

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT: EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTIVENESS IN GOVERNMENT SECONDARY SCHOOLS: THE CASE OF KIRKOS SUB-CITY, ADDIS ABABA.

BY: AMAN KEMAL

ADVISOR: BEFEKADU ZELEKE (PHD)

MAY, 2026

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT: EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTIVENESS IN GOVERNMENT SECONDARY SCHOOLS: THE CASE OF KIRKOS SUB-CITY, ADDIS ABABA.

BY: AMAN KEMAL

A Thesis Submitted to the College of Education and Language Studies, Department of Educational Planning and Management, in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership and Management

ADVISOR: BEFEKADU ZELEKE (PHD)

MAY, 2026

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis titled “Assessment of principals’ Leadership styles and their effectiveness in Secondary Schools of Kirkos sub city, Addis Ababa” is my original work, and all sources that have been referred to and quoted have been duly indicated and acknowledged with complete reference.

Name: Aman Kemal

Signature _____

Date:_____

ADVISOR APPROVAL SHEET

This thesis entitled “Assessment of principals’ Leadership styles and their effectiveness in Secondary Schools of Kirkos sub city, Addis Ababa” has been submitted for examination with my approval as University advisor.

Name _____

Signature _____

Date _____

BOARD OF EXAMINERS APPROVAL SHEET

This is to certify that the thesis prepared by Aman Kemal entitled: "Assessment of principals' Leadership styles and their effectiveness in Secondary Schools of Kirkos sub city, Addis Ababa" in partial fulfillment of the requirements for the Master of Arts in School Leadership complies with the regulation of the University's accepted standards with respect to originality and quality.

Approval of Boards of Examiners:

_____	_____	_____
Chairperson	Signature	Date
_____	_____	_____
Main Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

ACKNOWLEDGMENTS

My sincere gratitude goes to my advisor, Dr. Befekadu Zeleke for his valuable professional and technical assistance as well as his support and constructive comment. I would also like to thank the secondary school principals, teachers& PTSA members who helped me to conduct my survey at their respective schools. Lastly but not least, I thank my family, my dearest wife Zahra Yimer, my sons Salih& Suhayib, my Brothers Akemal & Menur, DBS secretary Mrs. Fasika Tilahun without whose support and love this study would not have been finished.

TABLE OF CONTENTS

Contents **Page**

ACKNOWLEDGMENTS i

TABLE OF CONTENTS ii

LISTS OF FIGURES vi

ABBREVIATIONS AND ACRONYMS vii

ABSTRACT viii

CHAPTER ONE 1

INTRODUCTION 1

1.1. Background of the Study 1
1.2. Statement of the Problem 3
1.3 Objectives of the Study 5
1.3.1. General Objective 5
1.3.2. Specific Objectives 5
1.4 . Scope of the Study 5
1.5 . Description of the study area 6
1.6 Significance of the Study 7
1.7 Limitation of the Study 8
1.8 Operational definitions of key terms 8
1.9. Organizations of the Study 9

CHAPTER TWO 10

REVIEW OF RELATED LITERATURE 10

2.1 .The Concept of Leadership 10
2.2 . Concept of School Leadership 11
2.3 . Theories of Leadership 12
2.3.1. The Trait Theory 12
2.3.2. The Behavioral Theory 13
2.3.3. The Contingency Theory 14
2.4. Leadership Styles 15
2.4.1. Transformational Leadership 15
2.4.2. Transactional Leadership 17
2.4.3. Instructional Leadership 19
2.4.4. Laissez-faire leadership: 20
2.5. Leadership Styles of School Principals 21
2.6. Characteristics of Effective Leadership 22
2.7. Functions of School Leaders 23
2.7.1. Creating Vision 23

2.7.2. Setting goals 24
2.8. School Leadership Development in Ethiopia 25
2.8.1. The role of school principal in Ethiopia 27
2.9. Major Factors that Challenging School leadership effectiveness 29
2.10. The relationship between leadership styles and effectiveness 29
2.10.1. Instructional Leadership and effectiveness 29
2.10.2. Transformational Leadership and effectiveness 29
2.10.3. Transactional leadership and effectiveness 30
2.10.4. Laissez-Faire Leadership and effectiveness 30
2.11. Conceptual Framework 31
CHAPTER THREE 32
RESEARCH DESIGN AND METHODOLOGY 32
3.1. Research approach 32
3.2. Research Design 32
3.3. Target population, Sample size and Sampling Techniques 33
3.3.1. Target population 33
3.3.2. Sample size 33
3.3.3. Sampling techniques 34
3.4. Sources of Data 35
3.4.1. Primary Data 35
3.4.2. Secondary Data 35
3.5. Tool/ instruments of Data Collection 35
3.5.1. Questionnaires 36
3.5.2. Interview 36
3.5.3. Focus Group Discussion 37
3.6. Methods of Data Analysis 37
3.7. Data Collection Procedures 38
3.8. Validity and Reliability of data 39
3.8.1. Validity of data 39
3.8.2. Reliability of the data 39
3.9. Ethical considerations 40
CHAPTER FOUR: 42
DATA PRESENTATION, ANALYSIS AND INTERPRETATION 42
4.1. Demographic Characteristics of Sample Respondents 42
4.2. Presentation, Analysis and Interpretation of the Main Data 46
4.2.1. Results of descriptive Analysis 46
4.3. Results of assumptions of Regression Analysis 61
4.3.1. Test of linearity 61
4.3.2. Homoscedasticity test 63

4.3.3. Test of Normality 64
4.4. Multiple regression Analysis 64
4.5. Correlation analysis 68
4.5.1. The relationship between leadership styles and effectiveness 68
4.6. Challenges that influence effectiveness 69
4.7. Discussion of the Findings 73
CHAPTER FIVE 75
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 75
5.1. Summary of the major findings 75
5.1.1. Dominant leadership styles practiced 76
5.1.2. Relationship between leadership styles and leadership effectiveness 76
5.1.3. Leadership effectiveness in articulating vision, Setting goals, and building relationships. 77
5.1.4. Major Challenges Encountered by Principals 78
5.2 . Conclusions 79
5.3. Recommendations 80
REFERENCES 82
APPENDIX- A 88
APPENDIX- B 94
APPENDIX- C 96

LIST OF TABLES

Page

Table 3. 1 Target population of the study 33

Table 3. 2. Proportionally allocated sample size 34

Table 3. 3. Population and sample 35

Table 3. 4. Respondents interviewed 37

Table 3. 5. Interpretation of Five Mean Score Results 38

Table 3. 6 Reliability statistics 40

Table 4. 1 Demographic distribution of schools 43

Table 4. 2: The distribution of respondents' age, gender, education qualification, Area of specialization and total experience as teacher and principals. 43

Table 4. 3 Characteristics of Respondents (PTSA) 45

Table 4. 4. Total Scores of Responses on principal's leadership styles 47

Table 4. 5. Responses of participants with rating scale 51

Table 4. 6 Responses of participants with rating scale 54

Table 4. 7. Responses of respondents with rating scale 58

Table 4. 8. Model summary 65

Table 4. 9. ANOVA [a] test 66

Table 4. 10. Coefficient test 67

Table 4. 11: The Relationship between Leadership Styles and Effectiveness 68

Table 4. 12. Major challenges that affects leadership effectiveness 70

LISTS OF FIGURES

Page

Figure 1. Kirkos Sub City and Its Bordering Sub Cities source: Kirkos Sub City Website..... 7

Figure 2. Above shows interrelationship between variables: leadership styles and leadership effectiveness..... 31

Fig. 4. 1. Normal p-p plot of regression standardized residual..... 62

Fig. 4. 2. Scatter plot..... 63

Fig. 4. 3 Normality Histogram..... 64

ABBREVIATIONS AND ACRONYMS

ETP:	Education and Training Policy.
FGD:	Focus Group Discussion
LAMP:	Leadership and Management Program
MOE:	Ministry of Education.
PTSA:	Parents, Teachers and Students Association
SIP:	School Improvement Program
SPSS:	Statistical Package for the Social Science
ESLCE:	Ethiopian School Leaving Certificate Examination
GEQIP:	General Education Quality Improvement Program

ABSTRACT

*The purpose of this study was to assess principals' leadership styles and effectiveness in government secondary schools in Kirkos Sub-City. To achieve this objective, a descriptive survey and explanatory design was employed. The study involved 176 teachers, 8 principals& 6 PTSA members. Both quantitative and qualitative approaches were utilized, and data were collected using the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (*1995*). The data were analyzed using descriptive and inferential statistics . The findings revealed that transformational leadership was practiced at a high moderate level (M =* 3.45*, SD =* .695*), followed by instructional leadership (M =* 3.32*, SD =* .652*) and transactional leadership (M =* 3.06*, SD =* .595*), while laissez-faire leadership was the least practiced. Although the approaches were relatively more prevalent, all were practiced only at a moderate level, indicating a need for interventions to strengthen school leaders' competencies. The study further found that transformational leadership had a strong positive relationship with leadership effectiveness (r =* .691*, p <* .05*), followed by instructional leadership (r =* .610*, p <* .05*) and transactional leadership (r =* .606*, p <* .05*), whereas laissez-faire leadership showed only a weak positive relationship (r =* .240*, p <* .05*). Regression analysis indicated that leadership styles explained* 53.9*% of the variance in leadership effectiveness. The effectiveness of school principals was found to be at a moderate level. Major factors hindering leadership effectiveness included limited personal motivation, shortages of resources, and excessive engagement in routine administrative activities. Therefore, it is recommended that the Addis Ababa City Administration Education Bureau (AAEB), NGOs, and private sector organizations provide continuous professional development opportunities and adequate financial and material support to enhance principals' leadership effectiveness and improve school performance.*

Key words: leadership styles, effectiveness, secondary schools of Kirkos sub city

CHAPTER ONE

INTRODUCTION

This chapter presents a brief discussion of the study's background, statement of the problem, research objectives, research questions, significance, scope, organization of the study, and definitions of key terms.

1.1. Background of the Study

Leadership is a universal aspect of human interaction, observable throughout daily life from ancient times to the present. Leadership is defined as the ability to mobilize a group of goal-driven followers to influence and motivate others to achieve organizational goals with high commitment and minimal use of force (Bass, 1985; Bass, 1999). Leadership has the ability to influence followers' perceptions of change depending on the dynamic role of leadership styles in the overall change process (Cummings & Worley, 2001). On the other hand, a leader has long been seen as a leader who motivates followers to help achieve common goals, who produces his experience by creating synergy, leads organizational learning processes by improving a common vision, and leads the organization most of the time in unconventional ways. practices, encourages continuous improvement, ensures progress towards predetermined goals, prepare them for all dimensions of organizational changes in communication with them, plays a key role and influences and directs the behavior, beliefs and attitudes of followers (Aydın, 2010; Bass, 1985)

In educational settings, leadership assumes heightened importance due to its direct and indirect influence on teaching and learning processes. The Ministry of Education (MOE, 1994) outlines that principals are responsible for guiding teaching and learning, motivating teachers, improving efficiency, fostering a positive school climate, addressing ethical issues among teachers and students, managing overall educational activities, and promoting community cooperation in school management.

Leadership style refers to a blend of traits, behaviors, and characteristics that leaders use to interact with subordinates, and can also be understood as a habitual pattern of managerial behavior (Mitonga - Monga et al.). Leadership styles significantly impact school effectiveness, with each approach offering distinct strengths and limitations. Transformational leadership excels by fostering vision-building, intellectual stimulation, individualized support, high

expectations, and participation structures (Leithwood et al., cited in Bush, 2007; Bass via Rost, 1993), boosting teacher commitment, morale, job satisfaction, ownership, and extra effort (Ponder, 2006). Transactional leadership achieves limited effectiveness through exchange-based rewards/sanctions, formal authority, and rule adherence (Bush, 2007; Bass, 1998), motivating short-term compliance but failing long-term commitment or fulfillment (Miller & Miller, cited in Bush, 2007).

Instructional leadership drives effectiveness by defining missions, managing programs like supervision and curriculum coordination, and promoting learning climates (Hallinger, 2003; Murphy, 1988), directly elevating instruction quality, teacher feedback/growth, and high-visibility support while blending control with development to raise commitment (when supportive) and focus collaboration on teaching decisions. In contrast, laissez-faire leadership undermines effectiveness through minimal intervention and autonomy without guidance (Bass, 1985; Hundie & Habtewold, 2024). It suits rare cases like self-motivated expert teams (e.g., research centers) but generally fosters inconsistency and poor quality.

School effectiveness, or more recently educational effectiveness, is often used in studies that describe various factors that can have a positive impact on students' school performance. There are many operational definitions of school effectiveness. Mortimore (1991) defined an effective school as one where students can achieve higher academic achievement than schools with a similar number of students. Goldstein (1997) used the term school effectiveness to describe factors that may play a role in student performance differences within and between schools. According to Scheerens (2013), the most general understanding of the term school effectiveness refers to the degree to which a school has achieved its goals. The school’s goals can be achieved through continuous supervision of teaching and non-teaching staff (Ayandoja et al., 2017). Good interaction among school leaders, teachers and the other members of the school community also improves school effectiveness. Brown and Militello (2016) emphasize that school leaders should observe and evaluate teaching-learning process to provide valid feedback. In short, the effectiveness of the school cannot be improved unless the principal is effective.

The practice of leadership is said to be able to move an organization that has led to a clear vision, mission and goals of the organization (Leithwood & Jantzi, 2005). Across many African education systems, school principals are often appointed based primarily on their teaching

experience rather than formal leadership preparation, creating gaps in their readiness to effectively supervise instruction and coordinate teaching and learning activities (UNESCO, 2005; Kitavi & van der Westhuizen, 1997). Studies conducted in Ethiopia report similar challenges. Principals are frequently burdened with heavy administrative responsibilities, receive limited opportunities for professional development, and encounter difficulties in institutionalizing classroom observation and feedback, ensuring curriculum coherence, and promoting data-driven instructional practices (MOE, 2002; UNESCO, 2013; Tadesse, 2014). Administrative tasks consume a substantial portion of principals' time, leaving limited opportunities for instructional supervision, while urgent reporting requirements often take precedence over planned classroom walkthroughs and monitoring activities. Furthermore, principals have been found to demonstrate only moderate engagement in defining and communicating school goals, and they continue to face challenges in curriculum coordination and classroom supervision (Wossen A. & Aderajew M., 2026). Ethiopia must ensure high-quality school principals in all schools with the ability to manage shared leadership, increase staff support, new management models and structures and commit to the education sector as a priority for national change and development. In the context of Addis Ababa particularly in Kirkos Sub City , there is no study that was conducted related to principals leadership styles that mostly practiced and principals effectiveness in articulating vision, setting goals & building strong relationship with the school community and also challenges principals face while executing their duties Therefore, the aim of this study is to describe & examine principals' leadership styles & effectiveness in government secondary schools within the sub city.

1.2. Statement of the Problem

School leadership has become a top priority in Ethiopian Education policy MoE (1994) because it is believed to play a key role in improving the relations between the outside world and individual schools, school policies and practice in the classroom. Hence, Pont et.al (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling. Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and classroom performance. In addition, Principals as educational leader play a pivotal role in the success of the school performance. By creating a strong sense of

vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members MOE (2005:16).Various studies have addressed related topics across Ethiopian regions. In Addis Ababa, research by Mekonnen (2014) shows that principals' instructional and transformational leadership substantially enhances teacher motivation and school performance. Conversely, findings from Bahir Dar (Ayalew, 2016) suggest that many principals lack adequate instructional leadership training, limiting their capability to supervise, mentor, and plan effectively. Challenges such as heavy workloads, restricted autonomy, and insufficient professional development impair leadership effectiveness in Oromia (Feyisa, 2017). Further, Research in Tigray (Gebremedhin, 2019) links principals' leadership skills to formal training, community involvement, and strong parent communication.

Despite the valuable insights provided by earlier studies, none of them specifically examined principals' leadership styles,their effectiveness & challenges they encountered in government secondary schools in Kirkos Sub-City. Furthermore, data obtained from the Kirkos Sub-City Education Office indicated that the percentage of Grade 12 students who scored 50% and above on the Ethiopian Secondary School Leaving Certificate Examination during the five consecutive years from 2021 to 2025 remained low in the selected government secondary schools. For instance, the performance records showed that Abiyot Kirs Secondary School recorded 7.6% (153 out of 2026 students), while Misrak Goh Secondary School achieved 6.4% (94 out of 1,446 students), Temeja Yaz Secondary School achieved 7.8% (88 out of 1,128 students), and Shimeles Habte Secondary School achieved 5.3% (82 out of 1,540 students). Such low levels of student achievement may suggest the existence of leadership-related challenges within the schools of the sub-city. In addition to the scarcity of studies conducted on the topic and the low performance of students in the national examination, the researcher's professional experience as a teacher, together with informal discussions held with school principals, further revealed the need to assess the current level of principals' leadership effectiveness in the selected government secondary schools. Accordingly, the study was guided by the following research questions.

1. What is the dominant leadership style practiced by the secondary school principals in Kirkos sub city, Addis Ababa?
2. To what extent do secondary school principals in Kirkos sub-city demonstrate effectiveness in articulating vision, setting goals, and building strong relationships with the school community?
3. Is there statistically significant relationship between leadership styles and leadership effectiveness?
4. What major challenges influence the leadership effectiveness of secondary school principals in Kirkos sub-city, Addis Ababa?

1.3 Objectives of the Study

1.3.1. General Objective

The general objective of this study was to describe and examine

principal's leadership styles and their effectiveness in Government secondary schools in Kirkos sub-city, Addis Ababa.

1.3.2. Specific Objectives

The specific objectives of the study were:

1) To determine the dominant leadership style practiced by government secondary school principals in Kirkos sub-city, Addis Ababa, as perceived by teachers & vice principals

2) To investigate the leadership skills of school principals in establishing the school's vision, setting goals, and fostering positive relationships with the entire school community.

3) To determine whether there are statistical significant relationship between leadership styles and leadership effectiveness.

4) To identify the challenges principals face and explore potential solutions.

1.4. Scope of the Study

According to Orodho (2005), delimitations of the study refer to the boundaries of the study. This study was investigated specifically the leadership effectiveness of secondary school principals in

Kirkos sub-city, Addis Ababa. The scope of the study was included geographical, conceptual, methodological, and time. Geographically the study was limited to Kirkos sub-city, Addis Ababa government schools- Misrak Goah, Abiyot Kires, Shimels Habte and Temenja Yaze secondary schools.

Conceptually the study also was limited to concepts of leadership styles and effectiveness of secondary school principals. To make the study manageable due to shortage of finance and time resources, this study restricted to four selected government secondary schools in the sub- city.

1.5. Description of the study area

This study was conducted in Kirkos Sub City. It is a central Sub City in Addis Ababa, covering about 1,472 hectares and bordered by several other Sub Cities such as Nifas Silk- Lafto, Lideta, Bole, Arada, and Yeka. It features a blend of modern buildings alongside older residential areas, reflecting its dual role as a commercial and residential hub. Key landmarks include Addis Ababa Stadium and Meskel Square, as well as international agencies like the Organization for African Unity and the UN Economic Commission for Africa. The population was estimated at around 235,441 in 2011 and has been increasing, with high density — about 150 persons per hectare. The demographic is diverse in ethnicity and income.

Kirkos's terrain is mostly highland, characterized by hills and moderate elevation, which shapes its landscape. Although not a prime tourist spot, it contains significant cultural, sports, and business sites that contribute to its vibrant city life. Despite infrastructure challenges such as transportation and sanitation, it remains an essential part of the city's economy and social fabric. The sub city also hosts numerous educational institutions, including various private and public schools, these schools serve a diverse student body and are central to the community's educational and social development.

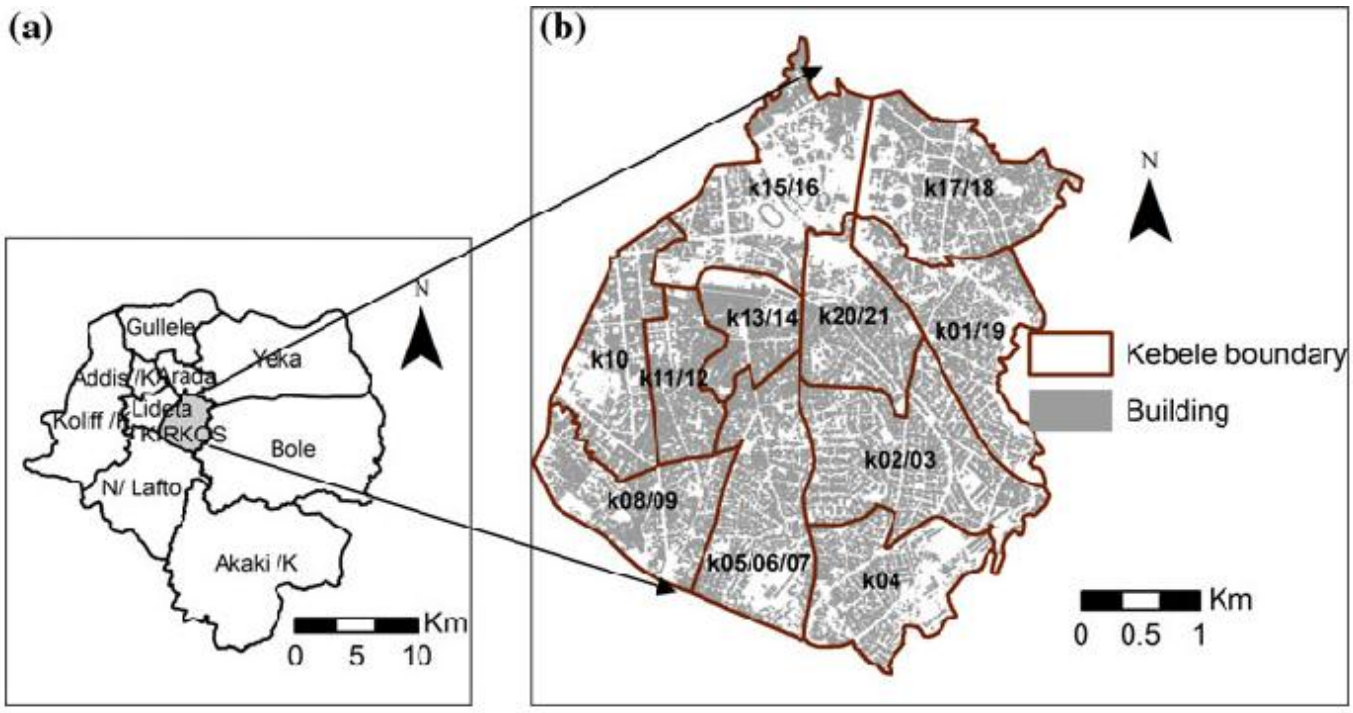


Figure 1. Kirkos Sub City and Its Bordering Sub Cities source: Kirkos Sub City Website

1.6 Significance of the Study

The study will be valuable to various stakeholders in the educational sector, including leaders within the Ministry of Education, policy makers and other government ministries. Policy makers can utilize the findings to design and implement more effective training programs for school leaders, encouraging leadership styles that enhance leadership effectiveness and boost school performance. Additionally, the study aims to highlight the impact of principals' behaviors on the overall school environment. The results may help school principals assess their own leadership effectiveness. Moreover, insights gained from selected secondary schools will contribute new ideas to improve principals' leadership effectiveness. The findings will inform the Kirkos Sub-City Education Office to organize training programs by identifying which leadership behaviors correlate most strongly with effectiveness. Furthermore, the findings will provide a foundation for future related studies. Since research on this topic has not been extensively conducted in Kirkos Sub-city, this study will help address this gap and serve as a starting point for other researchers interested in this field

1.7 Limitation of the Study

According to Mugenda (2003), a limitation is an aspect of a research that may negatively affect the results but over which the researcher has no control. The study was faced with challenges of varied attitude and perception from the affected responses which had an influence on the study. The respondents were not willing to open up and share the required information and their leadership experience due to negative publicity and perception. The study depended on the co-operation of respondents.

To ensure that this does not affect the study, the researcher appealed to them to be frank with an assurance that their identities would not be disclosed and their responses were treated with confidentially and was only used for the purpose of the study. The busy schedule of school principals, and teachers inconvenienced them thus leaving very little time to be interviewed and/or to look for requested data. To ensure that this does not affect the study, the researcher booked appointment with the respondents to avoid any disappointments. Focus on only four school, self-report bias, cross- sectional design, and single sub city were the other limitations of the study.

1.8 Operational definitions of key terms

In order to avoid any ambiguities, the researcher explains below some of the terms used frequently in this study and the meaning they hold in this particular context:

Secondary School: a school which offers four years of general education for grades 9 through 12 (MOE, 1995).

School leaders: refers to the school management bodies such as principals, and vice principals that control and monitor teaching learning activity.

School Principal: an instructional leader who is responsible for managing the overall operations of the school, developing teaching and learning, setting objectives, and upholding professional ethics (MOE, 2013)

School performance: In the context of this study, school performance encompasses the full range of activities that would characterize a school as being successful. This would, in addition to academic performance, furthermore also include well motivated and committed teachers,

learner satisfaction and involvement, parental involvement, a clean orderly school environment and strong principal leadership, amongst others.

Leadership: It is a process that focus on setting direction, developing vision and strategy, and aligning people to achieve goals (Kotter, 1990)

School leadership: It is about inspiring and supporting others towards the achievement of a shared vision based on clear personal and professional values, including defining the school mission, managing instructional programs, and promoting a positive school climate (Leadwood et al., 1999).

Leadership Effectiveness: leadership that promotes student achievement and school improvement is centered on students and teachers, and accountable to educational goals (MOE, 2008-2011).

Leadership style: It is a combination of different characteristics, traits, and behaviors that are used by leaders for interacting with their subordinates (Mitonga - Monga and Coetzee, 2012)

1.9. Organizations of the Study

The study was organized in to five chapters. Chapter one consists background of the study, statement of the problem, research questions, research objectives, significances of the study, delimitation (scope), limitations, operational definitions of key terms and organization of the study. Chapter two consists of the details of review of related literature. Chapter three contains research methodology and procedure; these are research design, sources of data, sampling techniques and procedure, data gathering tools, the procedure of data collection, techniques of data analysis and ethical considerations. Chapter four deals with presentations, analysis and interpretation of data in the form of tables and narrations. Chapter five of this study summarized the findings drawn from the analysis of the data, gives conclusion based on the findings and offers recommendation for stake holders with ideas for additional research studies which can be conducted in future by other researchers. References and appendices are attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter attempts to provide a summary of the existing literature concerning the investigation of the leadership effectiveness of secondary school principals in Kirkos sub-city, Addis Ababa. It focus on the following key areas: concepts of leadership, the concept of school leadership, leadership theories, leadership style and work effectiveness, leadership style and school principals, characteristics of effective leadership, functions of school leaders, vision creation, and school leadership development in Ethiopia.

2.1. The Concept of Leadership

Questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008). As Yukl's explanation, even though leadership history did not substantiated by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously.

Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in Yukl, 2008) define leadership is the behavior of an individual directing the activities of a group toward a shared vision. Beare, et.al (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both principal leaders and followers.

Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu, 2006) noted that at the core of most

definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school.

The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement (John, 2006). Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected. The principal as the head of the school works together with other members of staff in setting the objectives of the school. He/she, in co - operation with teachers works towards the achievement of objectives. However, the principals' effectiveness as a leader is measured in the school system by how far he/she carries out tangential duties which often reflect personal effectiveness (Ibukun,, 2011). Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate.

2.2. Concept of School Leadership

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, Values to the achievement of educational objectives via the development of available resources Holmes (1993). Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a number of problems currently facing schools (Holmes1993). 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. For example, Bennett (cited in Harris, et al, 2005) has argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. School leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams,

school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).Supporting this idea, McEwan (2003) has precisely pointed out that effective school leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

2.3. Theories of Leadership

Leadership has evolved overtime and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhor net al. (2000) and Hoy & Miskel (2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. According to the above researchers leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

2.3.1. The Trait Theory

Trait Theory is one of the earliest leadership theories. It assumes that leaders share certain inborn personality traits, or that some people are born with certain traits that others do not have. This approach dominated the study of leadership up until the 1950s, but failed to produce evidence that personal characteristics influence leadership success (Yukl, 2008). Maritz (2003) found in his research that distinguishing leaders from non-leaders as per their traits, personality, and social, physical or intellectual attributes dates back to early 1930s.

Traits are unique characteristics of a leader, such as intelligence, values, self-confidence, and appearance. These approaches focus on traits and skills with the assumption that some people are endowed with certain physical qualities such as height and appearance, aspects of personality which include self-esteem, dominance, conscientiousness, and emotional stability, and aptitudes which comprise general intelligence, verbal fluency, and creativity Hargis (2011). The early research focused on leaders who had achieved a level of greatness and, hence, the phrase ‗the great man approach was coined. The great man theory focuses on the leader as the primary

element of leadership that contends to focus mainly on the leader. The assumption was that individual possessing appropriate trait such as enthusiasm would necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made.

The problem with the trait approach lies on the fact that many research indicated that no consistent traits could be identified. Although researches indicated that some effective leaders were found to possess certain traits but the absence of these traits did not necessarily show the result that the person was not an effective leader. On the Nigel Ber hand (2003) reviewed 124 studies conducted from 1904 to 1948 and conceptualized that effective principal leaders acquire and show the ability to help the group in attaining its goals. Moreover, such leaders were found to possess relevant traits like intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, desire to accept responsibility, intelligence, self-confidence, high energy levels and occupy a position of dominance and control. However, it is an acceptable reality that the importance of each trait depends on the situation, and the research did not identify any traits that were necessary or sufficient to ensure leadership success in all situations (Yukl, 2008).

2.3.2. The Behavioral Theory

Since the 1950s, dissatisfaction and discouragement with trait theories led scholars to search for new ways on what leaders do and how they do it (Kruger & Scheerens, 2012). Behavioral studies of leadership emerged and aimed to identify behaviors that differentiated leaders from non-leaders and effective from ineffective leadership. The failure to describe successful principals' leadership by focusing only on traits led to a concern of searching for the behavior of leaders and how this can facilitate or impede leadership success. Therefore, they changed their direction of study from leaders' traits to behavioral approaches of leadership and consequently different patterns of behavior were categorized collectively and labeled as styles.

Unlike trait theories, behavioral theory focuses on principal leadership effectiveness, and not on the emergence of an individual as a leader. Moreover, this theory focuses on how leaders behave and how the way leaders behave affected their performance Yukl (2008). This theory laid the foundation for studies on what constitutes effective principals and give new insight on tasks and activities of school principals. The primary role of the principal focuses on teaching and learning

while the secondary task revolves around preparing input to instruction (Kruger & Scheerens, 2012). Such typologies help to appreciate the complex duties of principals in schools. Most research results show that principals spend their time on administrative issues rather than on teaching and learning (Horng, Klasik & Loeb, 2009).

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective principals‘ leaders should possess to how effective leaders should behave resulting in the emergence of the behavioral approach to leadership studies. Advocates of behavioral approach saw leadership as an aspect of behavior at work. They, therefore, sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behavioral associated with effective leadership, behavioral theorists assume that individuals who display appropriate behavior will emerge as leaders.

2.3.3. The Contingency Theory

The contingency theory on leadership attempts to identify which of these situational factors is the most important and to predict which leadership style will be more effective in a given situation Yukl, (2006). The contingency theory is often referred to as the ‘it depends‘ approach to effective principal leadership. It assumes that there is not one best approach to leadership and stresses the influence of the total set of conditions or circumstances in which the leader must function. Contingency theory suggests that the situation determines which leadership approach will be better rather than saying that one of the two (or a combination) of the approaches is most valuable. Most of researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. According to Scheerens (2012), three important situational factors emerge from this view. The first one includes leader-subordinate association(leader-member relations), which mainly includes a common belief between them. The second factor is task structure, which mainly comprises the question of whether and to what degree a manager understands what must be performed in order to make the most of the job(task structure). The last element is concerned with the mechanisms on hand to a leader for

managing benefits and sanctions. Contingency theory proposes that leaders do not just act, but that they also react to specific situations(position power).

2.4. Leadership Styles

The success of any organization depends upon the way and manner in which the leader operates within the organization. Leadership styles are factors that determine the work effectiveness of the leader. The manager or the principal is the person who measures the work in an organization. He/ She ensure effective utilization of resources. This means that one important characteristic of the successful leader is consistency of behavior which enables subordinates to know where they stand with him and to predict his actions and directions. Ibrahim (cited in Likert, 1967) suggested some styles of leadership. These are exploitive- authoritative, benevolent-authoritative, consultative, and participative. In exploitive- authoritative style, the leader has low concern for people and uses such methods as threats and punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent - authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear. In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

Another set of school leadership styles was coined by Bernard and others (2006): transactional, transformational and instructional leadership styles. These three styles have dominated scholarly debate as the major conceptual models of school leadership since the early 1980s. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership.

2.4.1. Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., cited in Bus. 2007). Leithwood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support;

modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions. The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

One of the major contributions of transformational leadership is its influence on teachers' commitment and motivation. By articulating a clear vision and involving teachers in goal-setting, transformational leaders foster a sense of ownership and belonging among staff (Ponder, 2006). Teachers working under such leadership are more likely to demonstrate extra effort, higher morale, and sustained commitment to school improvement initiatives. This heightened commitment positively affects teachers' job satisfaction, as teachers feel valued, supported, and empowered in their professional roles.

Transformational leadership also plays a vital role in enhancing teachers' capacity and professional growth. Through intellectual stimulation and individualized consideration, leaders encourage teachers to reflect on their instructional practices, explore innovative teaching strategies, and engage in continuous professional development. This process contributes to improved quality of instruction and curriculum management, as teachers become more skilled and confident in implementing effective teaching practices aligned with school goals.

Furthermore, transformational leadership strengthens collaboration and participation in decision-making. By creating structures that promote shared leadership, teachers are actively involved in school-level decisions, which enhance collegial relationships and collective responsibility. This collaborative culture contributes to the development of a positive school learning climate, characterized by trust, mutual respect, and a shared commitment to student success.

Empirical studies consistently associate transformational leadership with improved student achievement trends and pass rates, as motivated and professionally competent teachers are better positioned to support student learning. In addition, transformational leadership encourages stakeholder engagement, including teachers, students, and parents, by fostering open communication and shared responsibility for school outcomes. However, critics argue that

transformational leadership may also serve as a subtle form of control if the vision and values promoted are largely determined by the leader rather than collectively constructed (Chirichello, cited in Bush, 2007).

From a theoretical perspective, Rost (1993) suggest that Bass identified key elements in transformational leadership. These elements are: -

Idealized influence – vision, gaining of respect, pride, trust and clarity of the task,

Inspirational motivation – members acting as models to communicate and breed confidence and values to members, Individual consideration – mentors, coaches, care about individual followers and need for development, Intellectual stimulation – rethinking of new ways of accomplishing tasks, changes, changes of the task and encouragement to solve problems in the best possible ways.

These elements collectively shape how teachers interact with one another and with school leaders, fostering collaborative work and collective responsibility (Ponder, 2006).

Ultimately, transformational leadership also gives teachers a sense of belonging and empowerment in a joint effort to develop school. Besides, the best leader is one who fits in the existing situations. Leadership should be appropriate to the situation and should fit to the situation. Through charisma, individual consideration, intellectual stimulation, and inspirational motivation, transformational leaders have great potential to promote performance beyond expectations and to effect enormous changes within individual and organizations. So it appears to be a form of leadership well situated to these current times characterized by uncertainty, global turbulence, and organizational stability. The capacity of individual and organizational transformation must be accompanied by moral responsibility, for transformational leaders to shape powerful social and situational cultures which may either liberating or oppressive.

2.4.2. Transactional Leadership

Transactional leadership influences teachers' motivation primarily through extrinsic incentives rather than intrinsic commitment. While rewards such as recognition or promotion may encourage short-term performance, this leadership style often fails to foster long-term commitment to school values and vision (Miller & Miller, cited in Bush, 2007). As a result,

teachers' job satisfaction under transactional leadership may depend largely on immediate gains rather than deeper professional fulfillment.

In terms of teachers' capacity and professional growth, One of the major contributions of transformational leadership is its influence on teachers' commitment and motivation. By articulating a clear vision and involving teachers in goal-setting, transformational leaders foster a sense of ownership and belonging among staff (Ponder, 2006).). This approach may restrict opportunities for innovation and creativity in teaching, thereby limiting improvements in instructional quality and curriculum management.

Transactional leadership can support organizational stability, especially in contexts where schools face strong bureaucratic demands, limited resources, or external pressures. By emphasizing rules and compliance, this leadership style may help maintain order and ensure minimum standards of performance. However, its effectiveness is often constrained in dynamic and uncertain environments that require adaptability and collaborative problem-solving.

Research suggests that transactional leadership has a weaker influence on student achievement trends and pass rates compared to transformational leadership, as it does not adequately address teachers' deeper motivational and professional needs. Similarly, stakeholder engagement is often limited, since decision-making remains centralized and participation is minimal. Nevertheless, in situations where time for leadership activities is scarce or where leaders lack the ability to influence staff through vision and inspiration, transactional leadership may serve as a practical, though limited, approach to school management

The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller‘s definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398). Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective principal leader behavior that lack any clear common denominator.

Concerning today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react.

2.4.3. Instructional Leadership

A sub-type of school leadership that has been explored considerably within the literature is that of instructional leadership or the role of school leaders in developing instructional programs and curricula and actually engaging in instruction within the schools (Murphy, 1988). Instructional leadership is one of the three models of school leadership that are said to improve school leadership capabilities. One of the major contributions of transformational leadership is its influence on teachers' commitment and motivation. By articulating a clear vision and involving teachers in goal-setting, transformational leaders foster a sense of ownership and belonging among staff (Ponder, 2006). These three dimensions of leadership are further defined as ten specific functions.

Defining the school's mission: framing goals and communicating goals.

Managing the instructional program: supervision and evaluation of instruction, coordination of curriculum, and student progress monitoring.

Promoting positive school learning climate: protection of instructional time, promotion of professional development, incentivizing teaching and learning, and maintaining high visibility.

Instructional leadership has a strong influence on the quality of instruction and curriculum management, as principals actively guide teaching practices and align them with school goals. Through supervision and evaluation, instructional leaders provide feedback that supports teachers' professional growth and instructional effectiveness. This leadership style therefore contributes significantly to teachers' capacity development and continuous improvement in teaching and learning. By promoting professional development and protecting instructional time, instructional leadership enhances teachers' commitment and motivation, particularly when

teachers perceive leadership practices as supportive rather than punitive. Moreover, instructional leadership fosters a conducive school learning climate by emphasizing high expectations for both teachers and students and by maintaining a visible leadership presence focused on learning. Instructional leadership also affects student achievement trends and pass rates, as improved instructional practices and systematic monitoring of student progress directly support academic outcomes. Additionally, by encouraging collaboration around curriculum and instruction, instructional leadership strengthens teachers' participation in decision-making, particularly in areas related to teaching and learning.

Unlike transformational or transactional leadership, instructional leadership represents a blend of both approaches, combining managerial control with professional support. Its effectiveness, however, is influenced by moderating factors such as availability of time for leadership activities, school context, and organizational stability. In highly complex or unstable environments, principals may struggle to balance instructional leadership responsibilities with administrative demands.

2.4.4. Laissez-faire leadership:

Laissez-faire leadership, also known as delegation leadership, allows followers autonomy in decision-making and task completion (Bass, 1985). Team members often perceive it as ineffective modeling, negatively impacting informal leadership and team activities (Wellman et al., 2019). Such leaders typically evade decisions, ignore workplace issues, and fail to model proper behaviors (Diebig & Bormann, 2020). Followers with strong social self-concepts are particularly responsive—and adversely affected—since this style threatens their identity-defining goals, needs, and relationships (Robert & Vandenberghe, 2021).

In education, laissez-faire leadership significantly influences academic performance, yielding diverse and unpredictable outcomes (Muturi, 2021). Hands-off approaches leave students and staff without needed motivation and structure, fostering feelings of neglect and uncertainty about expectations. This diminishes engagement and performance, overlooks growth opportunities due to absent feedback and oversight, and results in uneven academic standards, ultimately compromising educational quality and long-term student achievements (Muturi, 2021).Beyond education, laissez-faire leadership during organizational restructuring undermines workforce stability and effectiveness (Lundmark et al., 2022). Without clear guidance, employees lack role

clarity, leading to reduced productivity and morale. Inconsistent decision-making disrupts practices and hinders team alignment with strategic objectives amid change (Lundmark et al., 2022).Hundie and Habtewold (2024) define laissez-faire leadership by its minimal supervision and intervention, where leaders take a hands-off stance, offer little direction, and set few goals. Followers operate autonomously with minimal interference, requiring self-reliance, intrinsic motivation, and requisite skills for success. In effective cases, the leader facilitates rather than directs, as decisions leverage followers' expertise.

This style suits specific contexts, such as research centers with highly skilled, self-motivated individuals handling specialized tasks (Hundie & Habtewold, 2024). Here, constant oversight stifles creativity and innovation; instead, autonomy empowers teams, fostering a culture of independence.

2.5. Leadership Styles of School Principals

There are four major types of leadership styles that apply to all types of leaders and managers regardless of their fields of professional. The tasks and leadership styles of school principals tend to vary with the nature of their roles which include management, administration, instructional leaders and as curriculum leaders (Buckner ,2006). A major determinant to the type of leadership style in Organizations has to do with attitude; indeed the approach that a leader adopts to manage people is largely influenced by the attitude of the manager towards employees (Hofstede, 1977). This is according to Geert Hofstede, the Germany psychologist who researched the revolutionary findings that provided the first measurable evidence between association of culture and organization in what he termed as power distance (1977). Other factors that influence the type of leadership styles include personality type that is usually determined by the level of education, skills, experience, and previous work environment (Tannenbaum and Schmidt, 2008).

As a manager the roles of a school principle involves student management, discipline enforcement, financial management, managing school assets and chairing of school committees among others responsibilities (Wohlstetter and Mohrman, 2006). It is known School Principle as an Instructional leader is an emerging concept that requires school Principles to be more focused on student academic performance by ensuring high quality of teaching standards. Finally, School Principles are required to be curriculum leaders by the virtue of their profession; curriculum

development and processes is one of the key areas that an effective school Principle should be thoroughly competent in since it is one of the characteristics of high achieving schools (Minehira and Marlow, 2005).

2.6. Characteristics of Effective Leadership

Schools are increasingly under public inspection and supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers‘ performance and students‘ achievement and principals are becoming more accountable to expectations of school improvement (MOE, 2008). Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes. Effective school principal leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective principal leaders as follows: Good school principal leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership seldom they can reach their on articulated goals.

Lack of effective principal leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris‘(2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations. Harris found that factors affecting success include the school‘s vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people centered and those who give importance to human needs rather than to organizational needs according to personal and professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and are able to combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school principal leadership is a collective endeavor which

succeeds by involving all teachers in leadership and tapping their skills. Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others, and providing best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

Effective principal leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

2.7. Functions of School Leaders

Researchers have sought to identify various traits of an effective principal (Hughes, 1999). While the characteristics outlined by these researchers vary, several key traits are commonly recognized. Most notably, nearly all studies highlight the principal's roles as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Although these traits are described with slight differences, they collectively show that to enhance leadership style and effectiveness, management functions such as planning, organizing, directing, supervising, controlling, staffing, and reporting, motivating, and evaluating are essential responsibilities of a leader to ensure organizational success (Walter, 2003; Everard, 2004, p. 34).

2.7.1. Creating Vision

A vision should project a desired future state for the school, which implies that the school should be striving to attain something different from its current state. A core function of school leadership is to create a common vision for improving students learning. Creating a learning organization requires a deep rethinking of the leader's role. Schools which had attained high levels of academic performance either sought to raise these further by improving the quality of passes obtained, or had re-directed the school's vision to ensure that learners were well-rounded and prepared to play a meaningful role in society. Often the principal's vision had informed or

influenced the institutional vision, however as these visions reflected the views of a much larger (and more diverse) group, the visions were often substantially different. The principals' visions were typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach, 2006).

Furthermore, Starratt (2003) states that the articulation of the vision is crucial unless the school community gets its personal visions out on the table for public dialogue, it is difficult for that community to move beyond the customary daily routines into any sense of renewing themselves and their work. Without a communal vision of who they are and where they want to go, the school functions as a shopping mall, with each classroom reflecting the idiosyncratic preferences of each teacher. Inevitably vision is imposed from outside. A local vision of schooling endorsed by the staff can serve as an interpretive framework for discussing state curriculum mandates. Often the leader has to take the initiative and put forth a vision statement.

That provides the rest of the staff something to consider, but not necessarily to endorse. Individually and in teams, the staff should be encouraged to come up with their own vision not of where they are now, of how they understand what their work currently consists of, but a vision of who they might become a vision of new understandings of their work, a vision of where they want to go with the students. Because it is not an exercise most staff are comfortable with, some time and space, structure and coaching should be provided. Most university preparation programs do not require its prospective administrators to come up with a vision statement that they are required to defend in some kind of public forum. But that is precisely one of the leadership skills needed by educational administrators Starratt, R.J (cited in Hargreaves & Fullan, 1998). Neither are these candidates required to work with a group to generate a group vision again, a key leadership skill needed in the field.

2.7.2. Setting goals

Mission is what the school desires and tries to accomplish. It guides and controls the school's activities that it values. Krug (1992) emphasized the importance of mission for the success of the leader and the school when he suggested "operating without a clear sense of mission is like beginning a journey without having a destination in mind". Effective schools and effective principal leadership also placed the act of defining a school's mission as the primary task of

school leaders. This refers to the leader's role in framing school-wide goals to which the school will focus its resources during a given school year.

Despite the existence of many more goals that pursue school resources, instructionally effective schools generally have a clearly defined mission or sets of goals which focus on student learning and achievement (Lockheed and Verspoor 1991). Such goals may be stated as: "taking students to their fullest intellectual potential" or "the provision of thorough and systematic intellectual training in the fundamental disciplines ..." .Such emphasis on fewer goals to which staff energy and other school resources are mobilized, increase the effectiveness of the school and the leaders.

2.8. School Leadership Development in Ethiopia

The history of Ethiopian education system traces its origin to the introduction of Christianity about fourth century . Ethiopia for a very long time had found schools for the children of their adherents (Teshome in Ahmed, 2006).

However, the western type of education system was formally introduced in to Ethiopia in 1908 with opening of Menilik Secondary School and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was dominated by expatriates was opened. According to Ahmed the history of principal ship in Ethiopia, at its early stage was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. After the restoration of independence in 1941, education was given priority which resulted in opening of schools in different parts of the country. As there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in schools were from foreign countries such as UK, USA, Canada, Egypt and India (ICDR 1990).

According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and Secondary Schools of different provinces of Ethiopia during the 1930's and 1940s'. During this time Indians were given the principal ship position which may be for their higher education n level and experiences in principal ship. However, the history had developed in to a new phase where Ethiopians began to replace expatriate which started in 1964, According to Teshome (in Ahmed 2006).This new phase of principal ship started with supervising principal such a person was responsible not only for one school but also for the education system of the community

where the school was located from the second half of 1940‘s, documents prove that Ethiopian school Heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority of principal ship. After 1960 it was known the Ethiopians who graduated with B.A. BSC degree in any field were assigned as principals in schools by senior officials of the ministry of education. The major selection requirements were educational level and work experience (MOE, 2002; p. 42). However, during the first few years of 1960‘s it was understood that those graduates of B.A degree in pedagogy were directly assigned in secondary schools. On the other hands career structure, promotion that secondary school principals were those who held first degree, preferably in educational management field and those who had at least worked for a limited time as a unit leader or department head, or teacher. It is also stated in the job description of the MOE issued in 1989 that secondary school administration and supervision including sufficient work experiences. School improvement program in Ethiopia, since the formulation of new education and Training policy (1994), Ethiopian Government has made different educational reforms. Similarly, Ethiopian has been found implementing the newly launched school improvement program (SIP). It is one of the components of the General Education Quality Improvement Program (GEQIP) (MOE, 2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MOE, 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions might have impact on it. As it was mentioned before, the program focuses on four major domains of the school namely improving the teaching and learning, creating conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school performances in the manual are congruent with dimensions of instructional leadership(MOE,2007).The Ethiopian education and training policy (1994; p.29-30) states that educational management should be democratic, professional, coordinated efficient and effective. In addition, the management of teachers and other educational personnel organized based on professional principle. Recently, the Leadership and Management Program (LAMP) and other GEQIP-E school leadership initiatives have targeted improvements in principals’ skills in instructional leadership, community engagement, inclusive

education, and school improvement planning. Evaluations indicate that participation in on-going professional development has substantially strengthened school leaders' competencies (Link Education International, 2023).

However, research from Ethiopia covering 2015–2025 highlights on-going problems such as insufficient leadership preparation, inconsistent reform rollout, and the limited impact of some training efforts. For instance, a study in the Oromia region reported that many secondary school principals were appointed without proper leadership preparation, which undermined school performance and instructional quality (Terfasa & Kidane, 2025). Likewise, assessments of GEQIP implementation pointed to uneven application of reforms across schools and underscored the need for more robust support structures for principals and school leaders (Eryilmaz, 2024).

2.8.1. The role of school principal in Ethiopia

In Ethiopian context the Ministry of Education MoE, (as cited in Wudu, 2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated; facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities; has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc.. are in conducive situations to give a coordinated services; has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching learning problems, which are beyond the abilities of each department; checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation; comes up with suggestions that could facilitate the provision of staff development or in-service training programs, Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares

annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class .

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement Wudu, (2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success

or failure on the part of the school administrator for the implementation function of the teacher Wudu, (2003).

2.9. Major Factors that Challenging School leadership effectiveness

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MOE,2008). Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to Principals and relationship with top to personal characteristics of principals, problems related to time, and problem related to parents.

2.10. The relationship between leadership styles and effectiveness

2.10.1. Instructional Leadership and effectiveness

Instructional leadership emphasizes assisting teachers in instructional activities, curriculum implementation, staff development, and collaborative practices within the school. Hallinger and Murphy (1985) identified three dimensions of instructional leadership: defining the school mission, managing curriculum and instruction, and promoting a positive learning climate. These dimensions demonstrate the relationship between instructional leadership and leadership effectiveness, particularly in achieving the school mission and goals, improving educational quality, and maintaining positive relationships within the school community.

2.10.2.Transformational Leadership and effectiveness

According to Bass (1998), transformational leadership involves several interconnected practices that contribute to leadership effectiveness. One major characteristic is the creation of a shared vision in which leaders communicate a desirable future for the organization and motivate followers to work toward common goals. Through effective communication, transformational leaders repeatedly articulate the vision using symbols, stories, and personal actions that inspire commitment among followers.

Another important aspect of transformational leadership is building strong relationships with followers through mentoring, coaching, recognition, and professional support. In school settings, this helps principals establish trust and collaboration among teachers, students, parents, and the

wider school community. Transformational leaders also foster supportive organizational cultures based on respect, fairness, honesty, and integrity, which strengthen teamwork and participation.

Furthermore, transformational leaders guide implementation by promoting strategic planning, innovation, teamwork, and high expectations for performance. These practices contribute to leadership effectiveness because they help schools achieve shared goals and improve organizational performance. Ultimately, transformational leadership encourages followers to achieve higher levels of motivation, commitment, and accomplishment.

2.10.3. Transactional leadership and effectiveness

Transactional leadership emphasizes supervision, structured tasks, and the use of rewards and punishments to achieve organizational objectives. According to Bass (1990), transactional leaders motivate followers through an exchange process in which employees receive rewards for meeting established goals and performance expectations. In schools, transactional leadership can contribute to effectiveness by helping principals establish clear goals, maintain order, and ensure that teachers and staff fulfill assigned responsibilities. Avolio, Waldman, and Yammarino (1991) explain that transactional leadership mainly focuses on maintaining day-to-day operations and managing the existing organizational structure rather than creating a long-term vision. As a result, while this leadership style may support goal attainment and administrative efficiency, it may be less effective in inspiring innovation and building strong collaborative relationships with the school community. Crosby (1996) further argues that transactional leadership tends to focus on immediate tasks and rewards rather than broader organizational development and future improvement.

2.10.4.Laissez-Faire Leadership and effectiveness

Laissez-faire Leadership is a leadership style in which the leader delegates much of the authority and decision-making responsibility to subordinates. According to Dubrin (1998), the leader provides minimal direct supervision and becomes involved mainly when requested by staff members. In educational settings, this leadership style may encourage teacher autonomy, creativity, and professional independence, especially when teachers are highly experienced and self-motivated. However, laissez-faire leadership may negatively affect school effectiveness because the principal may fail to create a clear school vision, establish organizational goals, and coordinate collective efforts among staff members. In addition, limited guidance and weak

supervision can reduce effective communication and collaboration with the school community. Although the style may work effectively with competent and responsible employees, it may lead to organizational failure when subordinates lack commitment, accountability, or direction.

2.11. Conceptual Framework

The independent variable in this study is principal leadership styles whereas the dependent variable is leadership effectiveness. The independent variables are represented by the four leadership which are consists of transformational, instructional, transactional and laissez-faire and the dependent variable consists of creating school's vision , setting goals& building strong relationships with the school community and the frame determines the influence of all the independent variables toward the dependent variable. The study believes that the leadership styles exhibited by the school principals will have particular impact on the respective dimensions of leadership effectiveness.

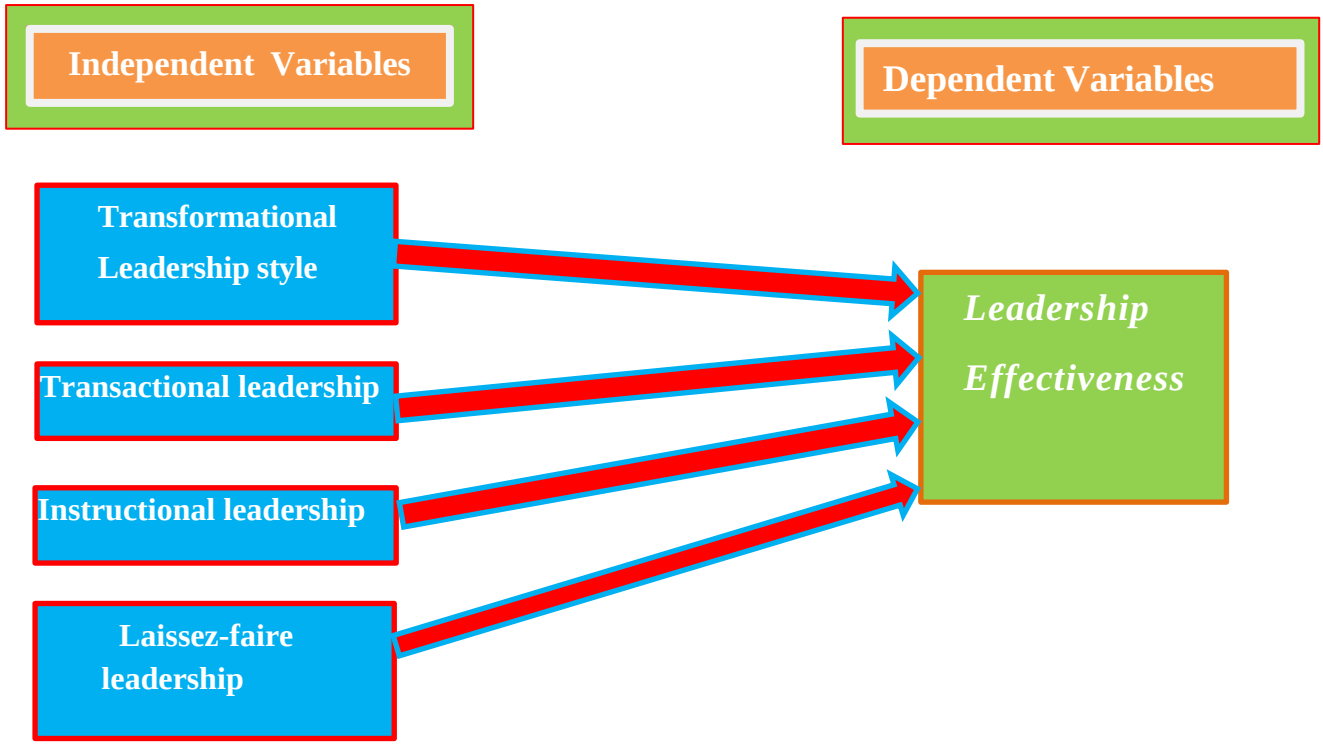


Figure 2. Above shows interrelationship between variables: leadership styles and leadership effectiveness.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the study's approach , the research design, target population, study setting, sampling techniques and sample size, sources of data , research tools, instrument validity and reliability, data collection methods, data analysis, and ethical considerations.

3.1. Research approach

Research methods refer to all the methods the researcher uses during the course of studying the research problem (Kothari, 2004, p.7).To benefit from the strengths of both quantitative and qualitative methods, this study was employed a concurrent triangulation mixed-methods approach. As Creswell (2009) noted, "mixed-method is better than using either qualitative or quantitative alone." Quantitative data was be gathered through structured questionnaires administered to a representative sample of teachers, department heads, and vice principals from four schools to evaluate perceived leadership styles and school effectiveness. To support this, qualitative data were collected from key respondents interviews and open-ended questions directed at principals and PTSA members.

3.2. Research Design

A research design refers to a systematic plan or strategy developed to answer research questions or address research problems (Kumar, 1999). In this study, both descriptive and explanatory research designs were utilized. The descriptive design was employed to collect, summarize, present, and interpret data for clarification purposes.

In addition, explanatory research design was applied to examine whether a relationship exists between the independent and dependent variables. To improve the accuracy of the regression analysis, control variables such as school size, principals' years of experience, and school location were included. According to Creswell (2013), correlational studies enable researchers to measure variables quantitatively and analyze the numerical data using statistical techniques.

3.3. Target population, Sample size and Sampling Techniques

3.3.1. Target population

Target population is a group of people that are the focus of a study, objects or components to which a researcher can generalize his/her study findings. The target population for this research includes teachers, principals, department heads and PTSA members from four Government secondary schools: Misrak Goa, Shimeles Habte , Abiyot Kires and Temenja Yaz secondary schools.

Table 3. 1 Target population of the study

S.N	Name of schools	Teachers	Principals	PTSA members	Total
1.	Misrak Goah	75	2	3	80
2.	Shimeles Habte	98	2	3	103
3.	Temenja Yaz	93	2	3	98
4.	Abiyot kires	48	2	3	53
Total		**314**	**8**	**12**	**334**

Sources: Kirkos sub city education office, 2025/26

Note: Although each school had three vice principals, only one vice principal from each school participated in the study because the others were assigned official duties by higher authorities during the data collection period.

3.3.2. Sample size

Sample size refers to the number of participants selected from the target population. The sample size for the study can be determined using the formula developed by (Taro Yemane, 1967). Based on this formula, we can calculate the sample size of target population.

n= N⁄1+ N (e) 2, n = 314/1+314 × (0.05)2= 176

Where N = the target population size, n = the sample size, e= the error term which is 5% (that is, at 95% confidence interval).

This sample size is proportionally allocated to respondents, as presented below.

Table 3. 2. Proportionally allocated sample size

S.N	Name of secondary schools	Target population of each school	Sample population	proportionally allocated respondents
1.	Misrak Goah	75	Target po×n/N	42
2.	Shimeles Habte	98	Target po×n/N	55
3.	Abiyot Kires	93	Target po×n/N	52
4.	Temenja Yaz	48	Target po×n/N	27
Total		**314**		**176**

Note: proportionally allocated respondents= *target population ×sample size/total population

3.3.3. Sampling techniques

The researcher was employed probability and non-probability sampling techniques to ensure a comprehensive approach to data collection. Random sampling (Using school roster numbers, every 3rd teacher was selected using systematic random sampling) was employed to include teachers to make sure that every individual has an equal chance of being selected,. This approach was employed in the sample size of 176 respondents. On the other hand, purposive sampling was applied to select principals and PTSA members based on specific characteristics relevant to the study. The combination allowed the researcher to gather diverse information.

Table 3. 3. Population and sample

SN	Types of respondents	Total population	Sample size	%	Sampling technique
1	Teachers	314	176	56	Random sampling
2	Principals	8	8	100	Purposive sampling
4	PTSA members	(3×4 schools)	12	100	Purposive sampling
Total		334	196	58.6	=

3.4. Sources of Data

3.4.1. Primary Data

The primary data was collected from sample respondents through questionnaires, interview, and focus group discussions (FGD) from Schools principals, teachers, department heads, and parent-teacher student association (PTSAs). The selection of school principals as a source of data for this study was unquestionable in that they were the main subjects of the study. Moreover, the selection of vice principals, and PTSAs was selected due to their high position in school leadership next to the main principals. Finally, teachers were selected for sufficient insight about their principals' effectiveness and leadership approach.

3.4.2. Secondary Data

Relevant data were collected from various documents like school strategic plan, administration manuals, performance evaluation documents, report analysis, different training manuals and government training policy documents.

3.5. Tool/ instruments of Data Collection

The study involved the use of questionnaires as the main research instrument to be used in the data collection process. The questionnaires were designed and administered to teachers. Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 2004) was used to evaluate leadership styles and effectiveness. The MLQ describes leaders who influenced the factors

important to the participant and the factors that encouraged others to put the good of the group ahead of their self-interest (Avolio, Bass, & Jung, 1999). Out of the 45 MLQ-5X items, only 26 items were selected due to inconveniences identified during the pilot testing, as respondents complained about the large number of questions and the additional items included to address other research questions. Therefore, the researcher selected representative items for each leadership style. Questionnaires were developed to collect quantitative data from primary sources and interviews conducted to collect qualitative data from target respondents.

3.5.1. Questionnaires

The researcher administered 176 questionnaires for teachers . Both open-ended and close-ended questions were included in the questionnaires. A likert scale was also used as rating system designed to measure respondents' attitudes, opinions or perceptions. Respondents were chosen from a range of possible response to a specific question, such as:

1-Strongly disagree	2- Disagree	3- Neutral	4-Agree	5- Strongly agree
0-Never	1- once a while	2- sometimes	3- fairly often	4- Frequently

The questionnaire has two parts, the first part describes the background information of the respondents and the categories include: gender, age, qualification, length of service and position in the organization. The second and the largest section contain the questionnaires items addressing the basic questions of the study.

3.5.2. Interview

The researcher selected respondents through purposive sampling to gather in depth insights. The interviews were audio-recorded and transcribed for analysis. The interview contains open-ended questions for deeper exploration. All participants were provided their consent to participate in the interviews which was conducted in Amharic as well as in English to get the respondents' in-depth insight on the issues the interview was held for a total of 2:00. Conversations was transcribed and documented immediately after each discussion. Interview guide questions were used to facilitate the interview, where questions 1–4 addressed objective 2, question 5 addressed objective 1, and question 6 addressed objective3

Table 3. 4. Respondents interviewed

S.N	Name of secondary schools	Principals	PTSA members	Sampling techniques
1.	Shimeles Habte	2	3	Purposive sampling
2.	Misrak Goah	2	3	Purposive sampling
3.	Temeja Yaz	2	3	Purposive sampling
4.	Abiyot Kires	2	3	Purposive sampling
Total		8	12	

NB: Only 6 (50%) of the PTSA members agreed to participate in the interview conducted by the researcher.

3.5.3. Focus Group Discussion

Data were gathered from the Parents Teachers Student Associations (PTSAs) through focus group discussions conducted in each school, with four groups consisting of three members each. These focus group sessions took place twice for each group the discussion was held from 24th April to 2nd May and it took a total of 9 hours . This approach facilitates the collection of a large volume of data from respondents with diverse perspectives, as noted by Daymon and Holloway (2002). Additionally, it enhances the quality and depth of information, as participants interact and respond to the views and ideas of others within their social context. In total 12 PTSA members from four secondary schools were participated in the discussions.

3.6. Methods of Data Analysis

This study employed both descriptive and inferential data analysis. The descriptive statistics involved frequencies and percentages to present demographic factors, percentage, mean scores and standard deviations to present the perception of respondents and regression analysis to establish the relationships that exist between the independent and the dependent variables. According to Orodho (2004), descriptive statistic involves tabulating and describing data

received from sample of the population... The descriptive analysis delivers straightforward overviews of the sample's attributes, incorporating measures of central tendency, mean, S.D., frequencies, and percentages. Quantitative data was undergoing descriptive analysis via SPSS version 27.

Pearson Correlation Coefficient Matrix was used to identify whether there is a relationship between principals' leadership behaviors and effectiveness. Linear regression was used to determine if there was a significant linear regression between principals' leadership behavior and effectiveness.

For mean scores interpretation purpose, the study adopted interpretative scale proposed by Walsh (1981), as cited in Jonathan, Thibeli and Darroux (2013), in that mean scores ranging from 1.5 or less = strongly disagree (very low), 1.51-2.50 = Disagree (low), 2.51-3.49 = Neutral/Moderate/Medium, 3.50-4.49 = Agree (High) and 4.5 or greater = Strongly Agree (Very high) (Table 3.5). Interpretation of correlation results (0-1), followed Cohen (1988) guideline in that r = 0.1 to 0.29 (small correlation), r = 0.30 to 0.49 (medium correlation) and r = 0.50 to 1.0 (large correlation).

Table 3. 5. Interpretation of Five Mean Score Results

Mean	Interpretation
< 1.50	Strongly disagree
1.51 – 2.50	Disagree/low
2.51 – 3.49	Neutral/Medium/Moderate
3.50 – 4.49	Agree/High
> 4.50	Strongly agree /very high

3.7. Data Collection Procedures

Regarding the procedures for administering and pre-testing the questionnaires, the researcher was overseeing both the pilot and final versions. Before distributing the questionnaires, the researcher was first contact the principals of the respective schools' principals. The researcher

was then introduced themselves to the respondents, clearly explained the research purpose and the questionnaire's content. Following this, the questionnaires were given to the selected participants. For the interviews and focus group discussions, the researcher was seek permission from the participants to take part. Data were being collected through note-taking during these interviews and group discussions.

3.8. Validity and Reliability of data

3.8.1. Validity of data

Validity refers to the accuracy and appropriateness of a research instrument for measuring the intended concept or construct in line with the study's purpose. The researcher was ensure the validity of the data collected through questionnaires and key respondents interviews crucial to the success of the search. To ensure content validity, the questionnaire was reviewed by two faculty members in Educational Leadership and was piloted with 15 teachers from a non-participating school to assess the clarity and relevance of the items. The searcher was ensure the validity of the questionnaires by carefully designing clear, unambiguous and relevant questions aligned with the research objectives. Conducting pre-test with a small sample of respondents and refining the questionnaires based on the feedback. To enhance the trustworthiness and representativeness of the data collected through questionnaires and interviews the researcher was ensure participants represent the target population and that questions remain relevant.

3.8.2. Reliability of the data

Reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. Cohen, et al., (2007) suggest that the Cronbach‟s Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. Field (2005) and Pallant (2013) in their research studies explained that a Cronbach's alpha that is greater than 0.7 shows internal consistency of the study instrument. The questionnaire used to measure each style of leadership and leadership effectiveness were put to the reliability test and the Cronbach‟s alpha figures that were gotten were in the range of 0.778 and 0.874 which signifies a very acceptable level of internal consistency of the questionnaires used for each leadership style and leadership effectiveness and the results are presented in Table 3.6. Also, the researcher subjected the questionnaires to an internal consistency test as a whole

and the Cronbach alpha gotten was 0.834 which signifies internal consistency of the questionnaire used in this study as a whole.

Table 3. 6 Reliability statistics

Variables	**No. Items**	**Cronbach's alpha**
Principals leadership styles		
Transformational leadership style	12	0.874
Instructional leadership styles	4	0.808
Transactional leadership style	6	0.778
Laissez- faire leadership style	4	0.844
Total	26	0.826
Leadership effectiveness		
Creating vision	6	0.860
Setting goals	4	0.846
Building strong relationship the school community	5	0.833
Total	15	0.846
Total Reliability Coefficient	41	0.834

NB: Reliability was assessed using Cronbach's alpha on the pilot study data (N=30) from a non-participating school. Generated with the help of SPSS version 27

3.9. Ethical considerations

The study's purpose was outlined to participants at the first meeting. To maintain ethical principles, participants were provided written consent once the study's objectives had been thoroughly explained. Confidentiality was ensured by securely storing audio recordings and

deleting them after the study concluded and the thesis defense occurred. Particular care was taken to shield participants from harm, given that they might disclose personal, distressing, or traumatic work-related experiences. Steps were implemented to reduce any emotional discomfort arising from discussing these events. Furthermore, participants were advised that they may pause, end the interview whenever they wish, or avoid answering any questions they choose. Participants were received complete respect and ethical treatment at all times. Data collection was conducted with informed consent and according to participants' preferences. To enhance confidentiality and security, data were gathered anonymously, without mentioning participants' names.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents, analyzes, and interprets the data collected through questionnaires and document analysis. Both quantitative and qualitative data analyses were employed, with the qualitative data serving to support the quantitative findings. The study aimed to assess the principals' leadership styles and their effectiveness in government secondary schools in Kirkos Sub-City. Data were collected from four secondary schools. The findings are presented and discussed in relation to the research questions and objectives of the study.

The data were collected from 160 respondents. A total of 176 copies of questionnaires were distributed to teachers of four government secondary schools in Kirkos subcity -Abiyot Kires, Shimeles Habte, Temenja Yaz and Misrak Goh. However, 160(90.91%) of the respondants retuned the questionnaires while 16 (9.09%) respondents didn't return the questionnaires. Moreover, 8(100%) principals were interviewed and also held discussion with 6 (50%) PTSA members to get their insight, perception and attitude about the research topic. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.. As a result, the analysis of this research is based on the number of questionnaires collected. This is more clarified under the following tables.

4.1. Demographic Characteristics of Sample Respondents

A profile of 192 sample respondents of Secondary Schools of kirkos subcity who participated in this research was summarized in the form of frequency and percentage. Data presented with tables for each of the variables. The characteristics include gender, age, work experience and educational level.

Table 4. 1 Demographic distribution of schools

Variables	Category	Demographic of the Schools								Total
		Abiyot kires secondary school		Shimels Habte secondary school		Temenja Yazhi secondary school.		Misrak Goh Secondary School		
		Male	Female	Male	Female	Male	Female	Male	Female	
	Teachers	73	20	82	16	30	18	39	36	314
	Principals	2	0	2	0	2	0	1	1	8

Table 4. 2: The distribution of respondents' age, gender, education qualification, Area of specialization and total experience as teacher and principals.

Variables	Categories	Frequency	Percent
Age (years)	Below 30	31	19.4%
	31-40	80	50.0 %
	41-50	39	24.4%
	Above 50	10	6.2%
	Total	160	100%
Sex	Male	117	73.1%
	Female	43	26.9 %
	Total	160	100%
Education qualification	Diploma	-	-
	First Degree	77	48.1 %
	Masters Degree	83	51.9 %

	Doctorate Degree	-	-
	Total	160	100%
Total experience as School as principal(years)	Below 5	2	25%
	6-10	6	75 %
	Total	12	100%
Total experience as a teacher(years)	Below 5	12	7.5%
	6-10	21	13.1%
	11-15	51	31.9%
	16-20	48	30.0%
	Above 20	28	17.5%
	Total	160	100%

Source: survey study, 2026

As I observed from the above table 4.2, it is clear that the majority of respondents 80(50%) age were in the range of 31-40 years old. The next largest group is 41–50 years with 39 respondents (24.4%), followed by those below 30 years at 31 respondents (19.4%). Only 10 respondents (6.2%) are above 50 years, suggesting that older individuals are underrepresented in the sample. The sample is dominated by relatively young to middle-aged professionals, which may influence perspectives toward leadership and effectiveness.

Out of the total 160 respondents: Male: 117 (73.1%) &Female: 43 (26.9%) The data indicates a strong gender imbalance, with males making up nearly three-quarters of the respondents.

Concerning Educational Qualification the sample data indicates that first Degree: (48.1%) &Master's Degree: 83 (51.9%) this shows that the majority of the respondents hold at least a first degree with a little higher respondents having a master's degree. This suggests a highly educated sample, which strengthens the reliability of responses.

The Education and Training Policy sets a first degree as the minimum qualification standard for secondary school teachers (MOE, 2010). The above finding indicates that the qualification standard established by the MOE was fully met.

The other demographic characteristic of the respondents is their work experience: the above data indicates that most principals have moderate experience (6–10 years). Therefore, they have adequate experience to assess the performance of the school performance. The same table shows that the majority of the teachers have adequate work experience or experienced educators (61.9% range 11- 20 years), which increases their importance as respondents regarding leadership styles & effectiveness.

Table 4. 3 Characteristics of Respondents (PTSA)

Variables	Category	Participant					Total %
		Abiyot kirts secondary school	Misrak Goh secondary school	Shimels Habte secondary	Temenja Yazhi secondary	No	
Participant	Students	1	1	1	1	4	14.3%
	Teachers	1	1	1	2	4	14.3%
	Parents	4	5	4	3	16	57.1%
	Principals	1	1	1	1	4	14.3%
	Total	7	8	7	6	28	100
Level of Education	High School	1		1		2	7.3%
	Diploma	5	3	3	5	16	57.1%
	First degree	1	2	1	2	6	21.4%
	Masters' Degree	1	1	1	1	4	14.2%
	Total	8	6	6	8	28	100%

Source: Survey study, 2026

The data indicate that a total of 28 participants were involved in the study from four secondary government schools: Abiyot Kirs, Misrak Goh , Shimels Habte and Temenja Yazhi Secondary Schools. Among the respondents, parents constituted the majority with 16 participants (57.1%), followed by teachers, students and principals, each accounting for 4 participants (14.3%), while

students represented the smallest group with 4 participants (14.3%). This implies that the study mainly relied on parents' perspectives.

Regarding educational qualification, the findings reveal that all the principals were master's degree holders Regarding principals training and professional development, the principals' interviewed & responded to the question: "What are your highest academic and professional qualifications?" indicated that principals were well trained as teachers, as well as school principals . They were further asked if they had been given induction management training on being promoted, or had an opportunity later while serving as principals. Again, a majority of the principals had neither received induction management training nor in-service training courses. Diploma holders formed the largest group with 16 respondents (57.1%), followed by first degree holders with 6 respondents (21.4%). Participants with high school education were the minority, accounting for 2 respondents (7.3%). This suggests that most respondents had relatively higher educational backgrounds, which may contribute to obtaining informed and reliable responses for the study.

4.2. Presentation, Analysis and Interpretation of the Main Data

4.2.1. Results of descriptive Analysis

The first four research questions were descriptive in nature and therefore involved determination of mean scores and standard deviations of what respondents perceived about leadership styles and leadership effectiveness. The mean scores of respondents were interpreted according to the following criteria: 3.50 to 4.00 = strong agreement, 2.50 to 3.49 = agreement, 1.50 to 2.49 = disagreement and 1.00 to 1.49 = strong disagreement.

4.2.1.1. Analysis of the perceived leadership styles

The first objective of this study was to determine the dominant leadership styles practiced by principals in government secondary schools of Kirkos sub city.

Transformational leadership style refers to leaders' ability to inspire and motivate followers toward achieving shared organizational goals and vision. Such leaders serve as role models who gain the trust, respect, loyalty, and admiration of their followers while encouraging innovation, creativity, participation in decision making, and problem-solving. They also focus on developing employees' skills and knowledge by creating learning opportunities and providing support. In

contrast, transactional leadership is based on agreements between leaders and subordinates regarding goals, performance standards, rewards, and punishments. Laissez-faire leadership, however, involves minimal leader involvement, where leaders avoid decision making, fail to provide guidance or support, and leave responsibilities entirely to followers. Instructional leadership emphasizes teaching and coaching, addressing employees' job-related needs, representing staff interests to higher authorities, and ensuring the achievement of organizational goals and requirements.

Table 4. 4. Total Scores of Responses on principal's leadership styles

Categories of Leadership styles	**Respondents groups**	**N**	**Mean**	**Std. Deviation**
Transformational leadership style	Teachers	160	3.45	0.695
Instructional leadership style	Teachers	160	3.32	0.652
Transactional leadership style	Teachers	160	3.06	0.596
Laissez-Faire	Teachers	160	2.74	0.976

Source: Computed from Survey Data, 2026

The findings of the study revealed that school principals practiced different leadership styles to varying degrees as perceived by teachers. Among the four leadership styles examined, transformational leadership is practiced at a moderately high level, with room for improvement in the government secondary schools of Kirkos Sub-city. It obtained the highest mean score (M = 3.45, SD = 0.695), indicating that respondents generally agreed that principals frequently demonstrated transformational leadership behaviors. These behaviors included creating a shared vision, motivating staff, encouraging collaboration, and supporting professional development. Although transformational leadership ranked first, its mean score remained within the "agreement" category rather than the "strong agreement" category based on the established

interpretation criteria. This suggests that while principals were perceived as practicing transformational leadership, the extent of practice was moderate rather than very high. The relatively moderate standard deviation also indicates that respondents shared similar perceptions regarding the use of this leadership style.

Instructional leadership style ranked second with a mean score of 3.32 and a standard deviation of 0.652. This finding indicates that respondents agreed that principals practiced instructional leadership to a considerable extent. Principals were perceived as focusing on improving teaching and learning processes through activities such as supervising instruction, monitoring students' academic performance, and supporting teachers in instructional matters. The lower standard deviation further suggests consistency in respondents' views concerning the practice of instructional leadership.

Transactional leadership style was ranked third, with a mean score of 3.06 and a standard deviation of 0.596. This result shows that respondents agreed that principals at a relatively low level practiced transactional leadership behaviors, including setting clear expectations, maintaining organizational routines and discipline, and rewarding performance. The relatively smaller standard deviation indicates that respondents held similar opinions about the practice of transactional leadership within their schools.

Laissez-faire leadership style received the lowest mean score (M = 2.74, SD = 0.976), though it still fell within the agreement category according to the interpretation criteria. This implies that respondents acknowledged the presence of some laissez-faire leadership behaviors among principals, such as avoiding active involvement in decision-making or delegating responsibilities without close supervision. However, the comparatively lower mean score indicates that this leadership style was less frequently practiced than the others. The higher standard deviation suggests greater variation in respondents' perceptions, meaning that experiences regarding laissez-faire leadership differed more widely among participants.

Overall, the findings demonstrate that principals were relatively perceived as practicing transformational and instructional leadership styles than transactional or laissez-faire leadership styles.

Supporting this finding, one of the interviewed principals(R_1) stated, "I use different leadership styles depending on the situation; however, transformational and instructional leadership styles are the ones I practice most dominantly." In addition, another interviewed principal(R2) emphasized the importance of situational/adaptive leadership, explaining that leadership methods should be adjusted according to the specific circumstances and the maturity level of staff members. The principal(R_2) noted that leadership may shift between coaching, directing, and other approaches depending on the situation. This implies that while principals predominantly practice transformational and instructional leadership styles, they also adapt their leadership behaviors to meet situational demands.

The qualitative responses from interviewed principals revealed that school leaders practice leadership in a flexible and context-dependent manner. Although transformational and instructional leadership styles were identified as the dominant approaches, principals emphasized the importance of adjusting leadership behaviors according to situational demands and the maturity level of staff members. Participants explained that leadership practices may shift between coaching, directing, and other approaches depending on the specific circumstances within the school environment. This suggests that principals do not rely on a single leadership style; rather, they integrate multiple leadership approaches to address varying organizational and instructional needs effectively.

This finding is in line with Hall (2002) who found that transformational leadership arises where the leader inspires confidence, motivates and communicates an appealing vision. The school leaders create team spirit among the teachers. It describes managers who motivate subordinates to commit to the vision of the organization. The finding is also in line with Dubrin (1998:109-110) finding confirms that the school leaders may also seek discussion and agreement with teachers over an issue before a decision is taken The finding that instructional leadership emerged as the second dominant leadership style is consistent with the view that instructional leadership emphasizes improving teaching and learning and enhancing students' academic performance. As noted by Resnick (2002), principals as instructional leaders are expected to guide school improvement by setting goals and managing instructional activities within the school.

The finding that transactional leadership emerged as the third dominant leadership style suggests that principals also rely on reward-based and supervisory practices to manage school activities and maintain organizational stability. This finding is consistent with the view of Avolio, Waldman, and Yammarino (1991), who noted that transactional leadership focuses on maintaining day-to-day operations and managing the status quo within organizations. Similarly, Bass (1990) explained that transactional leaders motivate followers through rewards and exchanges based on performance and compliance. Therefore, although transformational and instructional leadership styles were more dominant, transactional leadership also appears to play an important supportive role in enhancing accountability, supervision, and routine school management.

The finding that laissez-faire leadership was ranked last indicates that principals rarely practiced a leadership style characterized by limited supervision and minimal involvement in decision-making. This finding agrees with Dubrin (1998), who stated that laissez-faire leadership involves delegating most authority and control to subordinates, with leaders becoming involved only when requested. Although this leadership style may be effective with highly motivated and experienced employees, excessive freedom and lack of direction may negatively affect organizational performance and goal achievement. Therefore, the low ranking of laissez-faire leadership in the present study may suggest that school principals preferred more active and structured leadership approaches in managing school activities.

Articulating vision, setting goals and building relationship

4.2.1.1.1. creating vision

Table 4. 5. Responses of participants with rating scale

SN	Items		SD	D	N	A	SA	Total
1	The principal involves teachers in developing the school's vision	F	1	2	76	55	26	160
		%	0.6	1.3	47.5	34.4	16.2	100
2	The principal clearly communicates the school's vision to all stakeholders	F	0	2	66	66	26	160
		%	0.00	1.3	41.3	41.3	16.3	100
3	The principal ensures that school goals, activities, and resources are aligned with the school vision.	F	0	3	73	52	5232	160
		%	0.00	1.9	45.6	32.5	20.0	100
4	The principal motivates and inspires teachers to commit to and work toward the school vision	F	1	5	64	61	29	160
		%	0.6	3.1	40.0	38.1	18.1	100
5	My principal encourages new idea and creativity	F	0	47	79	24	10	160
		%	0.00	29.4	49.4	15.0	6.9	100
6	The principal uses relevant information (e.g., student performance) and manages change effectively to improve the school vision	F	0	6	71	60	23	160
		%	0.00	3.8	44.4	37.5	14.4	100

Key: SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed, f-frequency, %-percent,

Source; Survey study, 2026

The above table presents respondents' perceptions regarding principals' practices in vision development, communication, motivation, creativity, and the alignment of school activities with the school vision. Overall, the findings indicate moderately positive perceptions of principals' vision-related leadership practices; although a high proportion of neutral responses suggests uncertainty or inconsistent implementation in some areas.

Regarding the involvement of teachers and staff in developing the school's vision, the majority of respondents, 76 (47.5%), selected neutral, while 55 (34.4%) agreed and 26 (16.2%) strongly agreed. Only 3 (1.9%) respondents expressed disagreement. This finding suggests that principals were generally perceived as involving staff members in vision development, although many respondents remained uncertain about the extent of such participation.

Similarly, on the item assessing whether the principal clearly defines and communicates the school's vision to all stakeholders, positive perceptions were dominant. A total of 66 (41.3%) respondents agreed and 26 (16.3%) strongly agreed, accounting for 57.6% positive responses. Meanwhile, 66 (41.3%) respondents remained neutral and only 2 (1.3%) disagreed. This implies that principals were relatively effective in communicating the school vision, though a substantial proportion of respondents were undecided.

Concerning the alignment of school goals, activities, and resources with the school vision, 52 (32.5%) respondents agreed and 32 (20.0%) strongly agreed, resulting in 52.5% positive responses. In contrast, 73 (45.6%) respondents selected neutral and only 3 (1.9%) disagreed. This indicates that principals were generally perceived as ensuring alignment between school operations and the vision, although many respondents were uncertain about the consistency of these practices.

With respect to motivating and inspiring teachers to commit to the school vision, the majority of respondents expressed favourable views. About 61 (38.1%) agreed and 29 (18.1%) strongly agreed, giving a combined positive response of 56.2%. Meanwhile, 64 (40.0%) respondents remained neutral and only 6 (3.7%) disagreed or strongly disagreed. This suggests that principals were perceived as relatively successful in encouraging staff commitment toward achieving the school vision.

The item concerning encouragement of new ideas and creativity received comparatively weaker ratings. Although 34 (21.9%) respondents agreed or strongly agreed, a larger proportion, 47

(29.4%), disagreed, while 79 (49.4%) remained neutral. This finding indicates that principals were less effective in promoting innovation and creativity within the school environment.

Regarding the use of relevant information, such as student performance data, and effective change management to improve the school vision, respondents showed relatively positive perceptions. A total of 60 (37.5%) respondents agreed and 23 (14.4%) strongly agreed, accounting for 51.9% positive responses. Meanwhile, 71 (44.4%) respondents selected neutral and only 6 (3.8%) disagreed. This suggests that principals were generally perceived as using data and change management practices to support school improvement and vision implementation.

Overall, the findings reveal that principals demonstrated relatively strong performance in communicating the school vision, motivating teachers, aligning school activities with the vision, and using relevant information for school improvement. However, encouraging creativity and innovation appeared to be a weaker aspect of leadership practice. The consistently high proportion of neutral responses across most items may also indicate limited awareness among respondents or inconsistency in the implementation of vision-related leadership practices.

> *Supporting the above findings, a school principal(R_3) from one of the selected secondary schools explained that the development of the school's vision is understood as a collaborative process involving the entire school community, including school staff, parents, students, and other relevant stakeholders. The principal further noted that stakeholders are actively invited to participate in the process. It begins with articulating the school's vision through reviewing and assessing existing values, followed by engaging stakeholders in brainstorming sessions to generate ideas. These ideas are then organized, used to draft the vision statement, and subsequently refined to ensure clarity, coherence, and inspirational relevance for the school community.*

Analysis of the interview data revealed three major themes regarding school vision development. The first theme was **stakeholder involvement**, where principals emphasized the active participation of teachers, students, parents, and other community members in the process. The second theme was **iterative refinement**, which reflected the continuous reviewing, organizing, and revising of ideas before finalizing the vision statement. The third theme was **shared understanding and alignment**, as principals highlighted the importance of ensuring that the vision remains clear, coherent, and relevant to the school community and broader educational expectations.

This finding supports the result that transformational leadership was the dominant leadership style practiced by secondary school principals. The finding is also consistent with the work of Bernard M. Bass (1998), who identified seven major themes that define transformational leadership: creating a vision, communicating the vision, building relationships, developing a supportive organizational culture, guiding implementation, exhibiting character, and achieving results. These themes are reflected in the respondents' perceptions that principals create and communicate the school vision, align goals with the vision, motivate teachers, encourage creativity, and effectively manage change.

4.2.1.1.2. Setting goals

Table 4. 6 Responses of participants with rating scale

N	Items		SD	D	N	A	SA	Total
1	My principal clearly communicates specific, measurable and achievable school goals each academic year.	F	0	67	75	13	5	160
		%	0.00	41.9	46.9	8.1	3.1	100
2	The goals set by my principal align well with the school's overall vision and national educational policies.	F	2	1	66	60	31	160
		%	1.3	0.6	41.3	37.5	19.4	100
3	My principal Involves teachers in setting and agreeing on school goals.	F	2	58	72	22	6	160
		%	1.3	36.3	45.0	13.8	3.8	100
4	Uses the School Improvement Plan (SIP) to guide the achievement of school goals..	F	2	9	24	66	59	160
		%	1.3	5.6	15.0	41.3	36.9	100

Key :SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed, f-frequency, %-percent

Source; Survey study, 2026

The above table presents respondents' perceptions regarding principals' practices in goal setting, goal communication, stakeholder involvement, and the use of the School Improvement Plan (SIP) in guiding school activities. The findings indicate variations in respondents' perceptions across the different dimensions of goal setting and vision implementation.

Regarding whether the principal clearly communicates specific, measurable, and achievable school goals each academic year, the majority of respondents, 75 (46.9%), rated the practice as neutral, while 67 (41.9%) disagreed. Only 18 (11.2%) respondents agreed or strongly agreed. This finding suggests that many teachers perceived school goals as not being communicated clearly and effectively by principals, although a substantial proportion remained undecided.

Concerning the alignment of school goals with the school's vision and national educational policies, respondents expressed relatively positive perceptions. About 60 (37.5%) respondents agreed and 31 (19.4%) strongly agreed, giving a combined positive response of 56.9%. Meanwhile, 66 (41.3%) respondents remained neutral and only 3 (1.9%) disagreed or strongly disagreed. This indicates that principals were generally perceived as successful in aligning school goals with broader institutional and national educational frameworks.

With regard to involving teachers, staff, and PTSA members in setting and agreeing on school goals, the majority of respondents, 72 (45.0%), selected neutral, while 58 (36.3%) disagreed. Only 28 (17.6%) respondents agreed or strongly agreed. The finding implies that stakeholder participation in goal-setting processes was perceived as limited or inconsistently practiced in many schools.

The highest positive perception was observed on the use of the School Improvement Plan (SIP) to guide the achievement of school goals. A total of 66 (41.3%) respondents agreed and 59 (36.9%) strongly agreed, accounting for 78.2% positive responses. Only 11 (6.9%) respondents disagreed or strongly disagreed, while 24 (15.0%) remained neutral. This suggests that principals were highly effective in utilizing the SIP as a strategic framework for achieving school objectives.

Overall, the findings reveal that principals demonstrated strong performance in aligning school goals with educational policies and particularly in using the School Improvement Plan to guide school improvement efforts. However, weaknesses were observed in clearly communicating school goals and involving teachers, staff, and PTSA members in the goal-setting process. The

high proportion of neutral responses across several items also suggests uncertainty or inconsistency in the implementation of participatory goal-setting practices

Goodstein (2011) emphasized that planning is a fundamental prerequisite for effective leadership functions. In the context of school leadership, principals play a significant role in goal setting through careful planning, which provides teachers and staff with a clear sense of purpose and direction. Planning helps clarify the tasks to be performed and demonstrates how individual responsibilities contribute to the overall goals of the school (Oosterlynck, 2011).

Concerning goal setting and vision development, one of the school principals(R_4) for instance stated that:

The mission and goal is standard it is the same as the nationally expected but schools cannot adopt as it is we made some modification and trying to align with nationally stated in this case we had an opportunity to develop our school goal and vision. Similarly every year after accomplishing every activity had been evaluated school principals had a chance to set the school goal and mission.

The school principals had the opportunity to set goals and develop vision of their school as indicated in school improvement plans and, hence, the package that insures quality education was evaluated every year. After the accomplished activities had been evaluated, new goals were set for the remaining tasks. Accordingly, of the school improvement plans were found to be evaluated and revised (audited) by internal and external stake holders and higher officials. This shows that the leadership practices related to goal setting and vision development were participatory.

Furthermore, the researcher observed documents like the CPD plan, department heads plan, a three year strategic plan, yearly plan for quality education improvement and other related documents. Hence, statements of the vision and goals were found to be stated to show the direction on how and who to implement the plan but the plan (documents) especially the quality improvement and other short term plan in all schools were almost the same because the document was prepared by City Educational Administration Bureau and distributed to sub cities with the belief that schools would adapt them to fit their specific disciplines. Accordingly,

the sub cities documents and distributed to schools with some orientation because of this, these documents were found to be similar.

In support to this, one of the school principals (R_5) also replied,

> *We [to mean the school] had experience of sharing the best practice of others on how to be effective. Most of the time, we exchange the best practices among ourselves. However, we usually modify the benchmarked practices so as to make it fit with the specific culture of our schools.(28th April,2026).*

The findings indicated that school goals and visions were generally aligned with nationally prescribed educational standards and policies. One principal explained that although the mission and goals were nationally standardized, schools were allowed to make modifications to fit their local context and specific needs. This suggests that schools exercised a certain degree of flexibility while maintaining consistency with national expectations.

Supporting this finding, one principal stated:

"The mission and goal is standard … schools cannot adopt as it is; we made some modification and trying to align with nationally stated goals."

This demonstrates that school leadership attempted to balance centralized educational directions with school-level contextual adaptation. The interview data showed that school improvement plans, goals, and visions were evaluated and revised through the involvement of internal and external stakeholders, including higher officials. This indicates that leadership practices encouraged collaboration and shared responsibility in planning processes. The findings further showed that annual evaluations of completed activities created opportunities for principals and stakeholders to revise goals and establish new priorities. This reflects a continuous improvement approach within school leadership practices.

The data also revealed that goal setting and vision development were not static processes. Instead, schools regularly reviewed and revised their plans through annual evaluations and auditing procedures. School improvement plans and quality education packages were continuously monitored to assess achievements and identify remaining tasks. This suggests that school leaders practiced on going reflection and strategic adjustment in order to improve school performance and educational quality.

4.2.1.1.3. Building strong relationship

Table 4. 7. Responses of respondents with rating scale

N	Items							Total
			SD	D	N	A	SA	
1	Maintains open, respectful, and effective communication with teachers, students, and parents.	F	2	58	82	4	14	160
		%	1.3	36.3	51.2	2.5	8.8	100
2	Builds trust and positive relationships by being approachable, supportive, and empathetic to staff and students.	F	3	65	68	6	18	160
		%	1.9	40.6	42.5	3.8	11.3	100
3	Actively involves teachers in school activities.	F	3	51	68	33	5	160
		%	1.9	31.9	42.5	20.6	3.1	100
4	The principal maintains open communication channels with students, such as through assemblies or advisory sessions	F	3	69	62	7	19	160
		%	1.9	43.1	38.8	4.4	11.9	100
5	Strengthens school-community partnerships through collaboration, team-building activities, and community engagement	F	4	7	68	61	20	160
		%	2.5	4.4	42.5	38.1	12.5	100

Key :SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed, f-frequency, %-percent,

Source; Survey study, 2026

The above table presents teachers' perceptions regarding the interpersonal and communication practices of school principals. The findings indicate mixed perceptions, with some aspects of

interpersonal leadership receiving relatively favourable responses while others were viewed less positively.

Regarding the principal's ability to maintain open, respectful, and effective communication with teachers, students, and parents, the majority of respondents, 82 (51.2%), rated the practice as neutral, while 58 (36.3%) disagreed and only 18 (11.3%) agreed or strongly agreed. This suggests that respondents were uncertain or moderately dissatisfied with the effectiveness of communication practices in their schools.

Similarly, on the item concerning the principal's ability to build trust and positive relationships by being approachable, supportive, and empathetic, 68 (42.5%) respondents selected neutral and 65 (40.6%) disagreed. Only 24 (15.1%) agreed or strongly agreed. This finding implies that many teachers perceived principals' relationship-building practices as insufficient, although a notable proportion remained undecided.

With respect to involving teachers, students, parents, and PTSA members in decision-making and school activities, 68 (42.5%) respondents rated the practice as neutral, while 38 (23.7%) agreed or strongly agreed and 51 (31.9%) disagreed. Compared to the previous items, this result shows relatively better perceptions of participatory leadership practices, though uncertainty still dominated the responses.

The item assessing whether principals maintain open communication channels with students through assemblies or advisory sessions also received largely unfavourable responses. About 69 (43.1%) respondents disagreed, while 62 (38.8%) remained neutral. Only 26 (16.3%) respondents agreed or strongly agreed, indicating that communication mechanisms with students were perceived as weak or inconsistently practiced.

In contrast, the strongest positive perception was observed regarding efforts to strengthen school-community partnerships through collaboration, team-building activities, and community engagement. A total of 81 (50.6%) respondents agreed or strongly agreed, while 68 (42.5%) remained neutral and only 11 (6.9%) disagreed. This suggests that principals were relatively more effective in fostering relationships and collaboration with the wider community than in internal communication and interpersonal practices within the school.

Overall, the findings reveal that although principals demonstrated relatively stronger performance in community engagement and partnership-building, there were considerable concerns regarding communication effectiveness, relationship-building, and participatory interaction with teachers and students. The dominance of neutral responses across most items also indicates uncertainty or inconsistent implementation of interpersonal leadership practices among school principals.

One of the school principal(R6) stated that:As long as I know, I have good relationship with my staff and it is one criterion to be effective school principal. I know that effectiveness in school needs interpersonal skill. You [to mean any person] are supposed to positively influence the school through your school community. Therefore, I always strive to build good relationship with my subordinates [to mean vice directors] and among all my staff.

> *Similarly, Another principal(R7) from the selected school said : We (as a school) fostered an inclusive school environment, maintained open communication, and encouraged collaborative partnerships which were important strategies used to strengthen the effectiveness of school leadership. The principal also emphasized that creating opportunities for participation and cooperation among teachers, students, parents, and other stakeholders contributed to improved relationships and supported the achievement of the school's goals.*
>
> *Conversely, one member of focus group discussion members (PT_1)in one of the selected loudly told,*
>
> *Here, all of you [to refer the descants] know that with regard to the relationship between the leaders of the school and the staff or the teachers, there are so many problems. Some school leaders have no smooth and fair relation with some of the staff. There are some teachers in this school who are working simply to get salary.*

The qualitative data revealed that effective school leadership is closely associated with positive interpersonal relationships, collaborative practices, and stakeholder engagement. Interviewed principals emphasized that maintaining good relationships with staff and possessing strong interpersonal skills were essential for enhancing school effectiveness and positively influencing the school community. The findings further indicated that inclusive leadership practices, open

communication, and collaborative partnerships among teachers, students, parents, and other stakeholders contributed to improved working relationships and the achievement of school goals. In addition, participatory leadership emerged as an important strategy for strengthening leadership effectiveness through shared involvement and cooperation. Nevertheless, contrasting views from focus group discussion participants revealed challenges related to strained and unfair relationships between some school leaders and staff members. Participants also reported low teacher motivation and commitment, noting that some teachers appeared to work merely for financial benefits rather than professional dedication. Overall, the findings suggest that while collaborative and inclusive leadership practices promote school effectiveness, weak interpersonal relationships and low staff commitment remain significant challenges to effective school leadership.

4.3. Results of assumptions of Regression Analysis

This section presents the results of assumptions of regression analysis that have to be carried out before conducting regression analysis

4.3.1. Test of linearity

The aim of this test is to determine whether the relationship between the independent and the dependent variable is linear or not. If the value of significance deviation from linearity is > 0.05, then the relationship between principals' leadership style and effectiveness is linearly dependent. However, if the significance deviation from linearity is <0.05, then the relationship between the variables is linearly not dependent.

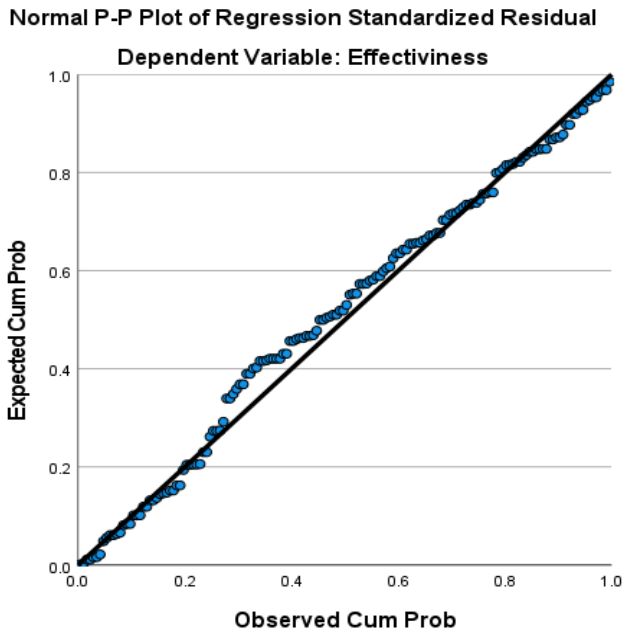


Fig. 4. 1. Normal p-p plot of regression standardized residual

The graph presented is a **Normal P–P Plot of Regression Standardized Residuals** for the dependent variable **Leadership Effectiveness**. This plot is commonly used to examine whether the residuals of the regression model are normally distributed.

In the figure, most of the plotted points lie very close to the diagonal reference line. This indicates that the observed cumulative probabilities are nearly consistent with the expected cumulative probabilities under a normal distribution. Therefore, the residuals appear to be approximately normally distributed.

Although there are slight deviations from the line at some points, particularly in the middle portion of the graph, these deviations are minimal and do not seriously violate the assumption of normality. Such small departures are common in social science research data. The result suggests that the regression model used to assess the relationship between leadership style and leadership effectiveness satisfies the normality assumption. Hence, the regression analysis can be considered statistically appropriate and reliable for interpreting the relationship between the variables.

4.3.2. Homoscedasticity test

Homoscedasticity is an important assumption in regression analysis that refers to the condition in which the variance of the residuals or errors remains constant across all levels of the independent variables.

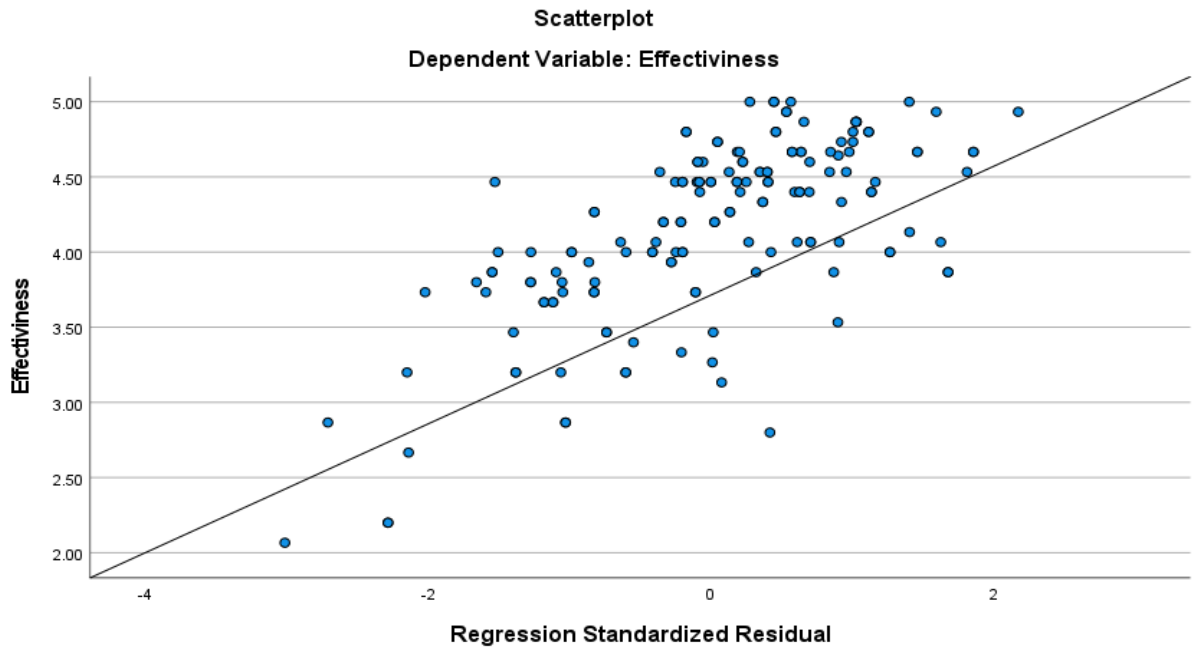


Fig. 4. 2. Scatter plot

The scatterplot illustrates the relationship between the regression standardized residuals and the dependent variable, effectiveness. The data points appear to be distributed relatively randomly around the regression line without showing a clear funnel or systematic pattern. The spread of the residuals seems fairly consistent across the range of values, indicating that the variance of errors is approximately constant. This suggests that the assumption of homoscedasticity is reasonably satisfied. In addition, the scatterplot shows a generally positive relationship between the variables, as effectiveness tends to increase along the regression line. Although a few points appear slightly distant from the main cluster, they are not severe enough to indicate a serious violation of the regression assumptions. Therefore, the graph suggests that the regression model is appropriate and that heteroscedasticity is not a major concern in the data.

4.3.3. Test of Normality

Normality means that the distribution of the test is normally distributed (or bell-shaped) with 0 mean, with 1 standard deviation and a symmetric bell shaped curve.

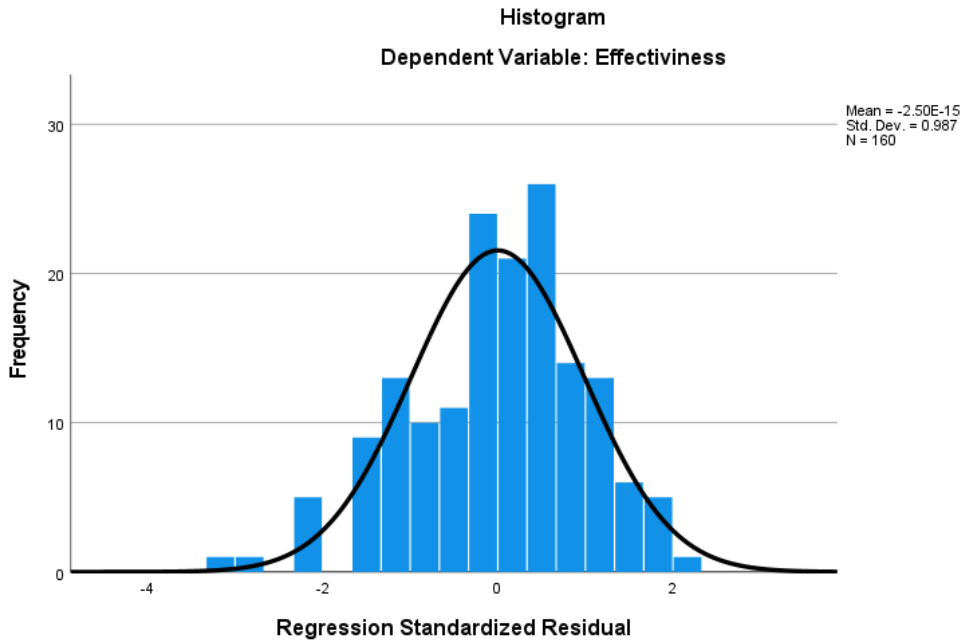


Fig. 4. 3 Normality Histogram

The above histogram of regression standardized residuals revealed that the residuals were approximately normally distributed. The distribution followed a bell-shaped pattern with the bars closely aligned to the normal curve. The mean residual value was approximately zero (Mean = -2.50E-15) and the standard deviation was close to one (Std. Dev. = 0.987), indicating that the normality assumption for regression analysis was satisfied. Hence, the regression model used to assess the relationship between leadership style and leadership effectiveness was appropriate for further statistical interpretation.

4.4. Multiple regression Analysis

In order to fully assess the relationship between the dependent and independent variables, which are leadership styles and effectiveness multiple regression analysis was conducted.

Table 4. 8. Model summary

Model	R	R Square	Adjusted R Square	df1	df2	Sig.
1	.734a	.539	.527	4	152	.000

a. Predictors: (Constant), Transformational, instructional, transactional and laissez-faire leadership style

b. Dependent Variable: Effectiveness

Note. df = degrees of freedom, p<.05

The above table presents the model summary of a multiple regression analysis. The correlation coefficient (R = .734) indicates a strong positive relationship between the independent variables and the dependent variable. The coefficient of determination (R Square = .539) shows that approximately 53.9% of the variation in the dependent variable is explained by the predictors included in the model. This suggests that the independent variables have substantial explanatory power in predicting the outcome variable.

The Adjusted R Square value (.527) further confirms the model's explanatory strength after adjusting for the number of predictors and sample size. This means that about 52.7% of the variance in the dependent variable can still be explained when considering the adjustment, indicating that the model is reliable and not overly inflated by the number of variables included.

The significance value (Sig. = .000) indicates that the regression model is statistically significant at the 0.05 level. Therefore, the independent variables jointly have a significant effect on the dependent variable. The degrees of freedom (df1 = 4, df2 = 152) also show that four predictor variables were included in the regression model with 152 residual degrees of freedom. Overall, the findings suggest that the model provides a good fit and has strong predictive capability.

Table 4. 9. ANOVA [a] test

The following ANOVA table shows the overall significance of the regression model.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.471	4	7.618	45.325	.000b
	Residual	26.051	155	.168		
	Total	56.522	159			

a. Dependent Variable: Effectiveness

b. Predictors: (Constant), Laissez-faire, Leadership, Instructional Leadership, Transactional Leadership, Transformational Leadership

The regression sum of squares was 30.471, while the residual sum of squares was 26.051, giving a total sum of squares of 56.522. This indicates that a considerable proportion of the variation in the dependent variable was explained by the independent variables included in the model.

The regression model had 4 degrees of freedom for regression and 155 degrees of freedom for residuals. The mean square value for regression was 7.618, whereas the residual mean square was 0.168. The calculated F-value was 45.325, which is relatively high, indicating that the model explains the dependent variable significantly better than a model with no predictors.

Furthermore, the significance value (Sig. = .000) is less than the conventional alpha level of 0.05, showing that the regression model is statistically significant. This means that the independent variables, taken together, significantly predict or explain variations in the dependent variable

Table 4. 10. Coefficient test

The following table shows the multi-collnearity diagnostics for the independent variables included in the regression model

Predictors (Constant)	Tolerance	VIF
Transformational Leadership	.288	3.471
Transactional Leadership	.321	3.120
Instructional Leadership	.559	1.788
Laissez-faire Leadership	.733	1.365

a. Dependent Variable: Effectiveness

Multicollinearity was assessed using Tolerance and Variance Inflation Factor (VIF) values. Generally, a tolerance value below 0.10 and a VIF value above 10 indicate serious multicollinearity problems.

In this analysis, all predictor variables have tolerance values greater than 0.10 and VIF values well below 10, indicating that multicollinearity is not a serious problem in the model. Transformational leadership has a tolerance value of .288 and a VIF of 3.471, while transactional leadership has a tolerance value of .321 and a VIF of 3.120. Although these two variables show relatively higher VIF values compared to the others, they are still within the acceptable range, suggesting moderate but acceptable correlations among predictors.

Instructional leadership shows a tolerance value of .559 and a VIF of 1.788, indicating a low level of multicollinearity. Similarly, laissez-faire leadership has the highest tolerance value (.733) and the lowest VIF (1.365), demonstrating very little correlation with the other independent variables.

Overall, the results confirm that the predictor variables are sufficiently independent of one another, and all variables can be included in the regression analysis without violating the assumption of multi-collinearity.

4.5. Correlation analysis

4.5.1. The relationship between leadership styles and effectiveness

The relationship between Leadership styles and leaders effectiveness was investigated using two-tailed Pearson moment correlation analysis. The analysis provided correlation coefficients which indicated the strength and direction of relationship between two measures. The p-value also used to indicate the significant of relationships.

The data can be interpreted as follow: 0 to .39 = weak correlation; .40 to .59 = moderate correlation; and .60 or higher = strong correlation. In addition, significance is reported at the .01 and .05 levels. At the .01 level, there is a one percent chance of making a faulty generalization, and at the .05 level, there is a five percent chance of making a faulty generalization. The findings were presented below.

Table 4. 11: The Relationship between Leadership Styles and Effectiveness

	Dimension	**Transformational Average**	**Transactional Average**	**Instructional Average**	**Laissez-faire Average**
	Pearson correlation	.691**	.606**	.610**	.240**
	Sig.(2-tailed)	.000	.000	.000	.002
	N	160	160	160	160
Variables	Dimension				
Leadership Effectiveness	N	Pearson correlation	Sig.(2-tailed)		
	160	.680**	0.000		

Source survey data (2026),

Correlation is significant at the 0.01 level (2-tailed), * Correlation is significant at the 0.05 level (2-tailed)

The above table shows that transformational leadership style showed a strong positive correlation with leadership effectiveness (r = .691, p=0.00 < .05). This indicates that when principals practice transformational leadership behaviors more frequently, the effectiveness also increases. The correlation coefficient of .691 suggests a strong association between the two variables. Transactional leadership style also demonstrated a positive and statistically significant relationship with leadership effectiveness (r = .606, p=0.00 < .05). This means that the use of transactional leadership behaviours is associated with improved leadership effectiveness, although the relationship is slightly weaker than transformational leadership. Similarly, instructional leadership style had a positive and significant correlation with leadership effectiveness (r = .610, p=0.00 < .05). This implies that principals who emphasize instructional leadership practices tend to be more effective in guiding school vision, goal setting, and relationships within the school community. On the other hand, laissez-faire leadership style showed a weak positive correlation with leadership effectiveness (r = .240, p =0.00< .05). Although the relationship is statistically significant, the strength of the association is weak compared to the other leadership styles. This suggests that laissez-faire leadership contributes less to leadership effectiveness. Since the significance values for all leadership styles were less than 0.05 the relationships are statistically significant. Overall, the findings indicate that transformational leadership has the strongest relationship with leadership effectiveness, followed by instructional and transactional leadership styles, while laissez-faire leadership has the weakest relationship.

4.6. Challenges that influence effectiveness

The aim of this section of the study is to assess the perception, opinions and experience of the respondents concerning the major challenges principals have been faced while executing their responsibilities.

Table 4. 12. Major challenges that affects leadership effectiveness

S.N	Items		SD (1)	D (2)	N (3)	A (2)	SA (1)	Total
1	Excessive administrative workload limits the principal's ability to focus on instructional leadership and teacher motivation.	F	3	5	11	72	69	160
		%	1.9	3.1	6.9	45.0	43.1	100
2	Limited financial resources and shortages of teaching materials hinder effective school management.	F	8	8	26	65	53	160
		%	5.0	5.0	16.3	40.6	33.1	100
3	High teacher turnover affects the stability and continuity of the teaching workforce.	F	41	66	24	21	8	160
		%	25.6	41.3	15.0	13.1	5.0	100
4	Lack of leadership training and competency reduces the principal's effectiveness in guiding school improvement.	F	63	44	25	17	11	160
		%	39.4	27.5	15.6	10.6	6.9	100
5	Rigid bureaucratic policies and inadequate support from education authorities limit leadership flexibility and effectiveness.	F	10	15	27	45	63	160
		%	6.3	9.4	16.9	28.1	39.4	100
6	Personal and motivational factors (e.g., low incentives and time management challenges) affect sustained leadership commitment.	F	4	9	60	63	20	160
		%	2.5	5.6	37.5	39.4	12.5	100

Source survey data (2026),

Key: SD-strongly disagreed, D-disagreed, N-neutral, A-agreed, SA- strongly agreed f-frequency, %- percent,

The above table presents respondents' perceptions regarding the major challenges affecting principals' leadership effectiveness in schools. The findings indicate that excessive administrative workload, limited financial resources, bureaucratic constraints, and personal motivational factors were perceived as the major barriers to effective school leadership. In

contrast, teacher turnover and lack of leadership competency were viewed as relatively less serious challenges by most respondents.

Concerning excessive administrative workload, the majority of respondents believed that it restricts principals from giving adequate attention to instructional leadership and teacher motivation. Specifically, 72 (45.0%) respondents agreed and 69 (43.1%) strongly agreed, accounting for a combined 88.1% of the respondents. Only 8 (5.0%) respondents disagreed or strongly disagreed, while 11 (6.9%) remained neutral. This finding suggests that administrative responsibilities are widely considered one of the most significant obstacles to effective school leadership.

Similarly, respondents identified limited financial resources and shortages of teaching materials as serious challenges affecting school management. A total of 65 (40.6%) respondents agreed and 53 (33.1%) strongly agreed, representing 73.7% of the respondents. Meanwhile, 26 (16.3%) respondents were neutral, and only 16 (10.0%) disagreed or strongly disagreed. This implies that inadequate financial and material resources significantly constrain principals' efforts to effectively manage schools and support teaching and learning activities.

However, respondents generally did not perceive teacher turnover as a major challenge to leadership effectiveness. The majority, 66 (41.3%), disagreed and 41 (25.6%) strongly disagreed, giving a combined 66.9%. Only 29 (18.1%) respondents agreed or strongly agreed, while 24 (15.0%) remained neutral. This finding suggests that teacher turnover was not considered a widespread problem in the sampled schools. Nevertheless, the interview data revealed a slightly different perspective. One principal(R8) explained that experienced and qualified teachers often leave for private schools in search of better salaries and improved job opportunities. This indicates that although teacher turnover may not be broadly perceived as a major challenge by respondents, it still affects some schools and may influence leadership effectiveness in specific contexts.

Likewise, respondents largely rejected the view that lack of leadership training and competency reduces principals' effectiveness in guiding school improvement. About 63 (39.4%) respondents strongly disagreed and 44 (27.5%) disagreed, totaling 66.9%. Only 28 (17.5%) respondents agreed or strongly agreed, while 25 (15.6%) remained neutral. This finding indicates that

respondents generally believed principals possess adequate leadership competency and training to perform their responsibilities effectively.

On the other hand, rigid bureaucratic policies and insufficient support from education authorities were identified as major constraints on principals' leadership flexibility and effectiveness. Specifically, 45 (28.1%) respondents agreed and 63 (39.4%) strongly agreed, accounting for 67.5% of the respondents. In comparison, 25 (15.7%) respondents disagreed or strongly disagreed, while 27 (16.9%) remained neutral. This demonstrates that external administrative procedures and limited institutional support significantly affect principals' ability to lead schools effectively.

Furthermore, respondents moderately agreed that personal and motivational factors, such as low incentives and time management difficulties, affect principals' sustained commitment to leadership responsibilities. In this regard, 63 (39.4%) respondents agreed and 20 (12.5%) strongly agreed, totaling 51.9%. Additionally, 60 (37.5%) respondents remained neutral, while only 13 (8.1%) disagreed or strongly disagreed. The relatively high proportion of neutral responses may suggest differences in personal experiences and working conditions among principals.

The quantitative findings were further supported by the interview results.

Similarly, the other principal(R9) from one of the selected schools described challenges that were specific to his school context. He stated that the school faced several major difficulties in the course of carrying out its responsibilities, including inadequate budget resources, disciplinary issues involving students and some teachers, growing accountability demands, and challenges related to maintaining good relationships with stakeholders. This suggests that school principals must address both managerial and interpersonal challenges to ensure the smooth and effective operation of the school.

Overall, the findings reveal that principals faced several organizational and contextual challenges that affected their leadership effectiveness. Excessive administrative workload, limited financial and material resources, bureaucratic restrictions, and motivational constraints emerged as the most significant challenges. Although the study indicated that principals predominantly practiced transformational leadership, the existence of these contextual and organizational barriers limited the effective implementation of leadership practices in schools.

4.7. Discussion of the Findings

The findings of the study indicated that transformational leadership was relatively dominant leadership style practiced in the selected secondary schools, followed by instructional and transactional leadership styles. However, these leadership styles were practiced only at a moderate level, implying that principals were not fully exhibiting the expected leadership behaviors required for highly effective school leadership. This finding is consistent with the study conducted by Abgoli & Sabeti (2013) in secondary schools in the city of Shiraz, Iran showed that there was a positive relationship between transformative leadership by school leaders and school effectiveness. It showed that the higher the scores in transformative leadership by school leaders, the higher the scores in school effectiveness.

The correlation and regression analyses further revealed that transformational leadership had a strong positive relationship with leadership effectiveness, while instructional and transactional leadership styles also showed moderate and statistically significant relationships with leadership effectiveness. In contrast, laissez-faire leadership demonstrated only a weak relationship with effectiveness. These findings suggest that principals who practice transformational and instructional leadership behaviors are more capable of creating school vision, setting goals, motivating teachers, and building positive relationships within the school community. The findings are also consistent with the works of Leithwood and Sun (2012) and Hebert, who emphasized that effective leadership contributes positively to school improvement, teacher performance, collaboration, and supportive school culture.

The study also revealed moderately positive perceptions regarding principals' effectiveness in vision development, goal setting, and relationship building. Respondents generally viewed principals as fairly effective in involving staff in developing school vision, communicating school goals, aligning school activities with the vision, motivating teachers toward common objectives, fostering school–community relationships, and utilizing the School Improvement Plan (SIP). These findings agree with the studies of Thapa et al.(2013) and Uko(2015), who emphasized that effective school leaders strengthen collaboration, teamwork, and shared values within schools.

Furthermore, the findings support studies conducted by Ngussa and Joseph(2017), Mwinuka(2016), and Nzowa and Ngusa(2019), which highlighted the importance of stakeholder

participation in improving educational quality and school effectiveness. Similarly, the findings are in agreement with the studies of Bachelor(2014), Armstrong(2016), and Dwivedi(2018), and Maritim(2019)who found that involving subordinates in decision-making enhances organizational effectiveness and supports the achievement of institutional goals.

Despite these positive findings, the study identified several weaknesses in principals' leadership practices. Principals were perceived as less effective in promoting creativity and innovation, maintaining open communication, building trust, and involving teachers, students, parents, and PTSA members in decision-making processes. These findings indicate limitations in participatory leadership practices and interpersonal relationships within schools. Evidence from interviews and focus group discussions also revealed inconsistent relationships between school leaders and staff members. While some principals emphasized the importance of collaboration, communication, and teamwork in strengthening school effectiveness, some teachers and focus group participants reported poor relationships, lack of fairness, and low staff motivation in certain schools.

The findings additionally revealed that excessive administrative workload, limited financial resources, bureaucratic constraints, and low motivational factors were the major challenges affecting principals' leadership effectiveness. Heavy administrative responsibilities reduced principals' ability to focus on instructional leadership and teacher motivation, while inadequate resources limited the support provided for teaching and learning activities. Bureaucratic procedures and limited institutional support also negatively affected principals' flexibility and decision-making capacity. These findings imply that improving school leadership effectiveness requires not only enhancing principals' leadership competencies but also addressing organizational and structural challenges that hinder effective leadership practice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings of the study, conclusions and recommendations forwarded on the basis of the conclusions.

5.1. Summary of the major findings

The study sought to assess School principals' leadership style and their effectiveness in government secondary schools in Kirkos sub city in Addis Ababa and to identify the problem principal's face while executing their duties.

The objective of the study was principals' leadership styles and their effectiveness in secondary schools. Based on the objective of the study, attempts have been made to provide answers to the following basic questions:

1. What is the dominant leadership style practiced by the secondary school principals in Kirkos sub city, Addis Ababa?
2. To what extent do secondary school principals in Kirkos sub-city demonstrate effectiveness in articulating vision, setting goals, and building strong relationships with the school community?
3. Is there statistically significant relationship between leadership styles and leadership effectiveness?
4. What are the major challenges influence the leadership effectiveness of secondary school principals ?

To this effect, questioners distributed and backed regarding the general perception, opinions & attitudes participants on the study topic. In review of related literature part, the concept of principals' leadership styles and effectiveness was the major topic that has been reviewed from relevant books and journals. A descriptive & explanatory research design was chosen and used for its appropriateness to the research topic. To accomplish this, all (4 schools) Government Secondary Schools of the sub city were selected. The participants (principals, teachers &PTSA members) were selected as samples by simple random (using school roster numbers, every 3rd teacher was selected using systematic random sampling), purposive and availability sampling

techniques. The researcher selected 176 teachers as a sample from 314 total populations by using random sampling method technique. Besides, 8 principals, 6 members of PTSA members.

The collected data were analyzed using frequency, percentage, mean, Pearson correlation, and regression analysis through SPSS version 27.

. Based on the result of data analysis, the following major findings were identified.

5.1.1. Dominant leadership styles practiced

The findings of the study indicated that transformational leadership was practiced at a moderately high level in the secondary schools of the sub-city, with a mean score of 3.45 and a standard deviation of 0.695. This was followed by instructional leadership, which obtained a mean score of 3.32 and a standard deviation of 0.652. Transactional leadership ranked third with a mean score of 3.06 and a standard deviation of 0.595. In contrast, laissez-faire leadership was the least practiced leadership style among the four categories assessed by the respondents.

Based on the interpretation criteria of the mean scores, where 3.50–4.00 represents strong agreement and 2.50–3.49 indicates agreement, the findings suggest that transformational, instructional, and transactional leadership styles were practiced at a moderate level in the schools. Although these leadership approaches were relatively evident, they did not reach the level of strong practice. This implies that there is a need for interventions aimed at enhancing school leaders' competencies and strengthening their capacity to implement these leadership approaches more effectively.

5.1.2. Relationship between leadership styles and leadership effectiveness

Pearson correlation analysis conducted to examine whether there is a relationship between principals' leadership styles and effectiveness in secondary schools Kirkos sub city.

These findings suggest that there was a strong positive relationship between the transformational leadership style and leadership effectiveness with ($r = .691$, $p = .000 < 0.05$) and ($r = .680$, $p = .000 < 0.05$) respectively.

According to the results of the research, there was a positive and moderate correlation between transactional leadership style and leadership effectiveness with ($r = .606$, $p = 0.00 < 0.05$). There was also positive and significant relationship between instructional leadership style and

leadership effectiveness (r= .610, p=0.00< 0.05). This implies that principals who emphasize instructional leadership practices tend to be more effective in guiding school vision, goal setting, and relationships within the school community

The fourth leadership style, a laissez-faire leadership style showed a weak positive correlation with leadership effectiveness (r = .240, p= 0.02< .05). The weak correlation suggests that the laissez-faire leadership behavior was very seldom practiced by school leaders.

The regression findings also indicated that principals' leadership style had significant influence on leadership effectiveness. The result revealed that the correlation coefficient (R = .734) indicates a strong positive relationship between the independent variables and the dependent variable. The coefficient of determination (R Square = .539) shows that approximately 53.9% of the variation in the dependent variable is explained by the predictors included in the model. This suggests that the independent variables have substantial explanatory power in predicting the outcome variable.

5.1.3. Leadership effectiveness in articulating vision, Setting goals, and building relationships.

The findings of the study generally revealed moderately positive perceptions regarding principals' leadership effectiveness in the areas of vision development, goal setting, and relationship building in the four selected schools. Respondents perceived principals as relatively effective in involving staff in vision development, communicating the school vision, aligning school activities with the vision, motivating teachers toward shared goals, promoting school–community partnerships, and using the School Improvement Plan (SIP) to guide school activities. However, a high proportion of neutral responses suggest uncertainty and inconsistency in the implementation of these leadership practices across schools.

The study also identified several areas of weakness. Principals were perceived as less effective in encouraging creativity and innovation, clearly communicating school goals, maintaining open communication, building trust, and involving teachers, students, parents, and PTSA members in decision-making and goal-setting processes. These findings indicate limitations in participatory leadership practices, interpersonal relationships, and communication within schools.

To address these challenges, the study suggests strengthening participatory leadership practices, improving communication and transparency in school vision and goal implementation, and providing continuous leadership training for principals, particularly in innovation, change management, communication, and relationship-building skills. In addition, schools should create supportive environments that encourage creativity, stakeholder involvement, collaborative decision-making, and regular monitoring of vision- and goal-related activities to ensure effective and consistent implementation across schools.

5.1.4. Major Challenges Encountered by Principals

Effectiveness of school principals is being influenced by different contingent factors both within and outside the schools. . The findings revealed that excessive administrative workload, limited financial resources, bureaucratic constraints, and personal motivational factors were the major challenges affecting principals' leadership effectiveness in schools. Most respondents agreed that heavy administrative responsibilities reduce principals' ability to focus on instructional leadership, teacher motivation, and effective school management. Similarly, inadequate financial resources and shortages of teaching materials were viewed as serious barriers to supporting teaching and learning activities. Respondents also indicated that rigid bureaucratic procedures and limited support from education authorities negatively affect principals' flexibility and decision-making capacity in schools.

In addition, personal and motivational issues such as low incentives and poor time management were moderately perceived as factors influencing principals' commitment to their responsibilities. However, teacher turnover was generally not considered major challenges, although interviews findings showed that some experienced teachers leave schools for better opportunities elsewhere this contradiction may the results of their experience or perception . To improve principals' leadership effectiveness, schools and education authorities should reduce unnecessary administrative burdens, provide sufficient financial and teaching resources, strengthen institutional support, and introduce better motivational and professional development opportunities for school leaders.

5.2. Conclusions

The study concluded that transformational leadership was relatively practiced at high moderate level in government secondary schools of Kirkos Sub-City, followed by instructional and transactional leadership styles, while laissez-faire leadership was the least practiced leadership style. However, the overall practice of transformational, instructional, and transactional leadership styles remained only at a moderate level, indicating that principals were not fully demonstrating the ideal leadership behaviors expected for effective school leadership. This suggests the need for further improvement in leadership competencies and practices among school principals.

The study further concluded that leadership styles have a statistically significant relationship with leadership effectiveness. Transformational leadership showed the strongest positive relationship with leadership effectiveness, while instructional and transactional leadership styles also contributed positively and significantly to effectiveness. Laissez-faire leadership, on the other hand, demonstrated only a weak relationship with leadership effectiveness. Therefore, the study concludes that effective leadership in schools largely depends on the extent to which principals practice transformational and instructional leadership behaviors that encourage vision development, goal achievement, collaboration, and staff motivation.

Moreover, the findings showed that principals were moderately effective in developing school vision, setting goals, and building relationships with the school community. Although principals demonstrated some strength in motivating teachers, communicating school vision, and promoting school–community partnerships, weaknesses remained in innovation, communication, trust building, and stakeholder participation in decision-making processes. The study therefore concludes that participatory leadership practices and transparent communication were not adequately implemented across all schools.

Finally, the study concluded that principals' leadership effectiveness was negatively affected by excessive administrative workload, inadequate financial resources, bureaucratic constraints, and low motivational factors. These challenges limited principals' capacity to focus on instructional leadership and effective school management. Therefore, improving principals' leadership effectiveness requires continuous professional development, stronger institutional support, improved resource allocation, reduced administrative burdens, and the creation of collaborative

school environments that encourage stakeholder participation, innovation, and shared decision-making.

5.3. Recommendations

Based on the findings and conclusions of this study, the following recommendations were made

1. **Continuously strengthening principals' competencies and updating their skills and knowledge**

Since transformational, instructional, and transactional leadership behaviors were practiced only at a moderate level, the findings indicate the need for interventions aimed at improving principals' skills, knowledge, and attitudes for the effective implementation of these leadership practices. Therefore, schools, 'woreda' and city education bureaus, in collaboration with NGOs, private sectors, and higher education institutions such as Addis Ababa University & kotebe Metropolitan University should organize seminars, experience sharing sessions , organized forum, workshops, and other on the job as well as off the job short and long term training on issues like effective educational leadership, transactional and transformational leadership, effective leadership of institutional change and reformation, forms of leadership etc.

2. **Establishing mechanisms for securing adequate financial and material support.**

It is recommended that schools strengthen partnerships with NGOs and private sector organizations to enhance financial and material support through fundraising initiatives. Schools should also develop sustainable income-generating activities by constructing assembly halls for community rental services such as weddings and social events, and by upgrading sports fields to provide affordable recreational services for the community during weekends.

3. **Principalship appointment should be made through competition on merit**

Effective school leadership requires principals to possess a range of managerial and instructional leadership competencies. Therefore, the appointment of principals should consider factors such as educational background, professional training, leadership qualifications, and relevant work experience, including service as department heads, club or committee coordinators, vice principals, and PTSA members. In this regard, the selection of school principals should follow the criteria established by the Ministry of Education in the "Blue Print of Teachers' Development Program." Addis Ababa City Administration Public Service and Human Resource Office or

based on Directive Number 147/2023 Allocation performance Directive for Principal and Assistant Principals to the major Positions Made ready under the Government school Structure

4. **Enhancing the attractiveness of leadership positions to encourage motivated and competent school leaders**

The government should provide support mechanisms such as accommodation, increased position allowances, and financial or material incentives for principals who demonstrate effectiveness. Furthermore, unnecessary interference should be reduced by limiting principals' participation in meetings and activities that are not related to the teaching–learning process. In addition, the 2013 Guideline for the Assignment of Teachers, Principals, and Supervisors Positions No. 499, which outlines school leadership levels based on educational background and work experience, should be revised to address the demands of the current economic situation.

REFERENCES

Abiy Zegeye, et al. (2009). Introduction to research methods. Graduate Studies and Research Office, Addis Ababa University.

Aklilu Alemu. (2011). An assessment of instructional leadership practice in the secondary schools of Sheka Zone (Unpublished MA thesis). Addis Ababa University.

Alemayehu Tesema. (2011). Educational leadership problems of government secondary school principals in East Shewa Zone of Oromia Regional State (Unpublished MA thesis). Addis Ababa University.

Animut Tilahun,(2014) The relationship of school principal's leadership styles to school performance in secondary school of Agnwa zone at Gambella national regional state

Ayana Bodena (2021),School principals" leadership behavior and teachers" commitment in government secondary schools of Buno Bedele zone, south-west Ethiopia. Jimma university

Bass, B. M. (1985). Leadership and performance beyond expectations. Free Press.

Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). Lawrence Erlbaum Associates.

Bekalu Ferede. (2011). Deanship effectiveness in Jimma University (Unpublished MA thesis). Addis Ababa University.

Brehanu. (2014). Principals' leadership effectiveness in selected secondary schools of Addis Ababa City Administration (Unpublished MA thesis). Addis Ababa University.

Buckner, K. (2006). School principal: The role of elementary and secondary school principals, duties, responsibilities, and qualifications.

Bush, T., & Glover, D. (2014). School leadership models: What do we know? School Leadership & Management, 34(5), 553–571.

Cheng, Y. C. (1996). The pursuit of school effectiveness: Research, management, and policy. Chinese University Press.

Cohen, L., Manion, L., & Morrison, K. (2001). Research methods in education (5th ed.). Routledge Falmer.

Creemers, B. P. M., & Kyriakides, L. (2015). Developing, testing, and using theoretical models for promoting quality in education. School Effectiveness and School Improvement, 26(1), 102–119.

Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research. Sage.

Daft, R. L., & Marcic, C. (2006). Understanding management (5th ed.). Thomson Higher Education.

Day, C., Gu, Q., & Sammons, P. (2016). The "lost secondary" school effectiveness and improvement research. Educational Management Administration & Leadership.

Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37(1), 15–24.

Emile Monono (2023) : the impact of principal's leadership styles on teacher and school effectiveness

Eryilmaz, N. E. (2024). Measuring the effective implementation of the GEQIP reform at school level in Ethiopia. Frontiers in Education, 9.

Fred C.(2010) The Principal and the School: What Do Principals Do? National forum of educational administration and supervision journal volume 27,

Frederick Taylor. (2006). Scientific management. Taylor & Francis Group.

Geda, A. (2015). The relationship between leadership styles and teachers' commitment in government secondary schools of Addis Ababa (Unpublished thesis). Addis Ababa University.

Glover, D., & Law, S. (2000). Educational leadership and learning. Open University Press.

Glover, T. B. (2003). School leadership: Concepts and evidence. National College for School Leadership.

Gurmu, M. (2018). Development of the Ethiopian school leadership. Journal of Educational Administration and History, 50(4).

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. Journal of Educational Administration, 49(2), 125–142.

Hargis, A. (2011). Roles and responsibilities of a transformational leadership superintendent: A case study. ProQuest Dissertations & Theses.

Harris, A. (2004). Distributed leadership and school improvement. Educational Management Administration & Leadership, 32(1), 11–24.

Harris, A., & Muijs, D. (2010). Improving schools through teacher leadership. Open University Press.

Holmes, G. (1993). Essential school leadership: Developing vision and purpose. Kogan Page.

Horng, E. L., Klasik, D., & Loeb, S. (2009). Principal time-use and school effectiveness. CALDER Working Paper No. 39.

Hughes, L. W. (1999). The principal as leader (2nd ed.). Prentice Hall.

Kene, D., et al. (2021). Effectiveness of principals' leadership styles in school improvement. Creative Education, 12(11).

Kotter, J. P. (2001). What leaders really do. Harvard Business Review, 79(11), 85–96.

Kruse, B. L. (2004). Decision making for educational leaders. State University of New York Press.

Legesse Wondimu. (2025). Principals' leadership styles and teachers' job satisfaction in government secondary schools. Addis Ababa.

Leithwood, K. (1994). Leadership for school restructuring. Educational Administration Quarterly.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform. School Effectiveness and School Improvement, 17(2), 201–227.

Leithwood, K., Begley, P., & Cousins, J. (1999). Developing expert leadership for future schools. Falmer Press.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22.

Link Education International. (2023). Technical Assistance to Reinforce GEQIP Ethiopia (TARGET).

Macneill, N., Cavanagh, R. F., & Silcox, S. (2005). Pedagogic leadership. International Electronic Journal for Leadership in Learning.

Marks, H., & Printy, S. (2003). Principal leadership and school performance. Educational Administration Quarterly, 39(3).

Mayrowetz, D. (2008). Making sense of distributed leadership. Educational Administration Quarterly, 44(3).

McEwan, E. K. (2003). Seven steps to effective instructional leadership (2nd ed.). Corwin Press.

McMillan, J. H., & Schumacher, S. (2010). Research in education: A conceptual introduction (5th ed.). Longman.

Mengistu, M. M. (2017). Instructional leadership practices and challenges in Addis Ababa. Educational Planning, 24(1), 49–65.

Michelle Andrews(2025). A Quantitative, Predictive Correlational Design Study Examining the Relationship Between School Principal's Leadership Styles and School Culture in a Public High School .

Ministry of Education (MoE). (2007). Review of Ethiopian education and training policy. Addis Ababa.

Ministry of Education (MoE). (2008). General Education Quality Improvement Package (GEQIP). Addis Ababa.

Northouse, P. G. (2007). Leadership: Theory and practice. Sage.

Oakland, J. S. (1993). Total quality management. Clays Ltd.

Oduro, G. K. T., Dachi, H. A., & Fertig, M. (2012). Educational leadership and quality in developing countries. Educational Management Administration & Leadership, 40(5), 632–638.

Pont, B., Nusche, D., & Moorman, H. (2008). Improving school leadership: Volume 1. OECD.

Roach, J. (2006). Leadership styles and practices in effective schools. Johannesburg.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes. Educational Administration Quarterly, 44(5), 635–674.

Rost, J. C. (1993). Leadership for the twenty-first century. Greenwood Press.

Rule, S. D., & John, M. K. (2011). Organizational behavior (7th ed.). McGraw-Hill.

Scheerens, J. (2016). Educational effectiveness and ineffectiveness. Springer.

Schein, E. H. (1992). Organizational culture and leadership (2nd ed.). Jossey-Bass.

Sergiovanni, T. T. (2001). The principalship (4th ed.). Allyn & Bacon.

Starratt, R. J. (2003). Centering educational administration. Lawrence Erlbaum.

Stone, A. G., & Patterson, K. (2005). The history of leadership focus. School of Leadership Studies.

Stronge, J. H. (2008). Qualities of effective principals. ASCD.

Tannenbaum, R., & Schmidt, W. (2008). How to choose a leadership pattern. Harvard Business Review, 73(3), 123–178.

Terfasa, H. G., & Kidane, B. Z. (2025). Leadership development of secondary school principals in Oromia National Regional State of Ethiopia: Policies and practices. Educational Planning, 32(2), 161–179.

TGE. (1994). The national education and training policy. EMPDA.

Tolla Gelashe. (2011). Leadership practice of secondary school principals in Oromia Special Zone (Unpublished MA thesis). Addis Ababa University.

UNESCO. (2005). EFA global monitoring report: Literacy for life. Paris.

Volden, R. G. (2003). A review of leadership theory and competency frameworks. University of Exeter.

Weindling, D. (2004). Understanding school leadership. Paul Chapman Publishing.

Wohlstetter, P., & Mohrman, S. (2006). School-based management.

World Bank. (2017). World Bank reaffirms its commitment to further improve the quality and promote equity of education in Ethiopia.

Wossen, A., & Aderajew, M. (2026). Instructional leadership practices and challenges of public secondary school principals: The case of Lemi Kura Sub-City, Addis Ababa.

Wossenu Yimam. (2006). Educational leadership. Alpha University College.

Yenenew A. (2012). Effectiveness of principals in instructional leadership in preparatory schools of South Wollo Zone (Unpublished MA thesis). Addis Ababa University.

Yin, H. (2003). Research design in education. University of Michigan.

Zeleke, T., & Obang, O. (2021). Principals' leadership styles and teachers' job satisfaction. Journal of Education and Practice.

APPENDIX- A

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPRETEMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaire will be filled by teachers.

Topic of the thesis: An assessment of principals' leadership styles and their effectiveness in secondary schools in Kirkos Sub city, Addis Ababa.

Dear respondents,

The primary objective of this questionnaire is to gather relevant data regarding the topic mentioned above. Your sincere responses are essential to the study's success, so you are kindly requested to review all questions and complete the questionnaire with genuine responses. The information provided will be kept confidential and used only for research purposes.

Thank you in advance for all your cooperation.

Part I: General information

1. Mark your response by placing a tick " √"or "×" in the box or providing a brief answer in the space given.

1.1. School Name _____ Sub City_____ Woreda_____

1.2. Sex: Male ☐ Female ☐

1.3. Age: Below 30yr. ☐ 31- 39yr. ☐ 40-50yr. ☐

Above 50yr ☐

1.4. Qualification: Diploma ☐ First degree ☐ postgraduate degree ☐

Other (please specify it)_____

1.5 Work experience

Below 5yr. ☐ 6-10yr. ☐ 11-15 yr. ☐ 16-20yr. ☐ Above 20years ☐

1.6 Current position

Teacher ☐ unit leader ☐ vice principal ☐ Department head ☐

1. **The dominant leadership styles practiced by principals as perceived by teachers.**

This questionnaire assesses your principal's leadership style based on your perception. Rate how often each statement applies using this scale: Not at all (Na)=0, Once in a while (oaw)=1, Sometimes (som)=2, Fairly often (Fo)=3, Frequently if not always (Freq)=4.Please give your appropriate response by putting a tick (√) or (×) mark in the box corresponding to an action given

No	**Item**	**Scale**				
How often your principal does demonstrate the following leadership behaviors when carrying out his/her duties?		**Freq**	**Fo**	**Som**	**Oaw**	**Na**
		4	**3**	**2**	**1**	**0**
1	Talks about his /her most important values and beliefs.					
2.	Re-examines critical assumptions to question whether they are appropriate.					
3.	Talks optimistically about the future.					
4.	Talks enthusiastically about what needs to be accomplished					
5.	Goes beyond self-interest for the good of the group					
6.	Treats me as an individual rather than just as a member of a group					
7.	Acts in ways that builds my respect					

Not at all(Na)=0, Once in a while(Oaw)=1, Sometimes(Som)=2 , Fairly often(Fo)=3, Frequently, if not always (Freq)=4

No	Item	Scale				
How often does your principal demonstrate the following leadership behaviors when carrying out their duties?		Freq	Fo	Som	Oaw	Na
		4	3	2	1	0
8.	Considers the moral and ethical consequences of decisions targets					
9.	Articulates a compelling vision of the future					
10.	Considers me as having different needs, abilities, and aspirations from others					
11.	Gets me to look at problems from many different angles					

12.	Helps me to develop my strengths					
13.	Expresses confidence that goals will be achieved					
14.	Provides me with assistance in exchange for my efforts.					
15.	Focuses attention on irregularities, mistakes, exceptions, and deviations. from standards.					
16.	Makes clear what one can expect to receive when performance goals are achieved					
17.	Keeps track of all mistakes					
18.	Expresses satisfaction when I meet expectations					
19.	Spends time teaching and coaching					
20.	Is effective in meeting my job-related needs					
21.	Is effective in representing me to higher authority					
22.	Is effective in meeting organizational requirements					
23.	Avoids getting involved when important issues arise.					
24.	Delays taking action until problems become serious.					
25.	Is absent or unavailable when leadership support is needed.					
26.	Avoids making timely decisions on important matters.					

Thank you for your understanding & cooperation!

1. **The leadership skills of school principals in establishing the school's vision, setting goals, and fostering positive relationships with the entire school community.**

The following are major dimensions that will measure your principal's effectiveness in **creating vision, setting goals & building strong relationship with the school community** . Please give your appropriate response **by putting a tick (√) or (×) mark** in the box corresponding to an action given. Use the following scale**:**

Strongly disagree(SD)=1, Disagree(D) =2, Neutral (N)=3, Agree (A)=4, Strongly agree(SA) =5

2.1 Creating Vision

No	Item	Scale				
	To what degree does your school principal exhibit effectiveness in developing a vision?	SA	A	N	D	SD
		5	4	3	2	1
1	The principal involves teachers and staff in developing the school's vision.					
2	The principal clearly defines and communicates the school's vision to all stakeholders					
3	The principal ensures that school goals, activities, and resources are aligned with the school vision.					
4	The principal motivates and inspires teachers to commit to and work toward the school vision					
5	My principal encourages new idea and creativity					
6	The principal uses relevant information (e.g., student performance) and manages change effectively to improve the school vision.					

2.2 Setting Goals

No	Item	scale				
	To what degree does your school principal exhibit effectiveness in setting goals?	SA	A	N	D	SD
		5	4	3	2	1
1.	My principal clearly communicates specific, measurable and achievable school goals each academic year.					
2.	The goals set by my principal align well with the school's overall vision and national educational policies.					
3.	My principal Involves teachers, staff, and PTSA in setting and agreeing on school goals.					
4.	Uses the School Improvement Plan (SIP) to guide the achievement of school goals.					

Please give your appropriate response **by putting a tick (√)or (×) mark** in the box corresponding to an action given. Use the following scale: **Strongly disagree(SD)=1, Disagree(D) =2, Neutral (N)=3, Agree (A)=4, Strongly agree(SA) =5**

2.3 Building strong relationships with the school community

No	Item	scale				
	To what degree does your school principal exhibit effectiveness in building School community relationship?	SA 5	A 4	N 3	D 2	SD 1
1	Maintains open, respectful, and effective communication with teachers, students, and parents.					
2.	Builds trust and positive relationships by being approachable, supportive, and empathetic to staff and students.					
3	Actively involves teachers, students, parents, and PTSA in decision-making and school activities.					
4.	The principal maintains open communication channels with students, such as through assemblies or advisory sessions.					
5.	Strengthens school-community partnerships through collaboration, team-building activities, and community engagement.					

3. The major challenges that influence the principals' leadership effectiveness and potential solutions.

The major challenges that influence principal's leadership effectiveness in your school. Please give your appropriate response by putting a tick (√)or (×) mark in the box corresponding to an action given. Use the following scale: **Strongly disagree(SD)=1, Disagree(D) =2, Neutral (N)=3, Agree (A)=4, Strongly agree(SA) =5**

No	Item	Scale				
What are the major challenges that influence principal's leadership effectiveness in your school ?		**SA**	**A**	**N**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	Excessive administrative workload limits the principal's ability to focus on instructional leadership and teacher motivation.					
2.	Limited financial resources and shortages of teaching materials hinder effective school management.					
3.	High teacher turnover affects the stability and continuity of the teaching workforce.					
4.	Lack of leadership training and competency reduces the principal's effectiveness in guiding school improvement.					
5.	Rigid bureaucratic policies and inadequate support from education authorities limit leadership flexibility and effectiveness.					
6.	Personal and motivational factors (e.g., low incentives and time management challenges) affect sustained leadership commitment.					

3.1. Are there any other challenges, not listed above, that hinder your principal's leadership effectiveness? If yes, please specify.

_____

_____

3.2. Please propose practical **solutions to overcome** the challenges identified above that affect your principal's leadership effectiveness.

_____

_____

_____

Thank you for your understanding & cooperation!

APPENDIX- B

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPRETEMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Structured interview questions for principals

Topic of the thesis: **An assessment of principals' leadership styles and their effectiveness in secondary schools in Kirkos Sub city, Addis Ababa.**

Dear principals,

The primary objective of this interview is to gather relevant data regarding the topic mentioned above. Your sincere responses are essential to the study's success, so you are kindly requested to give genuine responses. The information provided will be kept confidential and used only for research purposes.

Thank you in advance for all your cooperation.

Part- I: General information

1. Mark your response by placing a tick " √"or "×" in the box or providing a brief answer in the space given.

1.1. School Name _____ Sub city_____ woreda_____

1.2. Sex: Male ☐ Female ☐

1.3. Age: Below 30yr. ☐ 31-3 9yr. ☐ 40-50yr. ☐ Above 50yr ☐

1.4. Qualification: Diploma ☐ First degree ☐ ostgraduate degree ☐

Other (please specify it)_____

1.5. Work experience Below 5yr. ☐ 6-10yr. ☐ -15 yr. ☐

16-20yr. ☐ Above 20years ☐

1. Can you describe your experience in creating a vision for your school? What steps did you take to develop it? (Objective-2)

2. How do you go about setting goals for your school? Do you feel you have been successful in achieving them? Please explain.(Objective -2)

3. In what ways do the goals of your School Improvement Plan (SIP) align with national education policies and objectives?(objective-2)

4. How would you describe your relationship with teachers, students, parents, and other members of the school community? What strategies do you use to strengthen these relationships?(objective-2)

5. Which leadership style(s) do you typically employ in your role as principal? Can you provide examples of how this style influences your decision-making and daily activities? (Objective-1)

6. What are the major challenges you have faced while performing your duties as a principal? How have you addressed them?(objective-4)

   6.1 Major challenges

   6.2 How have you addressed them?

Thank you for your understanding & cooperation!

APPENDIX- C

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPRETEMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Structured questions for focused group discussion with PTSA members

Topic of the thesis: An assessment of principals' leadership styles and their effectiveness in secondary schools in Kirkos Sub city, Addis Ababa.

Dear PTSA members,

The primary objective of this focused group discussion is to gather your relevant opinion, perception or experiences regarding the topic mentioned above. Therefore, your participation in the discussion is essential to the study's success. The information provided will be kept confidential and used only for research purposes.

Thank you in advance for all your cooperation.

Guide questions

1. In your opinion, how successful has the principal been in establishing the school's vision, mission, and goals? Can you provide examples or reasons for your answer?(Objective2)
2. To what extent are you, as a PTSA member, actively involved in designing and planning the school's strategic and yearly plans? Can you describe your participation?(Objective2)
3. How do you, as PTSA members, contribute to enhancing the effectiveness of the school's leadership? Please provide specific examples if possible. (Objective2)
4. How would you describe your principal's interpersonal relationships with teachers, students, parents, and other members of the school community? How do you assess the principal's communication and interpersonal skills? (Objective2)
5. Do you think the principal is effective in areas such as delegating responsibilities, managing human resources, and solving problems collaboratively? Can you give examples to illustrate this? (Objective2)
6. Do you see yourselves as having a leadership role within the school? If yes, how do you influence the school climate, formally or informally? (Objective1)
7. What major challenges does your principal face in performing leadership tasks? What solutions would you suggest to address these challenges? (Objective4)

Thank you for your understanding & cooperation!