥሙ ሽግራት ኣብ ዝኽፈኣ ደረጃ ክሳብ ዝበፅሑ ስቅ ኢሉ/ኢላ ትርኢ ወይ ይርኢ					
4	ኣብ ዝፈጠሩ ስሕተታትን ምቁርራፃትን ፍሉያት ክስተታትን ትኩረት ናይ ምሃብ ዝንባላ/ኣዝማማያ/					
5	ወሰንቲ ጉዳያት ኣብ ዘጋጥሙሉ ኩነታት ዝውሃብ ትኩረት ዘይምህላው					
6	ብውልቀኣም ብጣዕሚ ኣድለይቲ እዮም ኢሎም/ለን ኣብ ዝኣምንሎምን/ናሎምን ዋጋ ኣብ ዝህበሎምን/ሎምን ነገራት ትኹረት ይገብሩ/ራ					
7	ኣድላይ ወይካዓ ወሳኒ ኣብ ዝኾነ ግዜ ናይ ዘይምርካብ ኩነታት					
8	ፀገማት ዝፍትሑሉ ኣገባብ ዝጥቀሙሉ ፍሉይ ናይ ምምዝዛን ተኽእሎ/ከይዲ					
9	ኣብ ቀፀልቲ ኣንፈታት ኣወንታዊ ለውጢታት ኣድሂብካ ኣብ ምምራሕ/ምዝራብ					

10	ሓቢርካዮ/ካያ ንክትሰርሕ ዘሎዎ/ዋ ናይ ምብርትታዕ/ደጋፊ ዝኾነ ወነ ናይ ምፍጣር ተክእሎ						
11	ንዘጋጥሙ ጉድለታት ወይ ካዓ ዕፉፍ ናይ መደባት ኣፈፃፅማ ሓላፍነት ዝወሰድ ኣካል ብግልፂ ናይ ምንፃር ተኾእሎ /ኩነታት/						
12	ከጋጥሙ ዝኾእሉ ፀገማት ተንቢኻ ወይ ካዓ ገሚትካ ኣብ ግዚኡ ኣብ ክንኪ ምእራም ክሳዕ ዘጋጥም ስቕ ኢልካ ምርአይን ስጉምቲ ናይ ዘይምውሳድን ኩነታት						
13	ክፍፀሙ/ክጭበጡ ዝግበኦም ዕማማት ኣመልኪትካ ዝግበር ጥበብ ብዝተመልአ ኩነታት ጌርካ ናይ ምቅራብ						
14	ክፍፀሙ ኣብ ዝግበኦም ወሰንቲ ዕማማት ብትረትን ብግልፅን ናይ ምቅማጥ ተክእሎ /ኩነታት/						
15	ብግዚኡ ናይ ሰባት ብቅዓት ተኽታቲልካ ኣብ ምብታዕን ምስልጣንን/ተሞክሮኻ ብዝግባእ ናይ ምሕላፍን ንካልኦት ናይ ምጭባጥን ኩነታት						
16	ክጭበጡን ክፍፀሙን ዝግበኦም ወሰንቲ ዕማማት /መደባት/መዓዝን ብኽመይን ክም ዝፍፀሙ ግልፅነት ናይ ምፍጣር ኩነታት						
17	ተኽተልቲኻ ሙሉእ ዓቅሞም ፀንቂቆም ንክጥቀሙ ኣወንታዊ ብዝኾነ መዳይ ምቅራብን ንክሰርሑ ድማ ምችው ዝኾነ ዕድል ምፍጣርን						
18	ካብ ናይ ውልቕኻ ኣረኣእያን ጥቅምን ወፂኻ ንኣብዝሓ ጠጠው ናይ ምባል ኩነታት						
19	ካብ ጥሙር ዝኾነ ኣረኣእያ ወይካዓ ኣረዳድኣ ደቂ ሰባት ወፂእኻ ንሕድሕ ውልቀ ሰብ ትኩረት ጌርካ ናይ ምምራሕን ምስራሕን ኩነታት						
20	መደባት ቅድሚ ምፍፃሞም ኣብ ከይዲ ከጋጥሙ ዝኽእሉ ወሰንቲ ማሕለኻታት ኣቐዲምካ ናይ ምትንባይን ምግማትን ብቅዓት /ኩነታት/						
21	ክብር ደቂ ሰባት ብዘኻልበትን ዝሃንፅን መልክዑ ናይ ምምራሕን ምስራሕን ብቅዓት/ኩነታት/						
22	ዘጋጥሙ ማሕለኻታትን ቅሬታታትን ስሕተታትን ብኣግባቡ ንክእረሙ ሙሉእ ጠመተ ሂብካ ናይ ምምራሕን ምስራሕን ኩነታት /ብቅዓት/						
23	ኣብ ዝወሰኑ ውሳነታት ክህሉዉ ዝኽእሉ ናይ ሞራልን ስነ-ምግባርን ጉጅለታት ወይካዓ ሳዕቤናት ብዝግባእ ፈሊጥካ ናይ ምምውሳን ብቅዓት /ኩነታት/						
24	ኣብ ኣሰራርሓ እቲ ቤት ትምህርቲ ክፍተታት ክፍጠሩ ዝኽእሉ ባይታታት ኣቐዲሞም ይከላኸሉን ይፍትሹን						
25	ናይ ምትግባር ዓቕሚን ዓርሰ እምነትን ኣለዎም/ወን						
26	ኣብ ዙርያ ምላሽ ራኢይ እቲ ትምህርቲ ግልፅነት ንክፍጠር ዓዕሪ ይገብሩ/ራ						
27	ካብ ዝተቐመጡ ረቋሓታት ብታሕቲ ዝተመዝግቡ ውዕኢታት ትኩረት ንክህብ ይመርሑን/ሓኒ						
28	ውሳኔ ንምሃብ ኣይደልዩን/ያን/ ወይካዓ ውሳነ ሰብ ኣይከኑን/ናን						

29	ኣነ ካብ ካልኦት ሰራሕተኛታት ዝተፈላለዩ ድሌት፡ክእለትን ዕላማን ከም ዘለኒ ድርጅኡ/ኣ					
30	ዐግማት ዝተፈላለዩ ኣንፈታት ንክምልከቶም ይደልዩን/ያን ይፈቅዱን/ዳን					
31	ዘለዉኒ ኣወንታዊ ጎንታት ብዝበለፀ ንክቅዕለሉ ይድግፉኒ/ፉኒ					
32	ዝተውሃቡን ስራሕቲ ከመይ ከም ዝፍዕሞምን ሓድሽቲ ምህዞታት/ኣሰራርሓ/ ንክፍዕምን ከመይ ከምዝኽተል ‘ውን የበረታትዑን/ዓኒ					
33	ንህዉዓት ሕቶታት ቅልጡፍ ምላሻ ኣይህቡን/ባን					
34	ኣብ ማሕበረ ሰብ እቲ ቤት ቤት/ቲ ናይ ሓባር ልኡክ መንፈስ ንክህሉ ትኹረት ይሕብሩ ይገብሩ/ራ					
35	ክባይ ትዕቢት ዝግበሩ እንትፍዕም ዕግበቶም/ተን ይገልዑለይ/ዓለይ					
36	ዕላማታት እቲ ቤት ቤት/ቲ ከም ዝፍፀም ብዓርሰ እምነት ይገልዑ/ዓ					
37	ምስ ስረሐይ ዝተትሓሓዙ ድሌታት ብዕቡቅ ኩነታት የማልኡ/ኣ					
38	ዕግበት ዝህቡ ናይ ኣመራርሓ ሚላታት ይጥቀሙ/ማ					
39	ትዕቢት ካብ ዝግበረለይ ንላዕሊ ንክሰርሕ የበረታትዑኒ/ዓኒ					
40	ስርሓይ ንላዕለዋይ ኣመራርሓ ብዕቡቅ ኩነታት ይገልዑ/ዓ					
41	ምሳይ ኣዕጋቢ ብዝኾነ ኩነታት ይሰርሑ/ሓ					
42	ውዕኢታዊ ናይ ምኽን ድሌተይ ንክውሰኽ የተባብዑኒ/ዓኒ					
43	እቲ ቤት ትም/ቲ ዘድልዮም ወይ ዝዕበዮም ነገራት ብምምላእ ውዕኢታዊ ይገብሩ/ራ					
44	ጠንካራ ናይ ምስራሕ ድሌየታተይ ንክውሰኽ ይበረታትዑኒ/ዓኒ					
45	ብሓፋሽ ማሕበረሰብ እቲ ቤት ትም/ቲ ውዕኢታዊ ብዝኾነ መንገድታት ይመርሑ/ሓ					

“ብዝግበርኩምለይ ምትሕብባር የመስግን!!”

Appendix-B

ኣብ ዩኒቨርስቲ ኣድስ ኣበባ

ናይ ድሕሪ ምረቓ ትምህርቲ ቤት

ክፍሊ ትምህርቲ ትልምን ምምሕዳርን ትምህርቲ

/ብር/መምህራን ወይ ምክትል ር/መመህራን ዝሙላእ መሕተት/

መዘኻኸሪ፡-

ናብ ኩቡራን ናይ እዚ ፅንዓት ተሳትፍቲ ዝኾንኹም ር/መምህራን ወይ ምክትል ር/መመህራን፡-

- እዚ መሕቲት እዚ ዝተዳለወሉ ቀንዲ ዕላማ /ዋኒን/ማሕበራዊ ኩነታት መሰረት ዝገበረ ናይ ስርዓተ-ያታመቀላ ዕዮ ብፍላይ ድማ ኣብ ዞባ ደቡብ ትግራይ ኣብ ዝርከባ መንግስታዊ ቀደማይ ብርኪ ኣብያተ ትምህርቲ ኣመራርሓ/ምምሕዳር/ትምህርቲ ዘሎ ናይ ያታ ብቕዓት ኣፈላላይ ንምፍታሽ ዓሊሙ ዝተዳለወ መፅናዕቲ ዝሕግዝ ግቡእ መረዳእታ ንምእካብ እዩ።።ካብዚ ፅንዓት እዚ ዝርከብ ውፅኢት መሰረታዊ ዝኾነ ናይ ስርዓተ-ያታ ማዓርነት ኣፍልጦ ኣብ ምዕባይ ዓብይ ሚና ክግወት እዩ ተባሂሉ ትዕብት ይግበረሉ።።
- ስለዝኾነ ኣብ ምምሕዳርን ኣመራርሓን ትምህቲ ዘሎ ናይ ስርዓተ ያታ ኣፈላላይ ንምርኣይ ዓሊሙ ዝተዳለወ ደረጅኡ ዝሓለወ ጥሙር መዐቀኒ ኣመራርሓ መሕተት እንትምልሱ እትህብዎ ሪኢኖ ብሚስጥር ዝትሓዝ እንትኾኑን ሽምኩም ከይፀሓፍኩም ኣገዳስነት እዚ ፅንዓት ኣብ ግምት ብምእታው ሪኢኖኩም ሚዛናዊነት፣ቅነዕናን ዜጋነዊ ሓላፍነት ብዝተመልኣ ኣገባብ ካብዚ ንታሕቲ ኣብ ዘለዉ ደረጃታት መማረፅቲ ንክታቅምጡ እንዳሓተትኩ ንትሕብብርኩም ኣኾዲሙ የመስግን።።

ክፍሊ ሓደ

1.ሓፈሻዊ መረዳእታ

ሀ. ውልቃዊ መረዳእታ

መምርሒ ሓደ፡-ኣብ ታሕቲ ተዘርዚሮም ዘለዉ ነጥብታት ብዛዕባኦም/ኣን ሓፈሻዊ መረዳእታ ንምእካብ ትሓሲቡ ዝተዳለወ እዩ።ስለዝኾነ ነቲ ይግልፀኒ እዩ ዝብሉዎ/ኦ መልሲ መማረዊ ብምምራፅ "x" ወይ ከዓ ኣብቲ ክፍቲ ቦታ ብምፅሓፍ ይግለፁ/ፃ

1. ፆታ

ሀ. ተባዕታይ ☐ ለ. ኣንስታይ ☐

2. ዕድመ

ሀ. 29 ዓመትን ትሕቲኡን ☐ ለ. 30 - 39 ዓመት ☐ ሐ. 40-49 ☐

መ. 50 - 59 ዓመት ☐ ሰ. 60 ዓመትን ልዕሊኡን ☐

3. ሽም ቤት ት/ቲ: _____

4. ዘለዎም/ወን ሓላፍነት _____

5. ኣብቲ ቤት ት/ቲ ዘለዎም/ወን ግልጋሎት ዘመን _____

6. ናይቲ ዝምለአሉ ር/መምህር ወይ ም/ር/ መምህር/መራሒ/ ፆታ _____

ጥሙር መዐቀኒ ኣመራርሓ ስልቲ መሕተት መዐቀኒ ቅጥዒ (MLQ multifactor leadership questionnaire rater form)

መምርሒ ሽልተ

ኣብቲ ዝስዕብ ሰንጠረዥ ዝተፈላለዩ ሚላታት /ስልቲታት/ ዕፉፍ ናይ ኣመራርሓ ክይዲ ዘመልክቱ ሓሳባት ቀሪቦም ኣለዉ። ስለዚ ንሶም/ሰን ዝመሰሎም ብቕዓት ኣመራርሓ ሚዛን ይገልዕ እዩ ዝብሉዎ ሓሳብ ካብቶም ስዒቦም ዘለዉ 45 ሓሳባት ናይ ቤት ትምህርቲኩም ኣመራርሓ/ርእሰ መምህር/ ም/ር መምህር ክንደየናይ ዝኣክል ብቕዓት ብትሽክል ከም ዝገልፆ/ፃ ኣብቲ መልሲ መውሃቢ ሰንጠረዥ ዘለዉ ደረጃታት ይገልፆ እዩ እትብልዎ/ኣ ናይ "x" ምልክት ብምሃብ ይግለፁ/ፃ። መልሲ ዘይፈልጥዎ እንተኾይኖም ይገለልዎ/ኣ።

✓ **እዞም ዝስዕቡ ደረጃታት ብቕዓት ዝውክልዎ መግለፂ ዋጋ ወይ ክዓ ናይ መማረፅቲ መግለፂ**

4 = ኩሉ ግዜ ዝትግብር /Always/

3 = መብዛሕቲኡ ግዜ ዝትግብር /Sometimes/

2 = ሓደ ሓደ ግዜ ዝትግበር /Sometimes/

1 = ሓለሓሊፉ ዝትግብር /Once in a awhile/

0 = ፈፂሚ ኣይትግብርን /Not at all/

ተ/ቁ	ክይዲ ዕፈትን ብቕዓትን እቲ/እታ/መምህር ወይ ም/ር/መምህር /ኣመራርሓ/ ኣካል/ሰብ/ ዝግለፅሉ ሓሳብ	እቶም ደረጃታት ናይ ምጥቃም /ኩነታት መግለፂ/				
		4	3	2	1	0
1	ኣነ ንዘበርኸቶ ዓፅሪ ድጋፍ ብዝህብ መልክዑ ትመርሕ/ይመርሕዎ/					
2	ኣገደስቲ ዝኾኑ ስራሕቲ ብጥንቃቐ ይፍትሽን/ሻን ይግምግሙን/ማን					
3	ዘጋጥሙ ሽግራት ኣብ ዝኸፈኡ ደረጃ ክሳብ ዝበፅሑ ስቅ ኢሉ/ኢላ ትርኢ ወይ ይርኢ					
4	ኣብ ዝፈጠሩ ስሕተታትን ምቁርራፃትን ፍሉይ ክስተታትን ትኩረት ናይ ምሃብ ዝንባላ/ኣዝማማይ/					
5	ወሰንቲ ጉዳያት ኣብ ዘጋጥሙሉ ኩነታት ዝውሃብ ትኩረት ዘይምህላው					
6	ብውልቀኣም ብጣዕሚ ኣድለይቲ እዮም ኢሎም/ለን ኣብ ዝኣምንሎምን/ናሎምን ዋጋ ኣብ ዝህበሎምን/ሎምን ነገራት ትኹረት ይገብሩ/ራ					
7	ኣድላይ ወይካዓ ወሳኒ ኣብ ዝኾነ ግዜ ናይ ዘይምርካብ ኩነታት					
8	ፀገማት ዝፍትሑሉ ኣገባብ ዝጥቀሙሉ ፍሉይ ናይ ምምዝዛን ተኽእሎ/ክይዲ					
9	ኣብ ቀፀልቲ ኣንፈታት ኣወንታዊ ለውጢታት ኣድሂብካ ኣብ ምምራሕ/ምዝራብ					

10	ሓቢርካዮ/ካያ ንክትሰርሕ ዘሎዎ/ዋ ናይ ምብርትታዕ/ደጋፊ ዝኾነ ወነ ናይ ምፍላር ተክእሎ					
11	ንዘጋጥሙ ጉድለታት ወይ ካዓ ዕቑፍ ናይ መደባት አፈፃፅማ ሓላፍነት ዝወሰድ አካል ብግልፂ ናይ ምንባር ተኽእሎ /ኩነታት/					
12	ከጋጥሙ ዝኽእሉ ወገግት ተንቢኻ ወይ ካዓ ገሚትካ አብ ግዚኡ አብ ክንኪ ምእራም ክሳዕ ዘጋጥም ስቅ ኢልካ ምርአይን ስጉምቲ ናይ ዘይምውሳድን ኩነታት					
13	ክፍዐሙ/ክሳዕበጡ ዝግበኡም ዕማማት ኣመልኪትካ ዝግበር ጥበብ ብዝተመልአ ኩነታት ጌርካ ናይ ምቅራብ					
14	ክፍዐሙ አብ ዝግበኡም ወሰንቲ ዕማማት ብትረትን ብግልፅን ናይ ምቅማጥ ተክእሎ /ኩነታት/					
15	ብግዚኡ ናይ ሰባት ብቅዓት ተኽታቲልካ አብ ምብቃዕን ምስልጣንን/ተሞክሮኻ ብዝግባእ ናይ ምሕላፍን ንካልኦት ናይ ምፃዕባጥን ኩነታት					
16	ክሳዕበጡን ክፍዕሙን ዝግበኡም ወሰንቲ ዕማማት /መደባት/መዓዝን ብኽመይን ክም ዝፍፀሙ ግልፅነት ናይ ምፍላር ኩነታት					
17	ተኽተልቲኻ ሙሉእ ዓቅሞም ዐንቂቆም ንክጥቀሙ አወንታዊ ብዝኾነ መዳይ ምቅራብን ንክሰርሑ ድማ ምችው ዝኾነ ዕድል ምፍላርን					
18	ካብ ናይ ውልቐኻ አረኣእያን ጥቅምን ወፂኻ ንኣብዝሓ ጠጠው ናይ ምባል ኩነታት					
19	ካብ ጥሙር ዝኾነ አረኣእያ ወይካዓ አረዳድኣ ደቂ ሰባት ወፂእኻ ንሕድሕ ውልቀ ሰብ ትኩረት ጌርካ ናይ ምምራሕን ምስራሕን ኩነታት					
20	መደባት ቅድሚ ምፍፃሞም አብ ከይዲ ከጋጥሙ ዝኽእሉ ወሰንቲ ማሕለኻታት አቐዲምካ ናይ ምትንባይን ምግማትን ብቅዓት /ኩነታት/					
21	ክብር ደቂ ሰባት ብዘኻልበትን ዝሃንፅን መልክዑ ናይ ምምራሕን ምስራሕን ብቅዓት/ኩነታት/					
22	ዘጋጥሙ ማሕለኻታትን ቅሬታታትን ስሕተታትን ብኣግባቡ ንክእረሙ መሉእ ጠመተ ሂብካ ናይ ምምራሕን ምስራሕን ኩነታት /ብቅዓት/					
23	አብ ዝወሰኑ ውሳነታት ክህሉዉ ዝኽእሉ ናይ ሞራልን ስነ-ምግባርን ጉጅለታት ወይካዓ ሳዕቤናት ብዝግባእ ፈሊጥካ ናይ ምምውሳን ብቅዓት /ኩነታት/					
24	አብ አሰራርሓ እቲ ቤት ትምህቲ ክፍተታት ክፍጠሩ ዝኽእሉ ባይታታት አቐዲሞም ይከላኸሉን ይፍትሹን					
25	ናይ ምትግባር ዓቕሚን ዓርሰ እምነትን አለዎም/ወን					
26	አብ ዙርያ ምላሽ ራኢይ እቲ ትምህቲ ግልፅነት ንክፍጠር ዓፅሪ ይገብሩ/ራ					
27	ካብ ዝተቐመጡ ረቋሓታት ብታሕቲ ዝተመዝግቡ ውዕኢታት ትኩረት ንክህብ ይመርሑን/ሓኒ					
28	ውሳኔ ንምሃብ አይደልዩን/ያን/ ወይካዓ ውሳነ ሰብ አይክኑን/ናን					

29	አነ ካብ ካልኦት ሰራሕተኛታት ዝተፈላለዩ ድሌት፡ክእለትን ዕላማን ከም ዘለኒ ድርጅኡ/ኣ					
30	ወገማት ዝተፈላለዩ ኣንፈታት ንክምልከቶም ይደልዩን/ያን ይፈቅዱን/ዳን					
31	ዘለዉኒ ኣወንታዊ ጎንታት ብዝበለፀ ንክቅዕለሉ ይድግፉኒ/ፉኒ					
32	ዝተውሃበን ስራሕቲ ከመይ ከም ዝፍፅሞምን ሓድሽቲ ምህዞታት/ኣሰራርሓ/ ንክፍፅምን ከመይ ከምዝኽእል ‘ውን የበረታትዑን/ዓኒ					
33	ንህዉዛት ሕቶታት ቅልጡፍ ምላሻ ኣይህቡን/ባን					
34	ኣብ ማሕበረ ሰብ እቲ ቤት ቤት/ቲ ናይ ሓባር ልኡክ መንፈስ ንክህሉ ትሽሩት ይሕብሩ ይገብሩ/ራ					
35	ክባይ ትዕቢት ዝግበሩ እንትፍፅም ዕግበቶም/ተን ይገልፁለይ/ዓለይ					
36	ዕላማታት እቲ ቤት ቤት/ቲ ከም ዝፍፀም ብዓርሰ እምነት ይገልፁ/ዓ					
37	ምስ ስረሐይ ዝተትሓሓዙ ድሌታት ብዕቡቅ ኩነታት የማልኡ/ኣ					
38	ዕግበት ዝህቡ ናይ ኣመራርሓ ሚላታት ይጥቀሙ/ማ					
39	ትዕቢት ካብ ዝግበረለይ ንላዕሊ ንክሰርሕ የበረታትዑኒ/ዓኒ					
40	ስርሓይ ንላዕለዋይ ኣመራርሓ ብዕቡቅ ኩነታት ይገልፁ/ዓ					
41	ምሳይ ኣዕጋቢ ብዝኾነ ኩነታት ይሰርሑ/ሓ					
42	ውዕኢታዊ ናይ ምኻን ድሉዋይ ንክውሰኽ የተባብዑኒ/ዓኒ					
43	እቲ ቤት ትም/ቲ ዘድልዮም ወይ ዝዕበዮም ነገራት ብምምላእ ውዕኢታዊ ይገብሩ/ራ					
44	ጠንካራ ናይ ምስራሕ ድሊያታተይ ንክውሰኽ ይበረታትዑኒ/ዓኒ					
45	ብሓፍሽ ማሕበረሰብ እቲ ቤት ትም/ቲ ውዕኢታዊ ብዝኾነ መንገድታት ይመርሑ/ሓ					

“ብዝግበርኩምለይ ምትሕብባር የመስግን!!”