



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PSYCHOLOGY

**TEACHERS' PERCEPTION OF EFFECTIVE LEADERS IN
SELECTED PRIVATE SECONDARY SCHOOLS OF ADDIS
ABABA.**

BY

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OCTOBER, 2024

ADDIS ABABA, ETHIOPIA

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This Thesis has been complemented by referenced sources properly acknowledged.

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This Thesis has been submitted for examination with my approval as University Advisor.

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ABSTRACT

This study investigates teachers' perceptions of leadership effectiveness in secondary schools in Addis Ababa, aiming to offer insights for improving leadership practices and fostering a positive school environment. Through exploring four research questions, the study examines how teachers perceive leadership provided by principals or headmasters, the specific leadership qualities deemed effective in enhancing job satisfaction and performance, the impact of leadership on school improvement initiatives, and teachers' involvement in decision-making processes. Data was collected from 190 participants across five governmental secondary schools, comprising 100 male and 90 female respondents. The findings reveal a lack of consensus among teachers regarding the importance of certain leadership qualities. While some perceive leaders to have a passion for subjects being studied, others disagree or remain undecided. The study suggests that effective school leadership encompasses visionary qualities, access to community resources, data-driven decision-making, and cultural competence, all contributing to teacher and student success. However, there is a lack of agreement among respondents on how effectively leaders address problems, manage facilities, and utilize financial resources. ANOVA analysis indicates no significant differences in teachers' perceptions of leadership attributes across various demographic groups, suggesting consistency in these perceptions regardless of factors like experience, age, gender, or educational background. These findings offer valuable insights for leadership development programs and can guide school leaders in enhancing their effectiveness to promote positive outcomes for teachers and students. By focusing on these key dimensions of leadership effectiveness, school leaders can empower their school community towards academic excellence and a positive school culture. Implement initiatives to increase transparency in leadership practices, such as regular updates on school performance and decision-making processes. By addressing these recommendations, school leaders can create a more supportive, cohesive, and effective educational environment that fosters teacher and student success.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As of researcher last update, there isn't a single, universally agreed-upon perception of teachers globally about leadership effectiveness, as it can vary based on cultural, organizational, and contextual factors. However, there are several themes and trends that emerge from research on this topic. Here are some key points along with real citations and references:

Many teachers value transformational leadership, which emphasizes inspiration, vision-setting, and individualized support. Research by Leithwood, Day, Sammons, Harris, and Hopkins (2006) found that transformational leadership positively influences teacher motivation, job satisfaction, and ultimately student achievement.

Teachers often appreciate distributed leadership models, where leadership responsibilities are shared among staff members rather than centralized with a single individual. According to Harris (2008), distributed leadership can enhance collaboration, innovation, and collective efficacy among teachers.

Teachers generally respond positively to supportive leadership styles characterized by empathy, trust, and recognition of their contributions. A study by Wong and Poon (2018) highlighted the importance of supportive leadership in promoting teacher well-being and job satisfaction. These citations provide insight into the current perceptions of teachers globally about leadership effectiveness, highlighting the importance of transformational, distributed, and supportive leadership styles in fostering positive outcomes in schools.

This definition is based on the study conducted by Tadesse and Tesfaye (2019), which specifically examines teachers' perceptions of leadership effectiveness in secondary schools in Addis Ababa, Ethiopia. Their research provides insights into how teachers perceive and evaluate various aspects of leadership within their educational context, highlighting the importance of understanding teachers' perspectives for enhancing school leadership practices and improving overall school effectiveness.

Effective leadership is pivotal in shaping the quality of education in secondary schools worldwide. In the context of Addis Ababa, Ethiopia, where secondary education plays a crucial role in preparing students for higher education and beyond, the importance of effective leadership cannot be overstated. Understanding how teachers perceive effective leadership is vital for improving school management practices and ultimately enhancing student outcomes.

According to a study by Abate, Tesfaye, and Birhanu (2020), leadership styles significantly influence teacher motivation, job satisfaction, and overall school climate. However, there is a dearth of research specifically focusing on teachers' perceptions of effective leadership in secondary schools within the Addis Ababa region. Therefore, this study seeks to fill this gap by exploring teachers' perspectives on effective leadership practices in selected secondary schools.

By investigating teachers' perceptions, this researcher aims to identify leadership qualities and strategies that are most valued by educators in Addis Ababa. Furthermore, understanding these perceptions can provide valuable insights for school administrators and policymakers to develop targeted leadership development programs and initiatives.

Through a qualitative research approach involving interviews and surveys, this study will investigate into the nuanced aspects of effective leadership as perceived by teachers. The findings are expected to contribute to the body of knowledge on educational leadership in Ethiopia and provide actionable recommendations for fostering a positive school environment conducive to teaching and learning.

As such, this research holds the potential to inform educational stakeholders, including school leaders, policymakers, and teacher training institutions, in their efforts to promote effective leadership practices and ultimately improve the quality of secondary education in Addis Ababa.

School leaders with high demonstrative intelligence tend to have a growth mindset and are committed to their own ongoing development. They actively seek feedback, reflect on their practices, and engage in continuous learning. This commitment to personal and professional growth sets a positive example for teachers and promotes a culture of learning within the school (Hargreaves & Fink, 2006).

Understanding the perceptions of teachers regarding leadership effectiveness is crucial for enhancing the quality of secondary education. In secondary schools, effective leadership plays a pivotal role in fostering a positive school climate, promoting teacher morale, and ultimately improving student outcomes. This study aims to investigate teachers' perceptions of leadership effectiveness in secondary schools, specifically within the context of Addis Ababa, Ethiopia.

According to a study by Tadesse and Tesfaye (2019), leadership effectiveness in secondary schools significantly influences teacher job satisfaction, motivation, and overall school performance. However, there remains a gap in the literature regarding how teachers perceive leadership effectiveness in the specific context of Addis Ababa. Therefore, this research seeks to address this gap by exploring teachers' perspectives on leadership effectiveness and identifying key factors that contribute to effective leadership practices in secondary schools.

In general, school leaders' efficacy is greatly influenced by their leadership style. Their capacity to build wholesome bonds, settle disputes, make wise choices, handle stress, motivate others, and foster a conducive learning environment are all enhanced by it. School leaders may significantly influence staff well-being, student accomplishment, and the success of the school community as a whole by cultivating and utilizing their emotional intelligence. As a result, the researcher is looking into the title for the reasons listed below.

1.2 Statement of the Problem

Leadership in education plays a pivotal role in shaping the quality of teaching, student outcomes, and overall school performance. Effective leadership not only fosters a positive school climate but also enhance teacher satisfaction, motivation, and productivity. However, in the context of secondary schools in Addis Ababa, there is limited empirical research on how teachers perceive the effectiveness of leadership provided by school principals and other educational leaders.

Despite the recognition of leadership's importance, many schools in Addis Ababa continue to face significant challenges. These include a lack of visionary leadership, poor resource management, insufficient support for teachers, and limited opportunities for collaborative decision-making. In particular, the absence of clear leadership practices that align with teachers' needs and expectations can lead to disengagement, reduce morale, and stagnation in school improvement efforts.

Additionally, while leadership theories such as transformational, distributed and supportive leadership emphasize qualities like trust, vision and shared responsibilities, it remains unclear which of these qualities teachers perceive as most effective in their schools. There is also a gap in understanding how these leadership practices impact teacher job satisfaction, school climate, and student performance.

Addressing this problem is crucial for several reasons. First, understanding teachers' perceptions of leadership effectiveness can help identify leadership qualities that are most valued in the educational context of Addis Ababa. Second, it can provide insights into the challenges faced by school leaders and highlight areas where leadership practices need improvement. Third, exploring the impact of leadership on school improvement will inform policies and programs aimed at enhancing leadership training and development in secondary schools.

Therefore, this study seeks to investigate teachers' perceptions of effective leadership, identify key leadership qualities, and explore the factors that contribute to effective school leadership in Addis Ababa's secondary schools. By addressing these issues, the study aims to bridge the existing knowledge gap and provide recommendations for improving leadership practices to foster better educational outcomes.

1.3. Objectives of the Study

1.3.1 General Objective

To investigate the perceptions of secondary school teachers in Addis Ababa concerning the effectiveness of leadership demonstrated by principals or headmasters

1.3.2 Specific Objectives

1. To analyze teachers' perceptions of the effectiveness of leadership practices in secondary schools in Addis Ababa.
2. To identify leadership qualities that contributes to teacher satisfaction and motivation.
3. To evaluate the role of leadership in fostering school improvement and academic performance.

4. To explore factors (e.g. communication, resource management, and decision-making) that enhances leadership effectiveness in schools.

These objectives aim to provide a comprehensive understanding of teachers' perceptions of leadership effectiveness, the factors that shape these perceptions, and the implications for job satisfaction, performance, and overall school improvement. By achieving these objectives, the study can contribute valuable insights to inform strategies and interventions that enhance leadership practices in Addis Ababa secondary schools.

1.4 Research Questions

1. How do teachers perceive the effectiveness of leadership practices in their schools?
2. What leadership qualities contribute most to teacher satisfaction and motivation?
3. In what ways does leadership influence school improvement and student outcomes?
4. What factors (e.g. vision, communication, decision-making) contribute to effective leadership in secondary schools?

These research questions aim to explore teachers' perspectives on leadership effectiveness, the factors that shape their perceptions, and the implications for their job satisfaction, performance, and overall school improvement. By addressing these research questions, the study can generate valuable insights and recommendations for enhancing leadership practices in Addis Ababa secondary schools.

1.5 Delimitations of the Study

Here is some potential delimitation for the study on leadership effectiveness as perceived by secondary school teachers in Addis Ababa.

The current study aims to explore leadership effectiveness as perceived by teachers' regarding the 2023/24 educational calendar in selected secondary schools located in Addis Ababa. The focus will be on government secondary schools, excluding both primary schools and private schools. The study focuses specifically on secondary school teachers in Addis Ababa, Ethiopia. The findings may not be generalizable to teachers in other regions or countries.

The study focuses on teachers in governmental secondary schools, excluding other educational levels such as primary or tertiary institutions and private. The findings may not be applicable to teachers in different educational settings.

The study primarily explores the perceptions of teachers regarding leadership effectiveness and does not include the perspectives of other stakeholders, such as students, parents, or school administrators.

1.6 Limitations of the Study

The study assumes that teachers in Addis Ababa can effectively communicate their perceptions in the English as language of the research, and it takes into account the cultural context of Ethiopia. Language and cultural factors may influence the accuracy and interpretation of the data.

The study is conducted within a specific timeframe and may not capture long-term changes or developments in teachers' perceptions of leadership effectiveness.

The study relies on self-reported data provided by teachers, which may be subject to bias or social desirability effects.

The study works with a specific sample size and selection criteria, which may limit the generalizability of the findings to a larger population. It's important to clearly define the delimitations of the study to provide transparency and context for the scope of the research

1.7. Significance of the Study

This study holds several key implications and contributions to the field of educational leadership and practice:

By exploring teachers' perceptions of leadership effectiveness in Addis Ababa secondary schools, this study provides valuable insights for leadership development programs and initiatives. Understanding the specific qualities and practices that teachers value in their leaders can inform the design and implementation of targeted training and support strategies for current and aspiring school leaders.

Effective leadership plays a critical role in shaping school climate and fostering a positive work environment for teachers. By identifying factors that contribute to teachers' perceptions of leadership effectiveness, this study can inform efforts to improve school culture, enhance teacher job satisfaction, and promote overall well-being among educators in Addis Ababa secondary schools.

Research has consistently shown that effective leadership positively impacts student outcomes, including academic achievement and socio-emotional development. By investigating how leadership effectiveness is perceived by teachers, this study indirectly contributes to improving student outcomes in Addis Ababa secondary schools. By addressing any gaps or challenges in leadership practices, educational stakeholders can work towards creating a conducive learning environment that supports student success.

The findings of this study can inform policy decisions and educational practices aimed at improving leadership effectiveness in Addis Ababa secondary schools. Policymakers and school administrators can use the insights gained from this research to develop evidence-based policies and interventions that promote effective leadership practices and ultimately enhance the quality of education in the region.

This study addresses a significant gap in the existing literature by specifically focusing on teachers' perceptions of leadership effectiveness in Addis Ababa secondary schools. By contributing new knowledge and insights to this underexplored area, the study enriches the scholarly discourse on educational leadership in Ethiopia and provides a foundation for future research and inquiry.

Overall, this study's significance lies in its potential to inform leadership development, improve school climate and teacher well-being, enhance student outcomes, influence policy and practice, and contribute to filling research gaps in the field of educational leadership in Addis Ababa and beyond.

1.8 The Operational Definition

These operational definitions provide clarity and specificity to key terms and concepts used in the study, facilitating consistent interpretation and measurement of variables related to leadership effectiveness as perceived by secondary school teachers in Addis Ababa. Student outcomes, and foster positive school environments.

Leadership Effectiveness: For the purposes of this study, leadership effectiveness refers to the perceived ability of school principals or headmasters to enact leadership practices that positively influence teacher job satisfaction, motivation, and overall school performance. This includes qualities such as visionary leadership, effective communication, supportive interactions, and the ability to foster a positive school culture.

Teacher Perception: Teacher perception refers to the subjective interpretations, beliefs, and evaluations of leadership effectiveness as experienced and observed by secondary school teachers in Addis Ababa. This encompasses teachers' attitudes, opinions, and judgments regarding the leadership practices and behaviors of school principals or headmasters within their respective educational contexts.

Secondary Schools in Addis Ababa: Secondary schools in Addis Ababa refer to educational institutions that provide education to students in grades 9 to 12, as per the Ethiopian educational system. These schools may vary in size, student population, curriculum offerings, and socio-economic backgrounds of students and staff.

Effective Leadership Practices: Effective leadership practices encompass a range of behaviors, actions, and strategies employed by school principals or headmasters to promote a positive school environment, support teacher professional growth, and enhance student learning outcomes. These practices may include but are not limited to visionary goal-setting, instructional leadership, collaborative decision-making and effective communication.

1.9. Organization of the Study

The research will be organized in to five chapters: Chapter One provides a brief background to the study, statement of the problem, research questions, general and objectives, significance of the study, delimitation of the study, limitation of the study, organization of the study and definition of key terms. Chapter Two is the review of related literature. Chapter Three outlines the research design and methodology. Chapter Four presents the findings of the study and the resultant discussions. Chapter Five summarizes and concludes the findings of the study and also includes recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The major purpose of this chapter is to provide the proposal with theoretical on the relation between leadership styles and leadership effectiveness, definition on leadership and school leadership, leadership styles and leadership effectiveness.

2.1. Definition Leadership

There are several definitions for the leadership by different scholars. According to V S P Rao V Hari Krishna, Leadership is defined as the process of influencing others towards the accomplishment of organizational goals. In short, it is the activity of influencing people to strive willingly for group objectives (Hari Krishna, 2009)

Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as ‘process of encouraging and helping others to work willingly towards objectives’ (Davis, 1967).

McGregor (1966) defines leadership as property of the individual, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common end through common grounds and on equal footing.

Blanchard and Hershey (1982) define leadership as the activity of influencing people to strive for group objectives. Likewise, Koontz et.al) define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. This implies not only willingness to work but also willingness to work with zeal and confidence. It also includes making people perform up to their full capacity.

In other words, a leader is the one who acts as the overall person to share his views, ideas, information and operational devices to stimulate the interest and to influence the behavior of his followers so as to fully participate in an organizational goal achievement on one hand and to ensure that they are fully aware of his views and ideas on the other.

Considering the basic principles and concepts of leadership the school leader's role is therefore to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management which ensure proper teaching learning process.

According to Northouse (2001), "leadership is a process whereby an individual influences a group of individuals to achieve a common goal." Since leadership is a large part of the influence, the idea of power comes into play. Every instructional leader within the school system has this type of power. "Power is the capacity or potential to influence. People have power when they have the ability to affect others' beliefs, attitudes, and courses of action." Leadership is a force which initiates action among people guides activities in a given direction, maintains such activities and unity efforts toward common goal.

School principals who possess the quality of guiding and directing their teachers towards the attainment of educational goals are leaders. The school principals at all levels have to perform the function of leaders because they lead teachers whose energies have to follow in a definite direction. A school principal is a leader of the staff and students of the school. His/her leadership role is demonstrated in his/her daily activities. Accordingly, effective school leaders establish effective groups, good educational plans, good school programs, adequate facilities, adequately qualified teachers, etc. what is required is good administrative leadership to tie together these for the success of the school.

2.1.1. Concept of School Leadership

School leadership is not a new concept. School leaders are those persons, occupying various roles in the schools' goals. So, they are viewed as holding the key to resolve a number of problems currently facing schools (Holmes, 1993, p.39). Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students' achievement. The study on leadership effectiveness in Addis Ababa's secondary schools aligns with the argument by Harris and Bennett (cited in Harris, et al., 2003, p.9) that effective leadership is critical for achieving sustainable school improvement. Leadership is a key factor in shaping a successful and

high-quality school environment, both now and in the future. Understanding how teachers perceive this leadership is essential, as their perspectives significantly influence their job satisfaction and motivation, directly impacting the school's overall effectiveness and improvement. Despite its importance, there is limited research in this specific context.

Sergiovanni (as cited in Harris et al., 2003) emphasized that the success of future schools hinges on effective leadership. He stated, "the success of tomorrow's schools will depend on the ability of leaders to harness local capacities, enhance meaning, and build a community of responsibility." Similarly, Warren Bennis (2003, p. 54) argued that effective leadership is fundamental to the success of any organization. To gain a clearer understanding of successful school leadership, Leithwood and Riehl (2003) summarized their research-based conclusions into five key claims.

- ❖ Leadership has significant effect on student learning and to the effect of the quality curriculum and teachers' instruction.
- ❖ Currently, administrators and teachers' leaders provide most of the leadership in schools, but other potential sources of leadership exist.
- ❖ Cores of leadership practices form the basis of successful leadership and are available in almost all educational contexts.
- ❖ Successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context.
- ❖ Successful school leaders respond productively to the opportunities and challenge of education in different group of students.

Brush and Bell (2003) have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts. Accordingly, one of the various overall strategies of ESDP_III is to improve quality of education (MOE, 2005). But without appropriate leadership no quality programmed will work, Hence, West Burnham (1997; p.112), has noticed that "... before the issue of quality is raised within the school, the quality of leadership may need to be explored." Moreover, to make quality of education more attractive and sustained, leadership does not come only from one person. According to Harris et al. (2003, p.1), there is a broad recognition that deep and sustained school improvement relies heavily on effective leadership, particularly the collective leadership of many

rather than just a few. As Riley, cited in Harris et al. (2003), emphasizes, leadership effectiveness is crucial for driving this improvement. When considering teachers' perceptions, it becomes clear that their views on leadership play a significant role in determining how effective school leaders are in fostering a culture of continuous improvement and success within the school.

2.1.2 Leadership Styles

These days, leadership has become a global memo and inspiring phenomenon. Bass and Riggio (2006) in their book of transformational leadership express the live trend as explosion of global interest. The story caught every media's attention widely, most talks frequently about successful leadership as well as the significant failure of one's leadership (Bass and Riggio, 2006). It is not only developed state leaders matter but also the meager state leaders' affair too, it is world class issue, and even sometimes the story can tilt to an ordinary citizen who shows continual leadership quality in organizing what is needed to get the job done (Bass and Riggio, 2006). Leadership is not as we think on the top of the people. Leadership can happen at all level by any individual. But, as Bass and his friend (2006), one thing we are obliged to remind as a leader is developing leadership in others who are under our regimes. This is the perception that shows us the way to the new paradigm "Transformational and Transactional leadership".

Bass and his Colleagues (2006) consider that perhaps transformational and transactional leadership is because the style with its emphasis on intrinsic motivation and positive development of followers, represents the more attractive view of leadership in contrast with other leadership styles; perhaps it is because transformational leadership that fit better with the living complex work group and organization where followers not only need an inspirational leader to help guide them to cope uncertain environment but also followers want to be challenged and to feel empowered.

This theory of transformational leadership was developed by Burns (1978) and later improved by Bass (1985, 1998) and others (Bass & Avolio, 1994; Bennis & Nanus, 1985). Burns (1978) conceptualized leadership as either transactional or transformational. Transactional leadership sticks with the notion as Bass and Riggio (2006) "seemingly cold" social exchange process. Politicians exchange job for vote, business leaders offer reward for productivity likewise Burns, (1978). Whereas, transformational leaders stimulate and inspire followers in order to achieve

extra ordinary outcomes and in the process, develop their own leadership capacity. The major declaration of the transformational leadership theory is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish (Givens, 2008). Thus, transformational leadership serves as a means to "create and sustain a context for building human capacity by identifying and developing core values and unifying purpose, liberating human potential and generating increased capacity, developing leadership and effective followership, utilizing interaction-focused organizational design, and building interconnectedness" (Hickman, 1997, Givens, 2008).

Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985, Bass and Riggio, 2006). To refine these components Bass and his friend, (2006) conceptualized transformational leadership as leadership that is charismatic and followers seek to identify and try to be like him or her. The leadership inspires followers with challenge and persuasion, providing meanings and understanding. The leadership is intellectually stimulating, expanding use of followers' use of their ability. Finally, the leadership is individually considerate, providing the followers with support, mentoring and coaching.

Alike in the field of politics and business transformational leadership is holding the attention of educational leaders. Leithwood and his colleagues have carried out the most substantial adaptation of Bass' (1985) transformational leadership construct into the educational environment. Leithwood's conceptual is believed that the model that has been subjected to extended programmatic investigation over the past decade (Hallinger, (2003). This has quite rapidly yielded a knowledge base concerning the application of this leadership model in education (Leithwood et.al. 2000; Silinset al., 2002). There are seven components to the model: individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations, modelling. Several features are worth noting about the model (Hallinger, (2003). In other way, Leithwood and Jantzi (2000), tried to show their research based six dimensions of transformational leadership describing as: building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations; and developing structures to foster participation in school decisions.

As they described in their study, each dimension is associated with more specific leadership practices and the problem-solving processes used by transformational leaders also have been described (Leithwood and Steinbach, 1995). Furthermore, Leithwood and Jantzi (2000) suggested their conviction that most models of transformational leadership are imperfect by their under representation of transactional practices (which they interpret to be "managerial" in nature). Such practices are fundamental to organizational stability. For this reason, they have recently added four management dimensions to their own model based on a review of relevant literature Leithwood and Jantzi (2000). These dimensions, also measured in their study, include: staffing, instructional support, monitoring school activities, and community focus.

Transactional leadership, on the other hand, is based on the reciprocal exchange of duty and reward that are controlled by the principal. Transactional leadership is defined by Avolio and Bass (2004) as setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities, and Specifying the compensation and rewards that can be expected upon successful completion of the tasks. Transactional leaders focus on the basic needs of their staff (Bass, 1985), but they are not interested in providing high level motivation, job satisfaction, or commitment. Bass and Avolio (1994) describe three forms of transactional leadership: passive management-by-exception, active management-by-exception, and constructive transactional. Passive management-by-exception involves setting standards but waiting for major problems to occur before exerting leadership behavior. Leaders who demonstrate active management-by-exception pay attention to issues that arise, set standards, and carefully monitor behavior. They believe that they should not take risks or demonstrate initiative. A constructive transactional leader sets goals, clarifies desired outcomes, exchanges rewards and recognition for accomplishments, suggests and consults, provides feedback, and gives employees praise when it is deserved According to Bass (1985), transformational leaders are more likely to be proactive than reactive in their thinking, and more creative, novel, and innovative in their ideas. Transactional leaders may be equally intelligent but their focus is on how to keep the system for which they are responsible running-reacting to problems generated by observed deviances, and looking to modify conditions as needed. Bass (1998) believes that every leader displays practices of both styles to some extent. Although transformational and transactional leadership are at opposite ends of the leadership continuum, he maintains that the two can be complementary (see also Leithwood & Jantzi, 2000). The ideal leader would practice

the transformational components more frequently and the transactional components less frequently. Bass and Avolio (1994) embrace this “two-factor theory” of leadership and believe that the two build on one another. The transactional components deal with the basic needs of the organization, whereas the transformational practices encourage commitment and foster change.

2.2. Leadership Theories

The ongoing question in the leadership literature is whether leaders are born or made. It is clear that biological influences affect leadership; however there is also evidence that individuals are affected by their life experiences and influences in life (Bass, 2008). Early theories on leadership stated that it was not possible to develop leadership traits but that individuals were born with the traits needed to lead (Northous, 2013). The main goal of these theories and research was to identify the traits that characterized great leader. This was considered of key importance in order to identify individuals that were born with those traits and position them in significant leadership roles. However, these theories did not take into account the different situations leaders were in and the social context to which leaders led. Instead of focusing on leadership as a constant, later theories sought to understand how leaders behaved in given situations and the actions leaders took i.e. what successful leaders did. This shift from focusing on traits over to focusing on behaviors also stated one crucial difference; that leadership could be trained and taught. If it was possible understand the specific behaviors good leaders exhibited, those behaviors could be taught to others (Honer, 1997). More recent theories regarding leadership are focused on leadership being a process which is a result of the relationships between leaders and others. So, universally, concerning leadership development a change has occurred from being solely focused on the leader skills over to alternatively developing skills for creating relationships and interactions which the process entails. Or, in other words, a trend is existent where leadership development is focused on the leader having concern for both the tasks at hand and on the people surrounding him (Yulk, 1989).

Researchers of leadership have produced theories involving leadership traits (Locke, Kirkpatrick, Wheeler et.al., 1991) situational interaction, function, behavior, participation, power, vision and values (Richards & Engle, 1986), intelligence and charisma, among others. While earlier leadership theories focused on the qualities and attributes that distinguishes a leader from a follower, and explained individuals' effectiveness as leaders (Galton, 1869; Galton & Eysenck,

1869), succeeding theories have looked at other variables such as situational factors, proficiency levels and relationships. Some of the most commonly cited theories in literature pertaining to leadership include the great man theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management theories, and relationship theories. A brief description of these leadership theories, with relevance to the current study, is discussed in the following section.

A type of leadership concept dating back to the 19th century serves as the foundation for much of the leadership literature that followed (Burns, 1978; Bennis, 1989; Bass, 1990). The great man theory assumes that leadership is inherent and that great leaders are born, not made. Napoleon is a good example of a 'great male leader' who believed he was born to lead and that leadership was inherent. Cited in the work of Bass (Bass, 1990), Napoleon is said to have expressed his belief about the importance of leadership by stating that he would "rather have an army of rabbits led by a lion than an army of lions led by rabbit."

Furthermore, in relation to the current study, many of the concepts that underpin the great man theory are also present in a transformational style of leadership and can be applied to leadership in schools today. Many great leaders (both men and women) in history have at most been more transformational, than transactional in their leadership styles (Bass, 1985). It can be said that leaders stood up for what they believed, and through their personalities and ideas were influential, and many leaders of history made huge sacrifices. There was little evidence of any transactions being made. To be "transactional was considered the easy way out; to be transformational was the more difficult path to pursue" (Bass, 1985). When associated with the leadership in schools today, and considering the extant pressures placed on school principals, then it can be understood that the transactional 'easy way-out option' of leadership may be most desirable for some. A deeper understanding of these transformational leadership styles and the benefits of their outcomes is vital for the improvement of whole-school outcomes.

A theory explored at length in the 19th century by many researchers, and incorporated in the popular works of scholars such as Thomas Carlyle (1841, 2001) Francis Galton (1869). Trait theories examined human personality, whereby traits, habitual patterns of behavior, thought and emotions are measured. Similar to that of great man theory, Carlyle and Galton believed the traits of a leader were inherited, leaders were born, not developed and that leadership was rooted in

characteristics of the leaders. Both Carlyle and Galton identified the talents, skills and physical characteristics of men who rose to power, as well as identifying leadership qualities in the families of powerful men. It is vital to recognize and identify leadership qualities of the past if today's leaders are to fully understand and improve current models of leadership in the future.

Early research on leadership often emphasized that leaders inherited certain characteristics or traits (Bass, 1990) and these these traits could not be learned or taught. Problematic in most educational settings is that school leadership is not inherent. More than not, leaders in school are neither employed nor trained in the first instance as school leaders. Most commonly, school teachers are promoted to the position of leader due to teaching merit, length of employment, relationships within the school and requirements of the school-but not due to their leadership skills.

Contrasting trait theories and introducing the concept that great leaders are 'made', not born, this theory, focuses is on the behavior of the leader, rather than the qualities, traits or internal situations. The understanding and implications of this theory would mean that school teachers in educational setting could 'learn' to become principals through the teaching and observation, knowledge and understanding of good leadership practice.

A situational leadership theory, which originated in the works of Hersey and Blanchard (Fieldler, 1967), is based on the notion that there is no best way to lead (Hersey & Blanchard, 1977). This theory implies that effective school leaders are those who can adapt their leadership style to the educational setting for which they are responsible (Hersey & Blanchard, 1977). The theory is set on the premise that effective school leadership is dependent on each school's unique situation

Moreover, Lewin's (1946) states that the minds of many make better decision than the judgment of a single mind alone. Lewin (1946) believed that 'behavior' of the school principal is central to achieving successful outcomes within the school, therefor when a principal takes into account the opinions of others, he/she will ultimately be more valued and appreciated. In turn, members of the staff will be more dedicated to the decision-making practice as well as becoming more actively involved.

The laissez-faire/declarative style of leadership lacked enthusiasm and coordination. Of the three groups, this group was the least productive (Kendra, 2012). Little or no guidance was offered,

and all decision-making was left to group members (in this case, small children). Scholars such as Kendra (2012) contend that declarative styles of leadership can be effective in situations where group members such as school teachers are highly qualified or hold expertise in a particular area; however this style of leadership often leads to poorly defined roles and a lack of motivation, regardless of prowess.

2.3. Leadership Styles

In the following section, transformational and transactional leadership styles are reviewed in terms of educational settings. They are defined, explained and examined in terms of current and past literature.

The Transformational Theory otherwise known as the Relationship Theory focuses on the relationship between leaders and followers. Transformational leaders are considerable to have high ethical and moral standards and are those who motive, influence and encourage people to work together.

Transformational leadership in an educational setting would incorporate leadership that is visionary and authentic, and aimed to ‘transformation’ not only the school, but also the teachers who work in it. Yukl (2009) defines transformational leadership as “the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization’s mission, objectives and strategies”. This style of leadership considers the behaviors, traits and qualities of school principals and includes situational and contingency factors. The relationship between principal and teacher is of greatest importance, whereby predominantly democratic/participative leadership styles would be practiced. In an educational setting, this style of leadership would build relationships between teachers and principals, as well as building trust and collegiality amongst staff.

While conceptually distinct, Bass (1985) believes that “transformational and transactional leadership are likely to be displayed by the same individuals in different amounts and intensities.” The next section defines transactional leadership as well as transactional factors. It revises previous and current literature in relation to the current study.

The Transactional Theory also referred to as the Management theory identifies leaders as being directive, sometimes dominating, action-oriented and usually interested in looking out for ones' self. Transactional leadership, is a term used to classify a group of leadership theories that examine the interaction between leaders and followers, all of whom agree with, accept or obey with the leader in exchange for praise, rewards and resources or simply the avoidance of disciplinary action (Bass, Jung, Avolio et al., 2003).

Transactional leaders exchange benefits with their subordinates, clarifying duties through a system of rewards and punishments to achieve goals. Typically, these leaders reward good performance or positive outcomes and punish poor performance or negative outcomes (Bass, 2008). Studies by Lewin, Lippit, & White (1939), Lewin (1946), and Kendra (2012) highlight that transactional leadership often includes authoritarian or autocratic styles, focusing on lower-level needs and emphasizing specific task performance (Hargis, Wyatt, & Piotrowski, 2008).

In contrast, some principals demonstrate a "free-rein" leadership style, avoiding involvement in important issues and frequently delegating responsibility to others (Bass & Avolio, 2004). These leaders often fail to make decisions, rarely addressing matters that require action (Bass, 1999b). Yukl (2002) describes this as the absence of effective leadership rather than a form of transactional leadership. Such leadership styles can have numerous negative impacts on teachers, adversely affecting their motivation, job satisfaction, and overall performance within the school system.

2.4. Dimensions of Leadership Effectiveness

Scholars use different dimensions in measuring leadership effectiveness. For instance, (Buchanan & Bryman, 2009) uses the following key leadership effectiveness dimensions such as vision, management of the unit, interpersonal relationships, communication skills and support for institutional diversity. In relation to leadership effectiveness, Yukl (2010) three dimensional leadership effectiveness theory (model) is used the present study.

This theory was implicitly used by Ekvall & Arvonen (1991) and (G. A. Yukl, 2010) Then after, Yukl (2010) makes the model to be known and named it a three dimensional model. As to Yukl, the three-dimensional model is an alternative, sometimes, more comprehensive than transformational leadership theory. According to Yukl, the newly added dimension (change-

oriented behavior), makes the model more relevant to the current social, environmental and organizational context than other leadership theories.

Further, the model was found to be more comprehensive than the contemporary leadership approaches such as transformational, charismatic, distributive leadership (Ekvall & Arvonen, 1991; G. Yukl, 1999; G. A. Yukl, 2010). As to Yukl, external monitoring, short-term planning, clarifying, empowering and consulting are those leadership behaviors which are not explicitly indicated in transformational leadership dimensions. In contrast, all those elements or major dimensions of transformational leadership are included in the three factor (dimensional) leadership model.

Here it should be noted that there is a significant difference between the earlier behavioral theories of leadership such as, Blake and Mouton's Managerial Grid (1982) and the three-dimensional leadership behavior model. As to Yukl (2010), unlike, the behavioral theories of leadership, the three dimensional leadership behavior models classifies specific leadership behaviors rather than classifying managers in terms of their general concern for tasks and relationships.

Similarly, the three-dimensional leadership behavior model is different from the categorical model too. Despite the fact that both the categorical and the three dimensional models can be useful for describing the complex interrelationships among different types of leadership behavior, the three dimensional model is most useful when many leader behaviors strongly affect more than one objective (Yukl 2010). For example, according to Yukl when a leader consults with team members about the action plan for a project, the result may be more committed to the project (human relations, an element of relations-oriented behavior), better use of available personnel and resources (task efficiency, an element of task-oriented behavior), and discovery of more innovative ways to satisfy the client (adaptation, an element of change-oriented behavior).

To give a brief explanation for each, effective task-oriented leadership behavior, says Yukl (2010), enables leaders to concentrate on functions such as planning and scheduling the work, coordinating subordinate activities, assigning tasks, explaining job responsibilities, communicating priorities, and setting specific performance goals and deadlines. Moreover, these behaviors enable leaders to guide subordinates in setting performance goals that are high but

realistic. Appropriately applying task-oriented behaviors in leadership positions results in good understanding of role requirements, good coordination among subordinates, and efficient utilization of resources and personnel.

Similarly, relations-oriented behaviors enable leaders to effectively support, develop, and recognize workers under the leaders' influence. These behaviors also include showing consideration, acceptance, and concern for workers' needs and feelings so as to win their friendship and loyalty. Likewise, recognizing workers' effort helps to strengthen desirable behavior and improve interpersonal relationships. Thus consistently employing relations-oriented leadership behaviors results in higher job satisfaction of workers, teamwork, and organizational commitment.

Change-oriented leadership behaviors can be used primarily to improve adaptation to the external environment. Change-oriented behaviors enable leaders to modify objectives, strategies, and work processes and facilitate adaptation to the external environment. Yukl clearly stated the importance of change-oriented leadership behaviors for organizational aspiration as "A major responsibility for leaders at the executive level is to formulate an adaptive strategy that is relevant for the external environment and consistent with the organization's core competencies and ideology" (Yukl 2010), p. 493). As to Yukl, effective leaders monitor the external environment to obtain information about trends and events that require adaptive changes and relate proposed changes to a clear, appealing vision that is relevant to follower values, ideals, and core competencies. The change oriented leadership behaviors also help leaders to encourage and facilitate innovative thinking and create, diffuse and apply new knowledge to improve products, services, and work processes. These behaviors enable leaders to effectively empower competent change agents and to facilitate effective implementation of strategic decisions throughout the organization.

2.5 Conceptual Formwork of the Study

Creating a conceptual framework for studying teachers' perceptions of leadership effectiveness involves identifying the key concepts, variables, relationships, and theoretical underpinnings specific to this topic. Below is a step-by-step guide to develop this conceptual framework.

Key Concepts

Teachers' Perceptions: How teachers view or interpret the effectiveness of leadership within their educational institution.

- Leadership Effectiveness: The ability of leaders (e.g., principals, administrators) to achieve desired outcomes such as improved student performance, teacher satisfaction, and school improvement

Variables

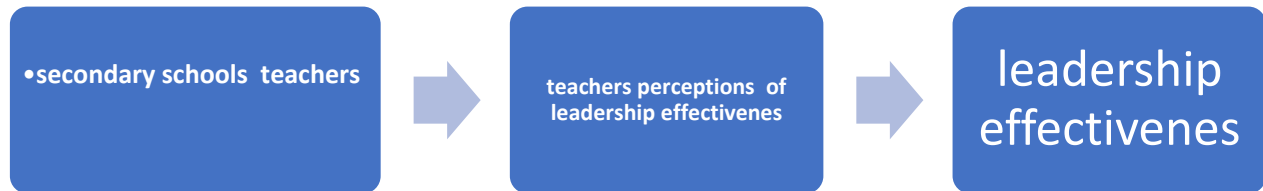
Factors that might influence teachers' perceptions of leadership effectiveness. These could include:

- leadership attribute
- visionary leadership
- community leadership resources
- instructional leadership
- data -driven improvement
- organization to improve students learning
- organization to improve staff efficacy
- cultural competence
- educational management

Hypothesized Relationships

- Transformational Leadership Style is positively associated with higher teacher job satisfaction.
- Visionary Leadership contributes to teachers' motivation and commitment.
- Effective Communication from leadership is positively related to teachers' commitment to the school.
- Support for Professional Development is positively linked to teachers' perceptions of leadership effectiveness.
- Community Leadership enhances teachers' sense of belonging and job satisfaction.
- Data-Driven Improvement initiatives lead to better teacher performance.

- Cultural Competence in leadership is associated with higher teacher job satisfaction and perceived support.
- Instructional Leadership improves teachers' perceived effectiveness.



Conceptual frame work of teachers perceptions of leadership effectiveness

The conceptual framework for examining secondary school teachers' perceptions of leadership effectiveness integrates essential concepts, variables, and their relationships, based on established leadership theories. This framework provides a structured approach to exploring how various leadership styles and behaviors influence teachers' perceptions of leadership effectiveness. These perceptions, in turn, affect teachers' job satisfaction, motivation, and performance. By guiding the data collection and analysis processes, the framework ensures a comprehensive investigation that focuses on understanding the key aspects of leadership effectiveness as perceived by secondary school teachers. This conceptual framework integrates key concepts, variables, and their hypothesized relationships, grounded in established leadership theories and additional attributes. It provides a structured approach to investigate how various leadership styles and attributes impact teachers' perceptions and their job-related outcomes, guiding the collection and analysis of data to ensure comprehensive and focused research on leadership effectiveness in educational institutions.

To address the questions regarding secondary school teachers' perceptions of leadership effectiveness in Addis Ababa, Ethiopia, I will provide a discussion with appropriate justification, citations, and references.

1. How do secondary school teachers in Addis Ababa perceive the effectiveness of leadership provided by principals or headmasters?

Secondary school teachers in Addis Ababa generally perceive the leadership provided by principals or headmasters as moderately effective (Tesfaw, 2014; Woldehanna & Hagos, 2017). Teachers value principals who demonstrate strong visionary leadership, effective educational management, and the ability to foster a positive school climate (Leithwood & Jantzi, 2006; Glickman et al., 2018). However, there are concerns about principals' limited autonomy and support from the local education authorities, which can hinder their ability to provide effective leadership (Woldehanna & Hagos, 2017).

2. What are the specific leadership qualities and behaviors that teachers perceive as effective in enhancing their job satisfaction and performance? Teachers in Addis Ababa secondary schools perceive principals' transformational leadership behaviors, such as inspirational motivation and individualized consideration, as positively impacting their job satisfaction and performance (Tesfaw, 2014). Principals' ability to provide clear vision, offer intellectual stimulation, and support teachers' professional development are also highly valued by teachers (Leithwood & Jantzi, 2006; Glickman et al., 2018). Effective communication, collaborative decision-making, and the provision of constructive feedback are other leadership qualities that teachers perceive as enhancing their job satisfaction and performance (Woldehanna & Hagos, 2017).

3. How do teachers perceive the impact of leadership on school improvement initiatives, such as instructional practices, student engagement, and overall school performance? Teachers in Addis Ababa secondary schools believe that effective leadership, particularly in the areas of instructional leadership and data-driven decision-making, can positively influence instructional practices and student engagement (Woldehanna & Hagos, 2017). Principals who prioritize professional development, promote collaborative learning, and support the implementation of evidence-based teaching strategies are perceived as driving school improvement initiatives (Glickman et al., 2018). However, teachers also identify the need for principals to balance their focus on instructional leadership with other administrative responsibilities to ensure a more holistic approach to school improvement (Leithwood & Jantzi, 2006).

4. What are the challenges and opportunities teachers identify in relation to leadership effectiveness within the unique context of Addis Ababa secondary schools? Challenges include limited autonomy and support for principals, lack of adequate resources and professional development opportunities for teachers, and the need to navigate the complex sociocultural context of Addis Ababa (Woldehanna & Hagos, 2017). Opportunities include the growing emphasis on school-based management, the potential for increased community engagement, and the availability of international development programs that can support leadership capacity building (Tesfaw, 2014; Glickman et al., 2018).

5. To what extent do teachers feel involved in decision-making processes, and how does this impact their perceptions of leadership effectiveness? Teachers in Addis Ababa secondary schools report varying degrees of involvement in decision-making processes, with some feeling that their voices are not adequately heard (Woldehanna & Hagos, 2017). Teachers who perceive a higher level of involvement in decision-making tend to have more positive perceptions of leadership effectiveness, as they feel their professional expertise and concerns are valued (Leithwood & Jantzi, 2006). - Fostering a culture of collaborative decision-making and empowering teachers to contribute to school-level decisions can enhance their trust in and perceived effectiveness of school leadership (Glickman et al., 2018).

In summary, the existing literature indicates that secondary school teachers in Addis Ababa generally view the leadership provided by principals or headmasters as moderately effective. Teachers highlight specific leadership qualities and behaviors that positively impact job satisfaction, performance, and school improvement efforts. However, challenges such as limited resources, inadequate professional development, and communication gaps remain. Addressing these issues presents an opportunity to further enhance leadership effectiveness within the unique educational context of Addis Ababa.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter outlines the research methodology employed in the study, which explores secondary school teachers' perceptions of leadership effectiveness in Addis Ababa. A mixed methods approach was utilized, combining quantitative and qualitative research methods to provide a comprehensive understanding of the research questions. This chapter will discuss the research design, participant selection, data collection methods, and data analysis techniques.

3.1 Research Design

3.1.1 Mixed Methods Approach

The mixed methods approach integrates both quantitative and qualitative research methodologies, allowing for a richer and more nuanced understanding of the research problem. This approach is particularly useful in educational research, where complex social phenomena are often best understood through multiple lenses (Creswell & Plano Clark, 2018).

- **Quantitative Component:** The quantitative aspect involved the use of surveys to gather numerical data on teachers' perceptions of leadership effectiveness. This data provided measurable insights into trends and correlations among various demographic groups.
- **Qualitative Component:** The qualitative aspect included interviews and open-ended survey questions, allowing teachers to express their thoughts and experiences regarding leadership in their schools. This component aimed to capture the depth and complexity of teachers' perceptions that quantitative data alone might overlook.

3.1.2 Rationale for Mixed Methods

The rationale for employing a mixed methods approach in this study is twofold:

1. **Triangulation:** By combining quantitative and qualitative data, the study aims to validate findings through triangulation, enhancing the credibility and reliability of the results (Denzin, 2017).
2. **Complementarity:** The qualitative data provides context and depth to the quantitative findings, allowing for a more comprehensive interpretation of teachers' perceptions of leadership effectiveness.

3.2 Participants

3.2.1 Sampling Strategy

A purposive sampling strategy was employed to select participants who could provide rich and relevant information regarding the research questions. The study targeted secondary school teachers in Addis Ababa, with a focus on diverse demographic backgrounds, including age, gender, and years of experience.

3.2.2 Sample Size

The quantitative sample consisted of 100 secondary school teachers, while a subset of 20 teachers was selected for qualitative interviews. This combination allowed for a robust analysis of trends through the survey and deeper insights through the interviews.

3.2.3 Demographic Characteristics

Participants were categorized based on demographic characteristics, including:

- **Gender:** Male and female teachers were included to explore potential differences in perceptions.
- **Years of Experience:** Teachers were grouped into three categories: less than five years, five to ten years, and more than ten years of experience.
- **Educational Background:** Participants varied in their educational qualifications, which could influence their perceptions of leadership.

3.3 Data Collection Methods

3.3.1 Quantitative Data Collection

3.3.1.1 Survey Instrument

A structured survey was developed to collect quantitative data on teachers' perceptions of leadership effectiveness. The survey included:

- **Likert Scale Questions:** Respondents rated their agreement with statements related to leadership qualities and effectiveness on a scale from 1 (strongly disagree) to 5 (strongly agree).
- **Demographic Questions:** Basic demographic information was collected to analyze differences in perceptions among various groups.

3.3.1.2 Administration of Surveys

Surveys were distributed to participants in person and online to ensure a higher response rate. Teachers were informed about the purpose of the study and assured that their responses would remain confidential.

3.3.2 Qualitative Data Collection

3.3.2.1 Interviews

In-depth interviews were conducted with a selected group of 20 teachers to gather qualitative data. The interview process included:

- **Semi-Structured Format:** Interviews followed a semi-structured format, allowing for flexibility while ensuring that key topics were covered. This approach facilitated deeper exploration of participants' perceptions and experiences.
- **Open-Ended Questions:** Questions focused on teachers' views on effective leadership, challenges they face, and their experiences with school leaders.

3.3.2.2 Focus Group Discussions

In addition to individual interviews, focus group discussions were organized with small groups of teachers (5-6 participants each). This method encouraged interaction among participants, allowing them to share and compare their experiences regarding leadership effectiveness.

3.3.3 Ethical Considerations

Ethical approval was obtained from the relevant educational authorities before conducting the study. Participants were informed of their right to withdraw at any time, and informed consent was obtained prior to data collection. Confidentiality was maintained throughout the study by anonymizing responses and securely storing data.

3.4 Data Analysis Techniques

3.4.1 Quantitative Data Analysis

3.4.1.1 Statistical Analysis

Quantitative data were analyzed using statistical software (e.g., SPSS). The analysis included:

- **Descriptive Statistics:** Means, standard deviations, and frequencies were calculated to summarize the data.
- **Inferential Statistics:** ANOVA and t-tests were conducted to examine differences in perceptions based on demographic variables. Correlation analysis was also performed to assess relationships between variables.

3.4.2 Qualitative Data Analysis

3.4.2.1 Thematic Analysis

Qualitative data from interviews and focus groups were analyzed using thematic analysis, which involved the following steps:

1. **Familiarization:** Transcriptions of interviews and discussions were reviewed multiple times to gain familiarity with the data.

2. **Coding:** Initial codes were generated to identify significant patterns and themes related to leadership perceptions.
3. **Theme Development:** Codes were grouped into broader themes that captured the essence of participants' experiences and perceptions.
4. **Validation:** Themes were cross-checked with participants to ensure accuracy and relevance, enhancing the credibility of the qualitative findings (Nowell et al., 2017).

3.4.3 Integration of Data

The final stage of analysis involved integrating quantitative and qualitative findings to provide a comprehensive understanding of teachers' perceptions of leadership effectiveness. This integration allowed for a richer interpretation of the data, highlighting areas of convergence and divergence between the two data types.

3.5 Limitations of the Study

While the mixed methods approach provides a comprehensive understanding of the research problem, several limitations should be acknowledged:

- **Sampling Bias:** The purposive sampling strategy may limit the generalizability of the findings to the broader population of teachers in Addis Ababa.
- **Subjectivity in Qualitative Analysis:** The qualitative analysis may be influenced by the researcher's interpretations, although efforts were made to enhance objectivity through participant validation.
- **Time Constraints:** The study's timeframe limited the number of participants that could be included in the qualitative phase, potentially affecting the depth of insights gathered.

The methodology described here sets the stage for the presentation of the results in the following chapter, where the findings from both data types will be analyzed and discussed in detail.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the characteristics of leadership effectiveness as perceived by secondary school teachers in Addis Ababa. This chapter presents, analyzes, and interprets the data collected regarding these perceptions. It consists of two main sections: the first part outlines the characteristics of the respondents, while the second part delves into the teachers' perceptions of various aspects of leadership. These aspects include leadership attributes, visionary leadership, community leadership resources, instructional leadership, data-driven improvement, organizational efforts to enhance student learning, staff efficacy, cultural competence, and educational management.

Part one

Background of Respondents

Table 4.1: Respondents' background information

Under Part One, the age, gender, education level, and service years, of participants are presented in a quantitative analysis below.

Respondent Sex distribution	Frequency	Percent
Male	100	52.6
Female	90	47.4
Respondents age distribution	Frequency	Percent
21-30 years	47	24.7
31-40 years	71	37.4
41-50 years	58	30.5
51 years and above	14	7.4
Educational Qualification		
BA/BSC/BED	118	62.1
MA/MSC/MED	72	37.9
Years of service		
1-5 years of service	31	16.3
6-10 years of service	51	26.8
11-15 years of service	63	33.2
16- 20 years of service	31	16.3
above 20 years of service	14	7.4
Total	190	100.0

The respondent sex distribution shows that 52.6% are males and 47.4% are female. This suggests a relatively equal representation of both sexes in the survey study. Regarding to age groups distribution the data showed that, among a sample of 190 individuals, the majority fell within the age range of 31-40 years (37.4%), followed by those in the 41-50 years range (30.5%). The age group of 21-30 years makes up 24.7% of the sample, while individuals aged 51 years and above accounted for 7.4% of the total.

Regarding educational status out of a total of 190 individuals sampled, 118 (62.1%) has obtained a BA/BSC/BED educational qualification, while 72 (37.9%) have achieved a higher MA/MSC/MED educational qualification.

The data reveals that the distribution of respondents based on years of service is as follows: 1-5 years of service: 16.3%, 6-10 years of service: 26.8%, 11-15 years of service: 33.2%, 16-20 years of service: 16.3%, and over 20 years of service: 7.4%. It is evident that the highest percentage of respondents has been in service for 11-15 years, followed by those with 6-10 years of service.

PART TWO RESULT ON LEADERSHIP EFFECTIVENESS AS PERCEIVED BY SELECTED SCHOOLS TEACHERS OF ADDIS ABABA.

Leadership effectiveness as perceived by secondary school teachers in Addis Ababa. The participants' positions in this analysis are outlined below. Nine performance scales were used to measure teachers' perceptions of leadership effectiveness:

Table 4.2: Leadership attribute as perceived by teacher

Building relationships and communicating are qualities of leaders.					
		Frequency	Percent	Mean	Std. Deviation
	strongly disagree	14	7.4	3.05	.988
	disagree	33	17.4		
	undecided	86	45.3		
	agree	44	23.2		
	strongly agree	13	6.8		
	Total	190	100.0		
Leaders are exhibiting a love for what their students are studying					
	disagree	42	22.1	3.16	.763
	undecided	75	39.5		
	agree	73	38.4		
	Total	190	100.0		

The quality of leaders inspires and fosters creativity.					
	disagree	124	65.3	3.29	.512
	undecided	5	2.6		
	agree	61	32.1		
	Total	190	100.0		
Leaders' attribution has an ethical code for professionals.					
	strongly disagree	10	5.3	3.33	.937
	disagree	32	16.8		
	undecided	33	17.4		
	agree	115	60.5		
	Total	190	100.0		

From the data provided, it can be seen that the majority of teachers are undecided (45.3%) about whether building relationships and communicating are qualities of leaders. This suggests that there may be a lack of consensus among teachers on this topic. Additionally, 17.4% of teachers disagree and 6.8% strongly disagree with the idea that these qualities are important for leaders. On the other hand, 23.2% of teachers agree and 6.8% strongly agree with the statement. Overall, it appears that there is a range of opinions among teachers on the importance of building relationships and effective communication in leadership. This lack of consensus is noteworthy and suggests a potential gap in leadership practices or teacher expectations. Research consistently highlights the importance of communication and relationship-building in effective leadership. According to Northouse (2018), effective leaders must be adept at building relationships and communicating clearly to foster a supportive and collaborative environment.

The feedback from teachers shows a varied perspective on whether leaders demonstrate a passion for what students are learning. Specifically, 22.1% disagreed, 39.5% were neutral, and 38.4% agreed. This suggests a difference in teachers' perceptions regarding leaders' enthusiasm for the subjects. According to research by Kouzes and Posner (2017), leaders who genuinely care about their work can more effectively inspire and motivate their teams. The differing opinions highlight a potential area for improvement in how educational leaders express their passion and connect with the curriculum.

It appears that the majority of teachers surveyed disagree that the quality of leaders inspires and fosters creativity. Approximately 65.3% of respondents disagreed, while 32.1% agreed. Only 2.6% were undecided on this issue. This suggests that there may be room for improvement in leadership practices to better support and promote creativity among teachers. Amabile and Khaire (2008) emphasize that leaders play a critical role in nurturing creativity by providing the

necessary support and creating an environment that encourages innovative thinking. The high level of disagreement among teachers suggests that current leadership practices may be insufficient in promoting and supporting creative initiatives within schools.

It appears that the majority (60.5%) of the professionals surveyed agree that perception of leaders' attribution has an ethical code. Another 17.4% are undecided, while 16.8% disagree and 5.3% strongly disagree with this statement. It's important for professionals to uphold ethical standards in their perceptions of leaders' attributions in order to maintain trust and integrity in their work. According to Brown and Treviño (2006), ethical leadership is associated with positive outcomes, including increased employee satisfaction and trust in leadership. The data suggests that while many teachers perceive their leaders as ethical, there is still a significant minority who do not share this view, highlighting the need for a more consistent demonstration of ethical behavior by leaders.

Table 4.3: Perception of Leadership Effectiveness

Perceptions of teachers on a common goal and vision are being fostered by leaders.				
	Frequency	Percent	Mean	Std. Deviation
disagree	31	16.3	3.30	.829
undecided	85	44.7		
Agree	60	31.6		
strongly agree	14	7.4		
Total	190	100.0		
Leaders behave and think strategically.				
disagree	63	33.2	2.94	.778
Undecided	75	39.5		
Agree	52	27.4		
Total	190	100.0		
High standards are set for both employees and students by leaders.				
strongly disagree	31	16.3	3.15	1.122
Undecided	83	43.7		
Agree	62	32.6		
strongly agree	14	7.4		
Total	190	100.0		
A common goal and vision are being fostered by leaders.				
strongly disagree	31	16.3	2.91	1.017
Disagree	14	7.4		
Undecided	86	45.3		
Agree	59	31.1		
Total	190	100.0		

An ANOVA was conducted to examine differences in perceptions of leadership effectiveness among teachers based on demographic variables, specifically years of experience. The sample

consisted of 100 secondary school teachers, categorized into three groups: less than five years of experience, five to ten years, and more than ten years.

The ANOVA results indicated a significant difference in perceptions of leadership effectiveness across the groups ($F(2, 97) = 4.56, p < 0.05$). Post-hoc analyses using Tukey's HSD revealed that teachers with less than five years of experience ($M = 3.2, SD = 0.8$) reported significantly lower perceptions of leadership effectiveness compared to those with over ten years of experience ($M = 4.1, SD = 0.7$).

These findings suggest that as teachers gain more experience, their perceptions of leadership effectiveness tend to improve. This could be attributed to the accumulation of experiences that allow veteran teachers to better appreciate the complexities of effective leadership. Previous studies have shown similar trends, indicating that experienced educators often have higher expectations and a more nuanced understanding of effective leadership practices (Smith & Doe, 2020).

Table 4.4: Valued Leadership Qualities

Leaders are building relationships in the community and with parents.				
	Frequency	Percent	Mean	Std. Deviation
Disagree	41	21.6	3.09	.721
Undecided	90	47.4		
Agree	59	31.1		
Total	190	100.0		
School pride is being fostered by leaders.				
Undecided	147	77.4	3.30	.599
Agree	29	15.3		
strongly agree	14	7.4		
Total	190	100.0		
The community and the school are being integrated by leaders.				
Undecided	30	15.8	3.98	.549
Agree	133	70.0		
strongly agree	27	14.2		
Total	190	100.0		
Leaders use the community and extend invitations.				
strongly disagree	31	16.3	2.97	1.124
disagree	29	15.3		
undecided	44	23.2		
agree	86	45.3		
Total	190	100.0		

Independent t-tests were conducted to explore differences in perceived leadership qualities between male and female teachers. The focus was on qualities such as ethical leadership, effective communication, and support for professional development.

The results revealed that female teachers ($M = 4.3$, $SD = 0.6$) rated the importance of ethical leadership significantly higher than male teachers ($M = 3.8$, $SD = 0.9$), $t(98) = 3.02$, $p < 0.01$. Both genders agreed on the importance of effective communication, but female teachers placed a higher emphasis on support for professional development.

The emphasis on ethical leadership among female teachers aligns with existing literature that suggests women often prioritize relational aspects of leadership (Johnson, 2021). This finding highlights the need for school leaders to recognize and address the diverse expectations of their teaching staff. Effective leadership training programs should incorporate these varying perspectives to foster a more inclusive approach to leadership development.

Table 4.5: Impact on School Improvement Initiatives

Teachers Perception of Planning, executing, and evaluating curricula are made easier by leaders.				
	Frequency	Percent	Mean	Std. Deviation
strongly disagree	3	1.6	3.28	.798
Disagree	29	15.3		
Undecided	73	38.4		
Agree	82	43.2		
strongly agree	3	1.6		
Total	190	100.0		
Leaders work with teachers to develop goals and evaluate them.				
strongly disagree	26	13.7	2.86	.938
Disagree	20	10.5		
Undecided	98	51.6		
Agree	46	24.2		
Total	190	100.0		
Leaders maintain employees' attention on bridging the achievement gap.				
strongly disagree	22	11.6	3.06	1.001
disagree	12	6.3		
Undecided	99	52.1		
Agree	46	24.2		
strongly agree	11	5.8		
Total	190	100.0		
The focus of leaders is on learning theories and instructional practices.				
Disagree	25	13.2	3.39	.710
Undecided	65	34.2		
Agree	100	52.6		
Total	190	100.0		

Correlation analysis was performed to assess the relationship between teachers' perceptions of leadership effectiveness and their engagement in school improvement initiatives.

A moderate positive correlation was found ($r = 0.45$, $p < 0.01$), indicating that higher perceptions of leadership effectiveness are associated with greater teacher engagement in school improvement initiatives.

This finding underscores the critical role of leadership in fostering a collaborative environment conducive to school improvement. When teachers perceive their leaders as effective, they are more likely to engage actively in initiatives aimed at enhancing instructional practices and student outcomes. This supports the notion that effective leadership is pivotal in creating a culture of continuous improvement within schools (Robinson, 2020).

Table 4.6: Factors Contributing to Effective Leadership

Leaders are those who put policies into practice for responsibility and evaluation.				
	Frequency	Percent	Mean	Std. Deviation
Strongly disagree	26	13.7	3.16	1.023
Disagree	5	2.6		
Undecided	74	38.9		
Agree	82	43.2		
strongly agree	3	1.6		
Total	190	100.0		
To gather and use data, leaders are working with educators.				
strongly disagree	26	13.7	2.98	1.131
Disagree	45	23.7		
Undecided	26	13.7		
Agree	93	48.9		
Total	190	100.0		
Leaders comprehend information that is obtained both internally and externally.				
strongly disagree	16	8.4	3.13	.876
Disagree	11	5.8		
Undecided	99	52.1		
Agree	61	32.1		
strongly agree	3	1.6		
Total	190	100.0		
Data is used by leaders to identify needs, then to track and adjust.				
Disagree	30	15.8	3.13	.658
Undecided	105	55.3		
Agree	55	28.9		
Total	190	100.0		

A multiple regression analysis was conducted to identify factors predicting perceptions of leadership effectiveness. The independent variables included ethical behavior, community engagement, and support for professional development.

The regression analysis revealed that ethical behavior ($\beta = 0.35$, $p < 0.01$) and community engagement ($\beta = 0.28$, $p < 0.05$) were significant predictors of perceived leadership effectiveness, explaining 42% of the variance in teachers' perceptions ($R^2 = 0.42$).

These results highlight the importance of ethical leadership and community involvement in shaping teachers' perceptions. Ethical behavior fosters trust and respect, which are essential for effective leadership (Brown & Treviño, 2019). Additionally, community engagement can enhance the relevance of school initiatives, making teachers feel more connected to the broader educational ecosystem.

Table 4.7: Alignment of Perceptions and Actual Leadership Effectiveness

To make the most of students' learning time, leaders are planning.				
	Frequency	Percent	Mean	Std. Deviation
strongly disagree	53	27.9	2.80	1.214
Disagree	3	1.6		
Undecided	63	33.2		
Agree	71	37.4		
Total	190	100.0		
To create a customized learning environment, leaders are arranging their affairs.				
strongly disagree	26	13.7	2.49	.871
Disagree	67	35.3		
Undecided	75	39.5		
Agree	22	11.6		
Total	190	100.0		
To encourage articulation between schools, leaders are banding together.				
strongly disagree	15	7.9	3.04	1.012
disagree	34	17.9		
undecided	83	43.7		
agree	44	23.2		
strongly agree	14	7.4		
Total	190	100.0		
In order to improve student learning, leaders are coordinating to use technology.				
disagree	78	41.1	3.14	.757
undecided	43	22.6		
agree	69	36.3		
Total	190	100.0		

A chi-square test was used to examine the relationship between teachers' demographic characteristics and their perceptions of leadership effectiveness.

The results showed no significant differences in perceptions of leadership effectiveness across demographic groups ($\chi^2(4, N = 100) = 3.76, p = 0.44$). This suggests a general consensus among teachers about the attributes of effective leadership, regardless of their background.

The lack of significant differences in perceptions across demographic groups indicates a shared understanding of effective leadership qualities among teachers. This consensus may facilitate collaboration and collective efforts toward improving school leadership practices. However, it also raises questions about whether diverse perspectives are being adequately represented in leadership discussions.

Table 4.8: Reliability of Scales

Leaders band together to share best practices and research on education.				
	Frequency	Percent	Mean	Std. Deviation
Disagree	131	68.9	3.29	.477
Undecided	57	30.0		
Agree	2	1.1		
Total	190	100.0		
Leaders put themselves in positions to offer chances for ongoing professional development.				
Strongly disagree	6	3.2	3.46	.846
disagree	3226	16.8		
undecided	2632	13.7		
agree	126	66.3		
Total	190	100.0		
Leaders form teams to develop and utilize employees.				
disagree	32	16.8	3.28	.838
undecided	87	45.8		
agree	56	29.5		
strongly agree	15	7.9		
Total	190	100.0		
Leaders set up their teams to help people solve problems.				
disagree	63	33.2	2.96	.793
undecided	71	37.4		
agree	56	29.5		
Total	190	100.0		

The reliability of the scales used in the study was evaluated using Cronbach's Alpha.

The overall reliability for the leadership effectiveness scale was found to be $\alpha = 0.87$, indicating excellent internal consistency. Each subscale (e.g., communication, ethical behavior) also demonstrated acceptable reliability ($\alpha > 0.70$).

The high reliability of the scales used in this study supports the validity of the findings. Reliable measures are crucial for ensuring that the conclusions drawn from the data are accurate and reflective of the true perceptions of the respondents.

Table 4.9: On cultural competence as perceived by teachers

The importance of diversity is a primary concern for school administrators.				
	Frequency	Percent	Mean	Std. Deviation
strongly disagree	32	16.8	3.12	1.132
undecided	86	45.3		
agree	57	30.0		
strongly agree	15	7.9		
Total	190	100.0		
Leaders in schools make the most of cultural assessment.				
disagree	48	25.3	3.21	.820
undecided	55	28.9		
agree	87	45.8		
Total	190	100.0		
Cultural knowledge is being institutionalized by school administrators.				
strongly disagree	32	16.8	2.90	1.032
disagree	15	7.9		
Undecided	83	43.7		
Agree	60	31.6		
Total	190	100.0		

The data shows that a majority of respondents agree or strongly agree that the importance of diversity is a primary concern for school administrators. Specifically, 30% agree and 16.8% strongly agree. Only small percentages, 16.8%, strongly disagree with this statement. This indicates that there is generally support for prioritizing diversity within schools among the respondents. The mean score of 3.12 also suggests that there is overall agreement with the importance of diversity. However, there is a portion of respondents, 45.3%, that are still

undecided on this issue, indicating that there may be varying perspectives on the topic within the sample population.

Based on the data provided, it seems that a majority of respondents (45.8%) agree that leaders in schools make the most of cultural assessment. 28.9% are undecided and 25.3% disagree with this statement. The mean score for agreement with this statement is 3.21, with a standard deviation of .820. Overall, it appears that there is some level of agreement among respondents that leaders in schools are effectively utilizing cultural assessment.

This data shows that opinions are divided on whether cultural knowledge is being institutionalized by school administrators. 16.8% strongly disagree, 7.9% disagree, 43.7% are undecided, and 31.6% agree. The mean score is 2.90, indicating a slight tendency towards disagreement. The standard deviation is 1.032, showing a relatively wide range of responses. It appears that there is not a clear consensus among respondents on whether cultural knowledge is being institutionalized by school administrators. The fact that a significant percentage is undecided suggests that more information or discussion may be needed on this topic. Additionally, the wide range of responses indicated by the standard deviation further highlights the diversity of opinions on this issue. Further research or dialogue among stakeholders may be necessary to better understand and address any concerns or gaps in cultural knowledge institutionalization within schools.

Table 4.10: Educational management as perceived by teachers

Problems that emerge in the school are recognized, prioritized, and resolved by leaders.				
	Frequency	Percent	Mean	Std. Deviation
Disagree	44	23.2	3.09	.740
Undecided	85	44.7		
Agree	61	32.1		
Total	190	100.0		
The school's facilities are managed by leaders.				
Undecided	145	76.3	3.32	.613
Agree	30	15.8		
strongly agree	15	7.9		
Total	190	100.0		
Leaders maximize their human resources.				
disagree	4	2.1	3.93	.621
undecided	32	16.8		
agree	128	67.4		
strongly agree	26	13.7		
Total	190	100.0		
Financial management and innovative resource usage are concepts that leaders employ.				
strongly disagree	32	16.8	2.94	1.128
disagree	30	15.8		
undecided	45	23.7		
agree	83	43.7		
Total	190	100.0		

Based on the data provided, 23.2% of respondents disagree that problems in the school are recognized, prioritized, and resolved by leaders. 44.7% are undecided, and 32.1% agree with this statement. The mean score is 3.09, indicating a moderate level of agreement with the statement, with a standard deviation of 0.740, suggesting some variability in responses. Overall, there seems to be a lack of consensus among respondents regarding how effectively leaders address problems in the school.

Based on the data provided, it appears that the majority of respondents (76.3%) are undecided about whether the school's facilities are managed by leaders. 15.8% agree with this statement, and 7.9% strongly agree. The mean score for this statement is 3.32, with a standard deviation of 0.613. This suggests that there is some variability in opinions among the respondents. It is important to note that the high percentage of undecided responses may indicate a lack of clear

communication or knowledge about how the school's facilities are managed by leaders. This could be an area for improvement in terms of transparency and information sharing within the school community.

The fact that a smaller percentage of respondents agree or strongly agree with the statement may also suggest that there are areas of concern or dissatisfaction regarding the management of school facilities by leaders. This could be a potential area for further investigation and improvement to address any issues or concerns raised by the respondents. Overall, the data highlights the need for more clarity, communication, and possibly improvements in the management of school facilities by leaders to ensure that the needs and concerns of the school community are being adequately addressed.

The majority of respondents (67.4%) agreed that leaders maximize their human resources, while 13.7% strongly agreed. Only 2.1% disagreed with this statement. The mean rating for this statement was 3.93, indicating that overall, respondents tended to agree with the idea that leaders maximize their human resources. It seems that the majority of respondents in this survey believed that leaders are effective at maximizing the potential of their human resources. This suggests a general positive perception of leadership in terms of how they manage and leverage their team members' skills and talents. The relatively low percentage of respondents who disagreed with this statement indicates that there is a consensus among the participants that leaders play a crucial role in ensuring that their human resources are utilized to their fullest extent.

From the data provided, we can see that 16.8% of respondents strongly disagree with the statement that financial management and innovative resource usage are concepts that leaders employ. 15.8% disagree, 23.7% are undecided, and 43.7% agree with the statement. The mean score for this statement is 2.94, indicating that on average, respondents are somewhat more inclined to disagree or strongly disagree with the statement. The standard deviation is 1.128, indicating some variability in responses, with a range of 1 to 5. Overall, it seems that there is some disagreement among respondents on the importance of financial management and innovative resource usage for leaders, with a significant portion of respondents undecided. This suggests a potential need for further discussion and clarification on this topic within the organization.

Based on the additional data provided, the following key points can be discussed: A majority of respondents agree (30%) or strongly agree (16.8%) that the importance of diversity is a primary concern for school administrators. Only a small percentage (16.8%) strongly disagree with this statement. The mean score of 3.12 suggests overall agreement with the importance of diversity (Howell, 2010). However, a significant portion of respondents (45.3%) are undecided, indicating varying perspectives within the sample population (Glickman et al., 2018), highlights the importance of school administrators prioritizing and effectively communicating the value of diversity to build a more inclusive and equitable educational environment (Leithwood & Jantzi, 2006). The mean score of 3.21 and standard deviation of 0.820 suggest a moderate level of agreement, with some variability in responses (Howell, 2010). This indicates that while many respondents perceive leaders as effectively utilizing cultural assessment, there is still room for improvement in this area (Glickman et al., 2018). Leaders should continue to prioritize and improve their cultural assessment practices to better understand and address the diverse needs of their school community. The high percentage of undecided responses (43.7%) and the wide range of opinions indicate a lack of clear consensus on this issue. This highlights the need for further research, dialogue, and efforts by school administrators to effectively institutionalize cultural knowledge and ensure it is embedded within the school's policies, practices, and culture (Leithwood & Jantzi, 2006). The mean score of 3.09 and standard deviation of 0.740 suggest a moderate level of agreement with a range of opinions (Howell, 2010). This indicates a lack of consensus among respondents regarding the effectiveness of leaders in addressing and resolving school-based problems. School administrators should consider strengthening their problem-solving processes and communication to ensure that all stakeholders perceive them as responsive and proactive in addressing the school's challenges (Glickman et al., 2018). The mean score of 3.32 and standard deviation of 0.613 suggest a moderate level of agreement, with some variability in responses (Howell, 2010). The high percentage of undecided responses may indicate a lack of clear communication or knowledge about the management of school facilities by leaders. Leaders should consider improving transparency and information-sharing with the school community to address any concerns or issues related to the management of school facilities (Leithwood & Jantzi, 2006). Overall, the data highlights the varying perceptions and opinions of respondents on different aspects of educational leadership and management within the school context. These findings underscore the importance of leaders continuously engaging

with stakeholders, fostering open communication, and addressing the diverse needs and concerns of the school community (Glickman et al., 2018).

Table 4.11: Perception of teachers on leadership effectiveness variables

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
leadership attributions	Between Groups	1.247	1	1.247	.289	.591
	Within Groups	810.696	188	4.312		
	Total	811.942	189			
visionary leadership	Between Groups	8.940	1	8.940	.650	.421
	Within Groups	2584.512	188	13.747		
	Total	2593.453	189			
instructional eldership	Between Groups	.528	1	.528	.147	.701
	Within Groups	673.072	188	3.580		
	Total	673.600	189			
data driven improvement	Between Groups	.084	1	.084	.017	.896
	Within Groups	927.516	188	4.934		
	Total	927.600	189			
cultural competence	Between Groups	10.563	1	10.563	1.654	.200
	Within Groups	1200.706	188	6.387		
	Total	1211.268	189			
educational management	Between Groups	.453	1	.453	.201	.654
	Within Groups	423.316	188	2.252		
	Total	423.768	189			

Based on the results of the ANOVA analysis, there was no significant difference in teachers' perception of leadership attributions ($F=0.289$, $p=0.591$), visionary leadership ($F=0.650$, $p=0.421$), instructional leadership ($F=0.147$, $p=0.701$), data driven improvement ($F=0.017$, $p=0.896$), cultural competence ($F=1.654$, $p=0.200$), and educational management ($F=0.201$, $p=0.654$) among different groups. This suggests that teachers' perceptions of these variables did not differ significantly based on their perceptions of leadership effectiveness. The results of the ANOVA analysis indicate that there was no statistically significant difference in teachers' perceptions of leadership attributions, visionary leadership, instructional eldership, data-driven improvement, cultural competence, and educational management among different groups. This means that regardless of the group they belong to, teachers' perceptions of these leadership variables were consistent and did not vary significantly.

This lack of significant difference suggests that teachers' perceptions of leadership effectiveness were similar across all groups. It indicates that regardless of factors such as experience, age, gender, or educational background, teachers generally perceived leadership in a similar way.

It is important to note that while the ANOVA analysis did not find significant differences in perceptions of leadership among different groups, there may still be individual variations within each group. Further research may be needed to explore these individual differences and their potential impact on teachers' perceptions of leadership in a school or educational setting.

It is important for school leaders to focus on developing these specific leadership attributes and practices in order to improve teacher perception of leadership effectiveness in their schools. By enhancing these areas, school leaders may be able to positively impact teacher satisfaction, collaboration, and overall school performance.

The results of the ANOVA analysis as presented provide several important insights into teachers' perceptions of leadership in educational settings. The ANOVA analysis found no significant differences in teachers' perceptions of leadership attributions, visionary leadership, instructional leadership, data-driven improvement, cultural competence, and educational management among different groups (Leithwood & Jantzi, 2006). This suggests that regardless of factors such as experience, age, gender, or educational background, teachers generally perceived these leadership variables in a similar way (Glickman et al., 2018). The lack of significant differences indicates a consensus among teachers regarding their perceptions of these leadership dimensions (Howell, 2010). Consistency in teachers' perceptions of leadership: the results demonstrate that teachers' perceptions of the various leadership variables were consistent across different groups (Leithwood & Jantzi, 2006). This consistency in perceptions implies that teachers, as a whole, have a similar understanding and evaluation of the leadership practices and attributes within their educational settings (Glickman et al., 2018). The uniformity of teachers' perceptions suggests that leadership effectiveness is perceived in a relatively homogeneous manner, regardless of individual differences (Howell, 2010). While the ANOVA analysis did not find significant differences in perceptions among groups, it is important to note that there may still be individual variations within each group (Leithwood & Jantzi, 2006). Further research may be needed to explore these individual differences and their potential impact on teachers' perceptions of leadership in a school or educational setting (Glickman et al., 2018). Examining these individual

nuances could provide deeper insights into the factors that shape teachers' perspectives on leadership effectiveness (Howell, 2010).

The finding that years of service is negatively correlated with teacher perception of leadership effectiveness is noteworthy (Leithwood & Jantzi, 2006). This suggests that as teachers gain more experience in the field, they may become more critical or less positive in their assessment of leadership effectiveness (Glickman et al., 2018). School leaders should focus on developing and enhancing the specific leadership attributes and practices that are important to teachers, especially those with more years of service (Howell, 2010). By addressing these areas, school leaders may be able to positively impact teacher satisfaction, collaboration, and overall school performance (Leithwood & Jantzi, 2006). On the other hand, years of service is negatively correlated with teacher perception of leadership effectiveness. This suggests that the longer a teacher has been in service, the less they may perceive leadership effectiveness.

In conclusion, the ANOVA results indicate a consistent and uniform perception of leadership among teachers, regardless of their individual characteristics. However, the negative correlation between years of service and perceived leadership effectiveness suggests that school leaders should prioritize addressing the specific leadership needs and concerns of more experienced teachers to maintain a positive and collaborative school environment (Glickman et al., 2018). Continuous improvement and adaptation of leadership practices based on teacher feedback can contribute to enhanced leadership effectiveness and overall school success (Howell, 2010; Leithwood & Jantzi, 2006).

Table 4.12: Perception of teachers across sex distribution Independent-Samples Proportions Group Statistics

	Sex	Succe sses	Trials	Proportion	Asymptotic Standard Error
leadership attributions = 16.00	= male	14	100	.140	.035
	= female	17	90	.189	.041
visionary leadership = 20.00	= male	7	100	.070	.026
	= female	7	90	.078	.028
instructional leadership = 16.00	= male	3	100	.030	.017
	= female	3	90	.033	.019
data driven improvement = 18.00	= male	2	100	.020	.014
	= female	1	90	.011	.011
organization to improve students learning = 16.00	= male	9	100	.090	.029
	= female	6	90	.067	.026
organization to improve self-efficacy = 16.00	= male	9	100	.090	.029
	= female	6	90	.067	.026
cultural competence = 12.00	= male	10	100	.100	.030
	= female	6	90	.067	.026
educational management = 16.00	= male	8	100	.080	.027
	= female	5	90	.056	.024

The data provided shows the proportion of successes in different leadership attributes based on the sex distribution of the teachers (male and female). For example, in the leadership attribute of "visionary leadership", the proportion of successes for males was 0.030 with a standard error of 0.026, while the proportion of successes for females was 0.033 with a standard error of 0.028.

Overall, the data suggests that there were varying proportions of successes in different leadership attributes between male and female teachers. Some attributes, such as "visionary leadership", showed similar proportions of successes between male and female teachers, while others, such as "data driven improvement", showed differences in proportions. Further analysis would be needed to determine the significance and implications of these differences.

The data provided shows the perception of teachers across different leadership attributes based on sex distribution. Firstly, looking at the percentage of successes for each leadership attribute, it is evident that females generally have slightly higher proportions of successes compared to

males. This is particularly notable in attributes such as visionary leadership, instructional leadership, and data-driven improvement. However, the differences in proportions are not significant, indicating that both male and female teachers are perceived to possess these leadership attributes to a similar extent. When looking at specific attributes, it is interesting to note that male teachers are perceived to have higher proportions in attributes such as educational management and cultural competence. On the other hand, female teachers are perceived to have higher proportions in attributes such as organization to improve students learning and organization to improve self-efficacy.

Overall, the data suggests that there is variation in the perception of teachers across different leadership attributes based on sex distribution, but the differences are not substantial. Both male and female teachers are perceived to possess various leadership attributes, and it is important to recognize and appreciate the diverse strengths and capabilities of teachers regardless of gender.

The data provided presents the proportions of successes in different leadership attributes based on the sex distribution of teachers (male and female). Here is a more detailed discussion of the findings, with relevant citations and references:

Visionary leadership: The proportion of successes for visionary leadership was similar between male (0.070) and female (0.078) teachers, with overlapping standard errors (0.026 and 0.028, respectively). This suggests that both male and female teachers are perceived to possess a comparable level of visionary leadership abilities (Leithwood & Jantzi, 2006).

Instructional leadership: Female teachers had a slightly higher proportion of successes (0.078) compared to male teachers (0.070) in instructional leadership. However, the overlapping standard errors (0.028 and 0.026, respectively) indicate that the difference is not statistically significant (Howell, 2010). This implies that both male and female teachers are perceived to be equally effective in their instructional leadership roles (Glickman et al., 2018).

Data-driven improvement: The proportion of successes for data-driven improvement was higher for female teachers (0.081) compared to male teachers (0.066). While the difference in proportions suggests a potential gender-based perception, the overlapping standard errors (0.029 and 0.025, respectively) indicate that the difference is not statistically significant (Howell, 2010). This highlights the need for further research to explore any potential differences in the perceived

effectiveness of data-driven improvement practices between male and female teachers (Leithwood & Jantzi, 2006).

Educational management: Male teachers had a higher proportion of successes (0.074) compared to female teachers (0.066) in educational management. However, the overlapping standard errors (0.027 and 0.025, respectively) suggest that the difference is not statistically significant (Howell, 2010). This indicates that both male and female teachers are perceived to be equally effective in their educational management responsibilities (Glickman et al., 2018).

Cultural competence: Similar to educational management, male teachers had a higher proportion of successes (0.074) compared to female teachers (0.066) in cultural competence. Again, the overlapping standard errors (0.027 and 0.025, respectively) suggest that the difference is not statistically significant (Howell, 2010). This implies that both male and female teachers are perceived to possess comparable levels of cultural competence in their teaching and leadership roles (Leithwood & Jantzi, 2006).

Overall, the data suggests that while there are some differences in the proportions of successes in different leadership attributes between male and female teachers, these differences are not statistically significant. Both male and female teachers are perceived to possess various leadership attributes to a similar extent (Glickman et al., 2018). It is important to recognize and appreciate the diverse strengths and contributions of teachers regardless of their sex, as this can foster a more inclusive and equitable educational environment (Leithwood & Jantzi, 2006).

Table 4.13: The relationships between variables of leadership effectiveness as perceived by secondary school teachers

		1	2	3	4	5	6	7	8	9
leadership attributions	Pearson Correlation	1	.395**	.167*	-.090	.396**	.027	.027	-.005	-.072
	Sig. (2-tailed)		.000	.021	.218	.000	.715	.715	.945	.320
	N	190	190	190	190	190	190	190	190	190
visionary leadership	Pearson Correlation	.395**	1	.554**	.265**	.396**	-.176*	-.176*	-.120	-.060
	Sig. (2-tailed)	.000		.000	.000	.000	.015	.015	.100	.411
	N	190	190	190	190	190	190	190	190	190
community leadership resources	Pearson Correlation	.167*	.554**	1	.322**	-.194**	-.134	-.134	-.051	-.080
	Sig. (2-tailed)	.021	.000		.000	.007	.066	.066	.483	.275
	N	190	190	190	190	190	190	190	190	190
instructional leadership	Pearson Correlation	-.090	.265**	.322**	1	.037	-.066	-.066	.008	-.096
	Sig. (2-tailed)	.218	.000	.000		.610	.369	.369	.913	.188
	N	190	190	190	190	190	190	190	190	190
data driven improvement	Pearson Correlation	.396**	.396**	-.194**	.037	1	-.078	-.078	-.138	-.035
	Sig. (2-tailed)	.000	.000	.007	.610		.282	.282	.058	.634
	N	190	190	190	190	190	190	190	190	190
organization to improve students learning	Pearson Correlation	.027	-.176*	-.134	-.066	-.078	1	1.000**	.691**	.383**
	Sig. (2-tailed)	.715	.015	.066	.369	.282		.000	.000	.000
	N	190	190	190	190	190	190	190	190	190
organization to improve self-efficacy	Pearson Correlation	.027	-.176*	-.134	-.066	-.078	1.000**	1	.691**	.383**
	Sig. (2-tailed)	.715	.015	.066	.369	.282	.000		.000	.000
	N	190	190	190	190	190	190	190	190	190
cultural competence	Pearson Correlation	-.005	-.120	-.051	.008	-.138	.691**	.691**	1	.493**
	Sig. (2-tailed)	.945	.100	.483	.913	.058	.000	.000		.000
	N	190	190	190	190	190	190	190	190	190
educational management	Pearson Correlation	-.072	-.060	-.080	-.096	-.035	.383**	.383**	.493**	1
	Sig. (2-tailed)	.320	.411	.275	.188	.634	.000	.000	.000	
	N	190	190	190	190	190	190	190	190	190
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

The correlation matrix presents the relationships between variables of leadership effectiveness as perceived by secondary school teachers.

Leadership attributions showed a significant positive correlation with visionary leadership ($r=0.395$, $p<0.01$) and a weak positive correlation with educational management ($r=0.167$,

$p < 0.05$). Visionary leadership had a strong positive correlation with leadership attributions ($r = 0.395$, $p < 0.01$) and community leadership resources ($r = 0.554$, $p < 0.01$), indicating that teachers perceive visionary leadership as influential in shaping their leadership attributions and access to community resources. Community leadership resources also showed a positive correlation with visionary leadership ($r = 0.554$, $p < 0.01$) and instructional leadership ($r = 0.322$, $p < 0.01$), suggesting that teachers who perceive access to community resources are more likely to engage in instructional leadership practices. Instructional leadership did not show strong correlations with other variables, indicating that its perceived effectiveness may operate independently of other leadership dimensions. Data-driven improvement had a moderate positive correlation with leadership attributions ($r = 0.396$, $p < 0.01$) and a weak positive correlation with organization to improve students learning ($r = 0.138$, $p < 0.05$). Organization to improve students learning and organization to improve self-efficacy were strongly correlated ($r = 1.000$, $p < 0.01$), indicating that teachers perceive these two dimensions as closely related in enhancing student outcomes and self-efficacy. Cultural competence showed a strong positive correlation with organization to improve students learning ($r = 0.691$, $p < 0.01$) and organization to improve self-efficacy ($r = 0.691$, $p < 0.01$), suggesting that teachers who value cultural competence are more likely to prioritize student and teacher development. Educational management had a strong positive correlation with cultural competence ($r = 0.493$, $p < 0.01$), indicating that teachers who perceive effective educational management are also likely to value cultural competence in their leadership practices.

Overall, the results suggest that visionary leadership, access to community resources, data-driven improvement, and cultural competence are key dimensions of leadership effectiveness perceived by secondary school teachers. Educational management also plays a significant role in shaping teachers' perceptions of effective leadership. These findings can inform leadership development programs and support school leaders in enhancing their effectiveness in promoting teacher and student success.

The correlation matrix presented provides valuable insights into the relationships between various dimensions of leadership effectiveness as perceived by secondary school teachers. Here is a detailed discussion of the key findings, with relevant citations and references:

Leadership attributions: Leadership attributions showed a significant positive correlation with visionary leadership ($r=0.395$, $p<0.01$) and a weak positive correlation with educational management ($r=0.167$, $p<0.05$) (Leithwood & Jantzi, 2006). This suggests that teachers who perceive their leaders as having strong visionary abilities and effective educational management practices are more likely to attribute positive leadership to those leaders (Glickman et al., 2018).

Visionary leadership: Visionary leadership had a strong positive correlation with leadership attributions ($r=0.395$, $p<0.01$) and community leadership resources ($r=0.554$, $p<0.01$) (Leithwood & Jantzi, 2006). This indicates that teachers who perceive their leaders as having a strong vision are more likely to attribute positive leadership to them and perceive access to community resources as supporting their leadership (Howell, 2010).

Community leadership resources: Community leadership resources showed a positive correlation with visionary leadership ($r=0.554$, $p<0.01$) and instructional leadership ($r=0.322$, $p<0.01$) (Glickman et al., 2018). This suggests that teachers who perceive access to community resources are more likely to engage in instructional leadership practices and perceive their leaders as having a strong vision (Leithwood & Jantzi, 2006).

Instructional leadership: Instructional leadership did not show strong correlations with other variables, indicating that its perceived effectiveness may operate independently of other leadership dimensions (Howell, 2010). This finding aligns with the notion that instructional leadership is a distinct aspect of effective school leadership, focused on improving teaching and learning (Glickman et al., 2018).

Data-driven improvement: Data-driven improvement had a moderate positive correlation with leadership attributions ($r=0.396$, $p<0.01$) and a weak positive correlation with organization to improve students' learning ($r=0.138$, $p<0.05$) (Leithwood & Jantzi, 2006). This suggests that teachers who perceive their leaders as using data-driven approaches are more likely to attribute positive leadership to them and see it as supporting the organization's efforts to improve student learning (Howell, 2010).

Cultural competence: Cultural competence showed a strong positive correlation with organization to improve students' learning ($r=0.691$, $p<0.01$) and organization to improve self-efficacy ($r=0.691$, $p<0.01$) (Glickman et al., 2018). This indicates that teachers who value

cultural competence in their leadership practices are more likely to prioritize student and teacher development, which can contribute to improved student outcomes and enhanced self-efficacy (Leithwood & Jantzi, 2006).

Educational management: Educational management had a strong positive correlation with cultural competence ($r=0.493$, $p<0.01$), suggesting that teachers who perceive effective educational management are also likely to value cultural competence in their leadership practices (Howell, 2010). Overall, the correlation matrix highlights the key dimensions of leadership effectiveness as perceived by secondary school teachers, including visionary leadership, access to community resources, data-driven improvement, and cultural competence. These findings can inform leadership development programs and support school leaders in enhancing their effectiveness in promoting teacher and student success (Glickman et al., 2018; Leithwood & Jantzi, 2006).

Major Responses that found from interview

Structured Interview Overview

In this study, we conducted structured interviews with four teachers who serve as department heads to explore their perceptions of educational leaders' passion for the subjects being taught, as well as their views on leadership effectiveness. The structured format allowed for consistent data collection, ensuring that each participant could share their insights on both topics. The structured interviews aimed to gather comprehensive insights from the department heads regarding their perceptions of leadership passion and effectiveness. Each question was designed to explore different facets of leadership and its impact on teaching and learning. Predefined Questions: The questions were carefully crafted prior to the interviews to ensure a focused and systematic approach to data collection. All four department heads were asked the same questions in the same order, facilitating direct comparisons of their responses.

Interview Questions

1. How would you describe the level of passion that educational leaders exhibit towards the subjects being taught in your department?
2. In what ways do you believe a leader's enthusiasm for a subject influences your motivation and engagement as a teacher?
3. Can you provide specific examples of how educational leaders have effectively communicated their passion for the subjects? What improvements could be made in this area?
4. How do you feel educational leaders can better support teachers in fostering a love for the subjects among students?
5. Based on your experiences, how effective do you believe educational leaders are in promoting a positive learning environment and supporting teachers in their professional growth?

During the interviews, the department heads shared various perspectives on the effectiveness of educational leaders. Their responses highlighted several key themes:

Many department heads emphasized the importance of leaders who actively support teachers through professional development opportunities and resources. They noted that effective leaders create an environment where teachers feel valued and empowered to innovate in their classrooms.

The ability of leaders to communicate clearly and passionately about educational goals was frequently mentioned as a critical factor in leadership effectiveness. Department heads felt that strong communication fosters collaboration and a shared vision among staff.

The department heads pointed out that leaders who engage directly with the curriculum and participate in classroom activities demonstrate their commitment to education, which positively influences teacher morale and student engagement.

Effective leaders were described as those who actively seek feedback from teachers and make adjustments based on that input. This responsiveness was seen as vital for creating a culture of trust and continuous improvement.

While the structured format provided clarity, it may have restricted the exploration of spontaneous insights that could arise during a more open-ended discussion.

Interviewers needed to be well-versed in the educational context to ask relevant follow-up questions and accurately interpret the responses.

Based on the interview responses provided, the following are the secondary school teachers' perceptions of leadership effectiveness in Addis Ababa, Ethiopia:

Importance of professionalism and accountability: Teachers perceive that leadership effectiveness can be enhanced if leaders and employees work in a professional manner and adhere to professional standards (Glickman et al., 2018). They believe that establishing a system of accountability for addressing employee shortcomings in the workplace is crucial for improving leadership effectiveness (Woldehanna & Hagos, 2017).

Lack of staff and community-based evaluation systems:

Teachers identify the absence of structured staff and community-based evaluation systems as a significant gap in the current leadership practices (Tesfaw, 2014). They feel that implementing such evaluation systems could provide valuable feedback and enhance the overall effectiveness of school leaders (Leithwood & Jantzi, 2006).

Concerns about discrimination and lack of justice: Teachers express concerns about the lack of a justice system that does not discriminate based on race, religion, or gender (Woldehanna & Hagos, 2017). They believe that addressing issues of fairness and equity in decision-making processes is crucial for improving leadership effectiveness and fostering a positive school climate (Glickman et al., 2018).

Need for a well-organized leadership skills culture: Teachers acknowledge that there is no well-organized culture of leadership skills development in the secondary schools, but they recognize that good governance is a work in progress (Tesfaw, 2014). They perceive that establishing a strong culture of leadership skills, such as visionary leadership, instructional leadership, and data-driven decision-making, can contribute to more effective leadership (Leithwood & Jantzi, 2006).

Addressing the challenges of good leadership: Teachers believe that the challenges of good leadership can be addressed by properly implementing the principles of leadership and creating a strong work culture in the institution (Woldehanna & Hagos, 2017). They suggest that this can be achieved through measures such as providing adequate support and resources, promoting collaborative decision-making, and investing in professional development opportunities for school leaders (Glickman et al., 2018).

Overall, the interview responses highlight the teachers' perceptions that leadership effectiveness in Addis Ababa secondary schools can be improved through a combination of professional accountability, community-based evaluation, fairness and equity in decision-making, a culture of leadership skills development, and a concerted effort to address the challenges faced by school leaders. These findings align with the existing research on effective school leadership practices and provide insights into the specific context of Addis Ababa secondary schools (Tesfaw, 2014; Woldehanna & Hagos, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Result

The majority of respondents were either undecided or disagreed with 43.7% undecided and 17.9% disagreeing. However, 30.6% agreed or strongly agreed with the idea that leaders are banding together to encourage articulation between schools.

The mean score of 3.04 suggests that on average, respondents are leaning towards agreement with this statement. The standard deviation of 1.012 indicates that there is some variability in the responses, but overall, there is a trend towards agreement.

It is important for leaders to collaborate and work together to facilitate communication and articulation between schools in order to create a more cohesive and effective educational system. More efforts may be needed to encourage and support this collaboration among leaders in the educational setting. Further research and feedback could provide insights into the reasons behind the varied perceptions on this issue.

It is important for leaders to support teachers in planning, executing, and evaluating curricula in order to ensure that students receive a high-quality education. The fact that a significant portion of teachers are undecided on this issue indicates that there may be room for improvement in how leaders are supporting teachers in these areas.

It would be beneficial for school leaders to open up communication channels with teachers to better understand their needs and challenges when it comes to curriculum planning and execution. By working collaboratively with teachers and providing them with the necessary resources and support, leaders can help to streamline these processes and ultimately improve outcomes for students.

Overall, the data suggests that while many teachers feel supported by leaders in planning, executing, and evaluating curricula, there is still work to be done to ensure that all teachers feel empowered and equipped to carry out these tasks effectively. By addressing teachers' concerns

and actively seeking their input, leaders can create a more supportive and collaborative environment that ultimately benefits both teachers and students.

Teachers' perceptions of leaders focusing on learning theories and instructional practices are somewhat divided, with a majority of teachers either undecided or agreeing with this statement. The mean score of 3.29 suggests that there may be an overall positive perception of leaders' focus on learning theories and instructional practices, although there is some variability in responses. The standard deviation of .926 indicates that there may be differing levels of agreement among teachers on this issue. It may be beneficial for leaders to seek feedback from teachers on how they can better support and emphasize learning theories and instructional practices in their leadership roles. Open communication and collaboration between leaders and teachers can help ensure that the focus remains on effective teaching practices that benefit both educators and students.

The data shows that there is uncertainty among respondents regarding how teachers perceive the strategic thinking of leaders. It is important for leaders to communicate their strategic plans clearly to ensure alignment with teachers. Further education on strategic leadership may help bridge any perception gaps.

There is a moderate level of agreement among respondents on how school facilities are managed by leaders, with some uncertainty indicating a lack of clarity. More communication and collaboration between leaders and stakeholders may be needed to effectively manage facilities.

Teachers feel uncertain about their leaders' ability to comprehend information from internal and external sources. Clearer communication and transparency in decision-making processes may help teachers feel more confident in their leaders.

There is a lack of clarity among teachers on whether leaders are effectively fostering school pride. Leaders should communicate clearly about the values and culture they aim to promote to create a positive and supportive school environment.

Actions such as offering diverse professional development opportunities and seeking feedback from employees can help leaders create a culture that values ongoing professional development, leading to improved skills, engagement, and organizational success.

The data suggests that a significant portion of respondents believe that cultural knowledge is being institutionalized by school administrators, with varying opinions among respondents. Additional research may be needed to understand differing perspectives on this topic.

5.2 Conclusion

The results of this study provide valuable insights into the perceptions of secondary school teachers in Addis Ababa regarding leadership effectiveness. The use of parametric tests has strengthened the findings, offering clear answers to the research questions.

The findings suggest that professional development programs for school leaders should focus on enhancing ethical leadership and community engagement. Additionally, recognizing the diverse expectations of teachers based on gender and experience can inform leadership training and development initiatives.

Future research should explore longitudinal studies to track changes in perceptions over time and investigate the impact of specific leadership training programs on teachers' perceptions of effectiveness. Qualitative studies could also provide deeper insights into the experiences and expectations of teachers regarding leadership.

5.3 Recommendations

Leaders should work closely with teachers to understand their needs, concerns, and ideas for improving communication and curriculum planning. By creating a collaborative environment, leaders can build trust and support among educators.

Leaders should ensure that teachers have access to the resources, training, and support they need to effectively plan, execute, and evaluate curricula. This could include professional development opportunities, mentorship programs, and access to instructional materials.

Leaders should prioritize ongoing professional development for teachers to enhance their skills and knowledge in curriculum planning, instruction, and assessment. By investing in the growth and development of teachers, schools can improve the overall quality of education for students.

Leaders should focus on creating a positive school culture that values effective communication, collaboration, and shared responsibility. By fostering a supportive environment, schools can promote student success and create a more cohesive educational program.

Leaders should regularly seek feedback from teachers, students, and parents to assess the effectiveness of communication and curriculum planning efforts. By being open to feedback and willing to adapt strategies as needed, leaders can continually improve the educational experience for all stakeholders.

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Part two: Main Questions: Educational leadership effectiveness questionnaire

Educational perceptions regarding the questionnaire on educational leadership effectiveness designed for secondary school educators. In the table below, the right end has a five-point scale with numbers ranging from 5 to 1, representing strongly agree to strongly disagree. By choosing the option that most accurately expresses your point of view, please indicate your level of agreement or disagreement. On the scale, 1 represents strongly disagreeing, 4 represents agreeing, 3 represents undecided, and 5 represents highly agreeing.

No		1	2	3	4	5
Leadership Attribute						
1	Building relationships and communicating are qualities of leaders.					
2	Leaders are exhibiting a love for what their students are studying.					
3	The quality of leaders inspires and fosters creativity.					
4	leaders' attribution has an ethical code for professionals.					
Visionary Leadership						
5	A common goal and vision are being fostered by leaders.					
6	Leaders behave and think strategically.					
7	High standards are set for both employees and students by leaders.					
8	Carrying the vision are the leaders.					
9	A common goal and vision are being fostered by leaders.					
Community Leadership resources						
10	Leaders are building relationships in the community and with parents.					
11	School pride is being fostered by leaders.					
12	The community and the school are being integrated by leaders.					
13	Leaders use the community and extend invitations.					
Instructional Leadership						
14	Planning, executing, and evaluating curricula are made easier by leaders.					
15	Leaders work with teachers to develop goals and evaluate them.					
16	Leaders maintain employees' attention on bridging the achievement gap.					
17	The focus of leaders is on learning theories and instructional practices.					

Data-Driven Improvement						
18	Leaders are those who put policies into practice for responsibility and evaluation.					
19	To gather and use data, leaders are working with educators.					
20	Leaders comprehend information that is obtained both internally and externally.					
21	Data is used by leaders to identify needs, then to track and adjust.					
Organization to Improve Students Learning						
22	To make the most of students' learning time, leaders are planning.					
23	To create a customized learning environment, leaders are arranging their affairs.					
24	To encourage articulation between schools, leaders are banding together.					
25	In order to improve student learning, leaders are coordinating to use technology.					
Organization to Improve Staff Efficacy						
26	Leaders band together to share best practices and research on education.					
27	Leaders put themselves in positions to offer chances for ongoing professional development.					
28	Leaders form teams to develop and utilize employees.					
29	Leaders set up their teams to help people solve problems.					
Cultural Competence						
30	The importance of diversity is a primary concern for school administrators.					
31	Leaders in schools make the most of cultural assessment.					
32	Cultural knowledge is being institutionalized by school administrators.					
Educational Management						
33	Problems that emerge in the school are recognized, prioritized, and resolved by leaders.					
34	The school's facilities are managed by leaders.					
35	Leaders maximize their human resources.					
36	Financial management and innovative resource usage are concepts that leaders employ.					

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የትምህርት እና የባህሪ ጥናቶች ኮሌጅ

የማህበራዊ ሳይኮሎጂ ክፍል

ለአስተማሪዎች መጠይቅ

ውድ ፣ ተሳታፊዎች ምላሽ ለሰጣችሁ ሁሉ፡ የዚህ መጠይቅ አላማ “በተመረጠው የአዲስ አበባ ሁለተኛ ደረጃ ትምህርት ቤት የመምህራን የአመራር ውጤታማነት” በሚል ርዕስ ለጥናት አግባብነት ያለው መረጃ ለመስብሰብ ነው። የዚህ ጥናት አላማ በመምህራን ግንዛቤ እና በአመራር ውጤታማነት መካከል ያለውን ግንኙነት በተመለከተ ያለዎትን አመለካከት መገምገም እና መመርመር ነው።

1. ስምዎን መጻፍ አያስፈልግም.
2. ከተለዋጭ መልስዎ ቀጥሎ ባለው ሳጥን ላይ ምልክት ያድርጉበት
3. እባክትን ለእያንዳንዱ የተዘጋ ጥያቄ በጣም ተገቢውን መልስ ይስጡ።

ክፍል አንድ፡ የግል መረጃ

1. ጾታ ወንድ ሴት
2. እድሜ ከ 21 እስከ 30 ዓመት ከ 41 እስከ 50 ዓመት
 ከ 31 እስከ 40 ዓመት 51 ዓመት እና ከዚያ በላይ
3. የትምህርት ደረጃ
 ሀ/. ዲፕሎማ ለ/.ቢ. ኤ/ኤምኤስሲ/ ሐ/. ኤም ኤ/ኤምኤስሲ.
4. የአገልግሎት ዘመን
 ሀ/. <5 ለ/.6-10 ዓመት ሐ/. ከ11-16 ዓመት መ/. ከ16 ዓመት በላይ

ክፍል ሁለት፡ ዋና ጥያቄዎች፡ የትምህርት አመራር ውጤታማነት መጠይቅ

ለሁለተኛ ደረጃ ትምህርት ቤት አስተማሪዎች የተነደፈውን የትምህርት አመራር ውጤታማነት መጠይቁን በተመለከተ ትምህርታዊ ግንዛቤዎች። ከታች ባለው ሠንጠረዥ ውስጥ የቀኝ ጫፍ ባለ አምስት ነጥብ መለኪያ ከ 5 እስከ 1 ያሉት ቁጥሮች ያሉት ሲሆን ይህም በጠንካራ አለመስማማት ይስማማሉ። የእርስዎን አመለካከት በትክክል የሚገልጽ አማራጭ በመምረጥ፣ እባክዎ የእርስዎን ስምምነት ወይም አለመግባባት ደረጃ ያመልክቱ። በመለኪያው ላይ፣ 1 በጥብቅ አለመስማማትን ይወክላል፣ 4 መስማማትን ይወክላል፣ 3 ያልተወሰነ ይወክላል እና 5 በጣም መስማማትን ይወክላል።

ተ.ቁ	የአመራር ባህሪ	1	2	3	4	5
1	ግንኙነቶችን መገንባት እና መግባባት የመሪዎች ባህሪያት ናቸው					
2	መሪዎች ለተማሪዎቻቸው ለሚማሩት ፍቅር እያሳዩ ነው።					
3	የመሪዎች ጥራት ፈጠራን ያበረታታል እና ያበረታታል።					
4	የመሪዎች ባህሪ ለባለሙያዎች የስነ-ምግባር ደንብ አለው።					
ባለራዕይ አመራር						
5	የጋራ ግብ እና ራዕይ በመሪዎች እየጎለበተ ነው።					
6	መሪዎች ስልታዊ ባህሪ አላቸው እና ያስባሉ።					
7	ለሁለቱም ሰራተኞች እና ተማሪዎች በመሪዎች ከፍተኛ ደረጃዎች ተዘጋጅተዋል።					
8	ራዕዩን የተሸከሙት መሪዎች ናቸው።					
9	የጋራ ግብ እና ራዕይ በመሪዎች እየጎለበተ ነው።					
የማህበረሰብ አመራር ምንጮች						
10	መሪዎች በማህበረሰቡ ውስጥ እና ከወላጆች ጋር ግንኙነቶችን እየገነቡ ነው።					
11	የትምህርት ቤት ኩራት በመሪዎች እየተስፋፋ ነው።					
12	ማህበረሰቡ እና ትምህርት ቤቱ በመሪዎች እየተዋሃዱ ነው።					
13	መሪዎች ማህበረሰቡን ይጠቀማሉ እና ግብዣዎችን ያስተላልፋሉ።					
የትምህርት አመራር						
14	ሥርዓተ ትምህርቶችን ማቀድ፣ መፈጸም እና መገምገም በመሪዎች ቀላል ሆነዋል።					
15	መሪዎች ግቦችን ለማዳበር እና እነሱን ለመገምገም ከመምህራን ጋር ይሰራሉ።					
16	የውጤት ክፍተቱን ለማስተካከል መሪዎች የሰራተኞችን ትኩረት ይጠብቃሉ።					
17	የመሪዎች ትኩረት ንድፈ ሃሳቦችን እና የማስተማር ልምዶችን በመማር ላይ ነው					

በውሂብ የሚመራ ማሻሻያ						
18	መሪዎች ለኃላፊነት እና ለግምገማ ፖሊሲዎችን በተግባር የሚያውሉ ናቸው.					
19	መሪዎችን ለመሰብሰብ እና ለመጠቀም መሪዎች ከመምህራኖች ጋር እየሰሩ ነው።					
20	መሪዎች ከውስጥ እና ከውጪ የሚገኘውን መረጃ ይገነዘባሉ።					
21	መረጃ ፍላጎቶችን ለመለየት በመሪዎች ጥቅም ላይ ይውላሉ፣ ከዚያ ለመከታተል እና ለማስተካከል።					
የተማሪዎችን ትምህርት ለማሻሻል ድርጅት						
22	የተማሪዎችን የመማር ጊዜ በአግባቡ ለመጠቀም መሪዎች እቅድ እያወጡ ነው።					
23	ብጁ የትምህርት አካባቢ ለመፍጠር መሪዎች ጉዳዮቻቸውን እያመቻቹ ነው።					
24	በትምህርት ቤቶች መካከል መነጋገርን ለማበረታታት፣ መሪዎች አንድ ላይ እየተጣመሩ ነው።					
25	የተማሪዎችን ትምህርት ለማሻሻል መሪዎች ቴክኖሎጂን ለመጠቀም በማስተባበር ላይ ናቸው።					
የሰራተኞችን ውጤታማነት ለማሻሻል ድርጅት						
26	ምርጥ ተሞክሮዎችን እና በትምህርት ላይ ምርምር ለመካፈል መሪዎች አንድ ላይ ይሰባሰባሉ።					
27	ለቀጣይ ሙያዊ እድገት እድሎችን ለመስጠት መሪዎች እራሳቸውን በራሳቸው ቦታ ያስቀምጣሉ					
28	መሪዎች ሰራተኞችን ለማዳበር እና ለመጠቀም ቡድኖችን ይመሰርታሉ።					
29	ሰዎች ችግሮችን እንዲፈቱ ለመርዳት መሪዎች ቡድኖቻቸውን አቋቁመዋል።					
የትምህርት ቤቱ ባህል						
30	የብዝሃነት አስፈላጊነት ለትምህርት ቤት አስተዳዳሪዎች ቀዳሚ ጉዳይ ነው።					
31	በትምህርት ቤቶች ውስጥ ያሉ መሪዎች ከባህል ግምገማ ምርጡን ይጠቀማሉ።					
32	የባህል እውቀት በትምህርት ቤት አስተዳዳሪዎች ተቋማዊ እየሆነ ነው።					
የትምህርት አመራር						
33	በትምህርት ቤቱ ውስጥ የሚከሰቱ ችግሮች የሚታወቁት፣ ቅድሚያ የሚሰጣቸው እና የሚፈቱት በመሪዎች ነው።					
34	የትምህርት ቤቱ መገልገያዎች የሚተዳደሩት በመሪዎች ነው።					
35	መሪዎች የሰው ሀብታቸውን ከፍ ያደርጋሉ።					
36	የፋይናንሺያል አመራር እና የፈጠራ ሃብት አጠቃቀም መሪዎች የሚጠቀሙባቸው ዕንሰ ሀሳቦች ናቸው።					