



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**TEACHERS' PERCEPTIONS ON PRINCIPALS' LEADERSHIP
STYLES AND THEIR IMPACT ON JOB SATISFACTION AND
INSTRUCTIONAL PRACTICES IN PRIVATE PRIMARY AND
SECONDARY SCHOOLS IN GULELE SUB CITY, ADDIS ABABA**

BY
DEREJE HAILEMARIAM WAKENE

**A Thesis Submitted to the College of Education of Addis Ababa University
in Partial Fulfillment for the Requirements of the Master of Arts Degree
in Educational Leadership & Management**

June, 2025

Addis Ababa, Ethiopia

APPROVAL SHEET

This is to certify that the thesis prepared by **Dereje Hailemariam Wakene** entitled: ***Teachers' Perceptions on Principals' Leadership Styles and Their Impact on Job Satisfaction and Instructional Practices in Private Primary and Secondary Schools in Gulele Sub City, Addis Ababa, Ethiopia*** is submitted in partial fulfillment for the requirements of the degree of Masters in educational leadership & Management, complies with the regulation of the University and meets the accepted standards for originality and quality.

Signed by the Examining Committee:

Signature _____ Date _____
External Examiner:

Signature _____ Date _____
Internal Examiner

Signature _____ Date _____
Supervisor:

Signature _____ Date _____
Head of the Department

ACKNOWLEDGEMENTS

First and foremost, I express my profound gratitude to God, whose guidance and blessings have served as the foundation of my journey. His strength and wisdom have carried me through numerous challenges, providing the perseverance needed to complete this research. I am truly thankful for the opportunities and insights bestowed upon me throughout this process.

I am deeply indebted to my advisor, Dr. Zenebe Baraki, whose expertise, encouragement, and mentorship have been invaluable. His insightful feedback and unwavering support have significantly enriched my research experience. Dr. Zenebe's ability to challenge my thinking while creating a nurturing environment for academic growth has been instrumental in shaping both my work and my academic journey. I am grateful for his patience and for sharing his vast knowledge, which has inspired me to strive for excellence.

I would like to extend my heartfelt appreciation to the Gulele Sub City Education Office for their support and collaboration. Their willingness to provide essential resources and facilitate my research was crucial. The insights gained from their involvement helped contextualize my study within the broader educational landscape of Addis Ababa.

I am particularly grateful to the owners and principals of the three private schools that participated in this research. Their openness and dedication to improving education within their institutions reflect a strong commitment to fostering an enriching learning environment for both teachers and students. I commend their efforts to support educational advancement and their trust in me as a researcher.

My sincere thanks go to the participant teachers, who generously shared their experiences and perspectives. Their willingness to participate in surveys and interviews was vital to this research. I appreciate their honesty, which added depth to my findings.

Lastly, I wish to acknowledge my mother and my entire family for their unconditional love and support. Their belief in my potential has fueled my ambition and commitment to succeed. Thank you all for being an integral part of this journey.

Dereje Hailemariam Wakene

TABLE OF CONTENTS

APPROVAL SHEET.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	v
ABSTRACT.....	vi
CHAPTER ONE	1
1.INTRODUCTION	1
1.1Background and Context	1
1.2. Statement of the Problem	3
1.3. Significance of the Study	6
1.4. Purpose of the Study	6
1.5. Research Questions	6
1.6 Scope and Limitations	7
1.7 Operational Definition of Terms	7
1.8 Chapter Summary	8
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1 Theoretical Framework of the Study	10
2.2 Leadership Styles in Educational Settings	14
2.3 Teachers' Perception of Leadership Styles	17
2.4 Chapter Summary	18
CHAPTER THREE.....	20
RESEARCH METHODOLOGY	20
3.1 Research Design	20
3.2 Sources of Data	21
3.3 Sampling Technique and Sample Size	21
3.4 Data collection methods	22
3.5 Data Analysis Techniques	24
3.6 Ethical considerations	25

3.7 Chapter Summary	26
CHAPTER FOUR.....	28
PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS	28
4.1 Characteristics of Quantitative Respondents	28
4.2 Characteristics of Qualitative Respondents	30
4.3 Findings	31
4.4 Discussion	66
4.5 Chapter Summary	69
CHAPTER FIVE	71
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	71
5.1 Purpose of the Study	71
5.2 Summary of the Findings	72
5.3 Conclusions	73
5.4 Recommendations	74
5.5 Chapter Summary	Error! Bookmark not defined.
REFERENCES	77
ANNEXES	84

LIST OF TABLES

Table 1: Summarizing the three leadership theories discussed	14
Table 2: The Reliability of the Scales	23
Table 3. Characteristics of Respondents by Age and Sex.....	Error! Bookmark not defined.
Table 4. Respondents Qualification.....	Error! Bookmark not defined.
Table 5. Work Experience of Quantitative Respondents	Error! Bookmark not defined.
Table 6. Characteristics of Qualitative Respondents	30
Table 7. Different leadership styles exhibited by principals at private schools.....	31
Table 8. Teachers' Perceptions of Principal Leadership Styles in Private Schools.....	40
Table 9. Implications Of Leadership Styles on Teacher Motivation and Student Outcomes	50

Abstract

The primary Purpose of this research was to investigate teachers' perceptions of principals' leadership styles in private schools located in Gulele Sub City, Addis Ababa, Ethiopia, and examined how these styles impact teacher motivation, job satisfaction, instructional practices, and student outcomes. A mixed-methods approach was employed, incorporating both quantitative and qualitative data. A survey questionnaire was administered to 200 teachers across three private schools, with data analyzed using SPSS Version 25 to assess means and standard deviations for various leadership styles. Additionally, semi-structured interviews were conducted with 24 teachers, allowing for thematic analysis to identify recurring themes regarding principals' leadership practices. The study revealed that principals predominantly exhibited transformational and instructional leadership styles, which were associated with strong teacher support and engagement. Quantitative analysis indicated a consensus among teachers on the positive influence of transformational leadership on job satisfaction and instructional practices, while transactional leadership styles received lower mean scores, indicating a perceived lack of motivation and engagement. The qualitative findings highlighted key themes such as the importance of communication, empathy in leadership, and participatory decision-making. The conclusion drawn was that transformational leadership enhances teacher motivation and job satisfaction while positively impacting instructional practices, ultimately leading to improved student outcomes. Schools led by principals who adopt supportive and collaborative leadership styles demonstrated better academic performance among students. It was recommended that in order to foster a positive educational environment, it is essential for principals to adopt flexible leadership strategies that align with teachers' needs. This research aims to inform policy and practice within private schools in Ethiopia, promoting the development of leadership frameworks that prioritize teacher engagement and student success.

Keywords: Educational Outcomes, Job Satisfaction, Leadership Styles, Teachers' Perceptions

CHAPTER ONE

INTRODUCTION

This chapter serves to introduce the research by outlining its essential components. It begins with a background and context to situate the study within the broader field. The statement of the problem is then articulated, highlighting the specific issue being addressed. The significance of the study is discussed, emphasizing its potential contributions to existing knowledge. Following this, the purpose of the study is clarified, along with the key research questions guiding the investigation. Finally, the scope and limitations of the research are delineated, providing a clear framework for the inquiry that follows.

1.1 Background and Context

In the educational landscape of Gulele Subcity, Addis Ababa, effective leadership plays a crucial role in creating a conducive learning environment and shaping the overall success of schools (Alemayehu, 2021; Kebede, 2016). The quality of leadership within schools significantly impacts teacher effectiveness, student outcomes, and the overall school climate (Cruickshank, 2017). Principals, as key figures in school leadership, hold a central position in influencing the direction and functioning of educational institutions (Hallinger, 2005).

Principals are responsible for providing vision, setting goals, making decisions, allocating resources, and creating a positive and inclusive school culture (Billingsley, et al., 2018). Their leadership styles, characterized by their approaches, behaviors, and practices, significantly impact the experiences and perceptions of teachers (Pinkas, & Bulić, 2017). Different leadership styles can shape the relationships between principals and teachers, affect collaboration and communication within the school community, and influence the overall motivation and job satisfaction of teachers (Price, 2012).

Understanding teachers' perceptions of principal leadership styles is essential in enhancing educational practices and fostering a positive school culture (Ali, 2017). When teachers perceive their principals as effective leaders, they are more likely to feel supported,

engaged, and motivated in their roles. Conversely, negative perceptions of leadership can lead to demotivation, dissatisfaction, and a decline in teacher productivity (Sahito, & Vaisanen, 2020).

Research has shown that different leadership styles can have varying impacts on teacher attitudes, beliefs, and behaviors (Mei, et al., 2018). For example, transformational leadership, characterized by inspiring and motivating teachers towards a shared vision, has been associated with increased teacher satisfaction, commitment, and improved student outcomes (Eliophotou & Ioannou, 2016). On the other hand, autocratic or laissez-faire leadership styles may lead to decreased teacher morale, lower job satisfaction, and limited professional growth opportunities (Anastasiou, & Garametsi, 2021).

The context of Gulele Sub-city, Addis Ababa, provides a rich setting to explore teachers' perceptions of principal leadership styles. Gulele Sub-city is known for its diverse private school sector, offering a range of educational opportunities to students (Negashe, 2021). Private schools often have unique characteristics and dynamics compared to public schools, including different governance structures, financial considerations, and parent expectations (Freer, 2008). Therefore, examining leadership dynamics in private schools within Gulele Sub-city can provide valuable insights into the broader educational landscape.

The perceptions of teachers regarding principal leadership styles are shaped by various factors. Communication plays a crucial role in establishing trust and fostering positive relationships between principals and teachers. (Britton, 2018). Effective communication channels, both formal and informal, can ensure that teachers feel valued and heard, leading to a sense of belonging and motivation. Decision-making processes are also influential, as teachers appreciate being involved in decision-making and having their opinions considered (Whitty, & Wisby, 2007). When teachers perceive decision-making as fair, transparent, and inclusive, they are more likely to have positive perceptions of their principals' leadership styles (Ismail, 2012).

Support mechanisms provided by principals, such as professional development opportunities and instructional guidance, are essential for teacher growth and effectiveness. (Kraft, & Gilmour, 2016). Teachers highly value principals who prioritize their professional

development needs and provide ongoing support and mentorship. Additionally, principals who create a positive and inclusive school culture, where collaboration and teamwork are encouraged, foster a sense of belonging and job satisfaction among teachers (Zollers, et al., 1999).

However, it is important to acknowledge that the educational landscape is complex, and there are various challenges and limitations that principals face in their leadership roles (Wieczorek, & Manard, 2018). Limited resources, time constraints, external pressures, and administrative demands can impact the extent to which principals can effectively implement their desired leadership styles (Eyal, & Roth, 2011). Understanding these contextual factors is crucial in interpreting teachers' perceptions of principal leadership styles and the potential constraints that principals may face in their leadership practices (Wahlstrom, & Louis, 2008).

In summary, effective leadership is crucial for creating a conducive learning environment and shaping the success of schools in Gulele Subcity, Addis Ababa. Principals' leadership styles significantly impact teachers' experiences and perceptions, which in turn influence teacher effectiveness, job satisfaction, and student outcomes. Examining teachers' perceptions of principal leadership styles in the context of private schools in Gulele Subcity can provide valuable insights into the dynamics of leadership and contribute to enhancing educational practices and fostering a positive school culture.

1.2. Statement of the Problem

Principals, as key figures in school leadership, have the potential to shape the overall success of schools through their leadership styles, which encompass their approaches, behaviors, and practices (Barnett, 2005). Teachers' perceptions of principal leadership styles play a crucial role in their motivation, job satisfaction, instructional practices, and ultimately, student achievement (Ismail, 2012).

While the importance of effective leadership in private schools is widely recognized, there is a knowledge gap regarding teachers' perceptions of principal leadership styles within the context of Gulele Subcity (Alemayehu, & Shibeshi, 2021). Limited research has been conducted specifically in this area, leaving a gap in understanding how teachers perceive different

leadership styles and the potential implications for their professional experiences and student outcomes. (Day,et al., 2016). Consequently, there is a need to explore and gain insights into teachers' perceptions of principal leadership styles in private schools within Gulele Subcity.

One notable study is conducted by Indahsari, & Burhanuddin, (2025), which examines the impact of principal leadership on student outcomes in public schools. The authors identify several leadership styles, such as transformational and transactional leadership, and discuss their effectiveness in fostering a positive school climate and improving student achievement.

However, the findings of this research are primarily based on data from public school settings, raising questions about their applicability to private schools. For instance, the study highlights the importance of collaborative decision-making and community involvement, which may manifest differently in private institutions due to distinct governance structures and stakeholder relationships. This gap underscores the need for further investigation into how these leadership styles function in private schools, where financial considerations and parental expectations can significantly influence leadership dynamics and teacher perceptions.

Teachers' perceptions of principal leadership styles significantly influence their motivation and job satisfaction (Zaman et al., 2019). When teachers perceive their principals as supportive, communicative, and inclusive, they are more likely to feel valued and motivated in their roles. Conversely, negative perceptions of leadership can lead to demotivation, dissatisfaction, and reduced instructional effectiveness. (Lambersky, 2016). Understanding how teachers perceive the leadership styles of principals in private schools within Gulele Subcity is essential for enhancing teacher motivation and job satisfaction, which, in turn, can positively impact student outcomes (Alemayehu, 2021).

Principal leadership styles can also influence teachers' instructional practices. Transformational leadership, characterized by inspiring and motivating teachers towards a shared vision, has been associated with improved instructional practices and enhanced student achievement (Muia, 2018). On the other hand, autocratic or laissez-faire leadership styles may hinder teachers' professional growth and limit their capacity to provide high-quality instruction.

Exploring teachers' perceptions of principal leadership styles can shed light on how these styles impact instructional practices and identify areas for improvement and growth in private schools within Gulele Subcity (Issa, 2021).

Understanding teachers' perceptions of principal leadership styles is vital for identifying areas of strength and areas that require improvement within private schools. Principals who are aware of their teachers' perceptions can tailor their leadership approaches to enhance collaboration, communication, and support mechanisms, leading to a positive school culture and improved educational outcomes. (Day, & Sammons, 2016). By examining teachers' perceptions, this study aims to provide valuable insights that can inform the development and improvement of leadership practices, ultimately contributing to the enhancement of educational quality in private schools namely Amigonian , Saint Marry and Lazarist within Gulele Subcity.

In conclusion, the lack of research on teachers' perceptions of principal leadership styles in private schools within Gulele Sub City, Addis Ababa, indicates a significant knowledge gap. Existing literature predominantly focuses on public schools, which suggests that the unique characteristics of private schools—such as different governance structures, financial considerations, and parental expectations—may lead to differing perceptions among teachers.

Moreover, preliminary observations and anecdotal evidence from educators in the region suggest that teachers may experience varied levels of motivation, job satisfaction, and engagement based on their principals' leadership styles. This implies that their perceptions could significantly influence instructional practices and school culture.

Understanding these dynamics is crucial for enhancing educational practices and fostering a positive school environment. Therefore, this study aims to address the perception gap by exploring teachers' views on principal leadership styles, providing valuable insights for school improvement and development within the private school context.

1.3. Significance of the Study

This study holds significant importance as it seeks to investigate teachers' perceptions of principal leadership styles in three private schools, namely Amigonian , Saint Marry and Lazarist within Gulele Sub city. By examining these perceptions, valuable insights can be gained into the impact of different leadership approaches on teacher motivation, job satisfaction, instructional practices, and ultimately, student outcomes. The findings of this study can inform the development and improvement of leadership practices in private schools, with the potential to contribute to the enhancement of educational quality in Gulele Sub city.

1.4. Purpose of the Study

The study aimed to achieve several key objectives: first, to identify and analyze the various leadership styles exhibited by principals in the selected private schools (Amigonian, Saint Marry and Lazarist), focusing on their characteristics and approaches; second, to explore and understand teachers' perceptions of these leadership styles, including the factors that influence these perceptions; and third, to analyze the implications of different leadership styles on teacher motivation, job satisfaction, instructional practices, and student outcomes within the selected private schools.

1.5. Research Questions

To achieve the study's objectives, the following research questions wasused:

1. What are the different leadership styles exhibited by principals in the selected private schools?
2. How do teachers perceive the leadership styles of principals in the selected private schools?
3. What are the potential implications of different leadership styles on teacher motivation, job satisfaction, instructional practices, student outcomes in the selected private schools?

1.6 Scope and Limitations

The study focused on three private schoolsnamely Amigonian , Saint Marry and Lazarist inGulele Sub City, Addis Ababa. The participants included teachers from different grade levels and subject areas within these schools. A mixed-methods approach was employed, combining qualitative and quantitative data collection methods to gather comprehensive insights. It is important to note that the findings of this study may not have been directly generalizable to other private schools or educational contexts. The study was also subject to limitations such as potential participant biases, limited sample size, and constraints in terms of time and resources. Ethical considerations were taken into account to ensure participant confidentiality and informed consent throughout the research process.

1.7 Operational Definition of Terms

Impact; Impact refers to the measurable effects of principals' leadership styles on various aspects of teaching and learning within the school environment. This may include changes in teacher performance, student engagement, and overall school climate, assessed through surveys and interviews

Instructional Practices; Instructional practices refer to the strategies and methods employed by teachers in the classroom to facilitate learning. This includes lesson planning, assessment techniques, and engagement strategies, assessed through surveys and interviews.

Job Satisfaction: Job satisfaction is the level of contentment teachers feel regarding their work, including aspects such as workload, remuneration, support from administration, and work environment assessed through surveys and interviews.

Leadership Styles: Leadership styles are categorized approaches that principals employ to influence, motivate, and guide teachers and staff in private schools. This includes transformational, transactional, and laissez-faire leadership styles, assessed through surveys and interviews.

Perceptions: Perceptions refer to the personal interpretations and feelings of teachers regarding the behaviors, characteristics, and effectiveness of their principals' leadership styles. This may be assessed through surveys and interviews that gauge teachers' views on their principals' actions and decision-making processes.

Principals; Principals are the appointed leaders of private schools in Gulele Sub City, responsible for the overall administration and management of the school, including decision-making, staff supervision, and policy implementation. Their roles and behaviors will be evaluated through survey and interviews.

Student Outcomes; Student outcomes are the measurable results of educational processes, including academic achievement, behavioral improvements, and overall student engagement. These wasassessed through surveys and interviews.

Teacher Motivation: Teacher motivation is defined as the intrinsic and extrinsic factors that drive teachers to perform effectively and remain committed to their roles. This includes job satisfaction, professional development opportunities, and recognition, measured through surveys and questionnaires.

1.8 Chapter Summary

This chapter has served as a critical introduction to the research, laying a solid foundation for understanding the study's context, significance, and objectives. It began with an exploration of the background and context, which provided insight into the evolving landscape of educational leadership. By situating the study within the broader field, it highlighted the increasing importance of effective leadership styles in private schools, particularly in response to contemporary challenges such as changing educational demands and diverse student needs.

The chapter then articulated the statement of the problem with precision, identifying specific issues that necessitate the research. It emphasized the need to examine how different leadership styles impact teachers' perceptions and overall school effectiveness. This clear

identification of the problem not only establishes the relevance of the study but also underscores its urgency in contributing to the discourse on educational leadership.

The significance of the study was discussed in depth, emphasizing its potential contributions to existing knowledge. It was noted that the research could inform both theory and practice, offering insights that educational leaders can apply to enhance their leadership strategies. By addressing identified gaps in the literature, the study aims to enrich the understanding of how leadership can be tailored to improve educational outcomes in private school settings.

Following this, the purpose of the study was clearly articulated, outlining the specific objectives that guide the inquiry. This included a focus on understanding and analyzing the various leadership styles adopted by principals and how these styles are perceived by teachers. The research questions were explicitly stated, providing a structured approach to the investigation and ensuring that all aspects of the study align with the overarching goals.

Finally, the chapter delineated the scope and limitations of the research, clarifying the boundaries within which the study operates. This section acknowledged potential constraints, such as sample size and contextual factors, which may influence the findings. By recognizing these limitations, the chapter not only enhances the credibility of the research but also sets the stage for a more nuanced interpretation of the results.

Overall, this chapter has effectively laid the groundwork for the subsequent exploration of related literature, methodologies, and findings. By providing a comprehensive introduction to the research, it establishes a well-defined context that will guide the inquiry and ensure a coherent progression into the following chapters. The insights gleaned from this chapter will be instrumental in shaping the research approach and analyzing the outcomes in the context of educational leadership.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related literature, providing a comprehensive examination of existing theories and research pertinent to the study. It begins with the theoretical framework, detailing key leadership theories, including Transformational Leadership Theory, Transactional Leadership Theory, and Distributed Leadership Theory. This foundational context is essential for understanding the various approaches to leadership. The chapter then explores leadership styles specifically within educational settings, assessing their relevance and application. Following this, it delves into teachers' perceptions of these leadership styles, highlighting how these views influence educational dynamics. Together, these sections aim to establish a robust backdrop for the research, informing the subsequent investigation.

2.1 Theoretical Framework of the Study

In the context of this study, the theoretical framework aims to explore the perceptions of teachers regarding principal leadership styles in three private schools located in Gulele Sub city, Addis Ababa, Ethiopia. This section will outline the theories and concepts that will be used to frame the research and guide the analysis.

2.1.1. Transformational Leadership Theory

Transformational leadership theory provides a framework for understanding the impact of principals' leadership behaviors on teachers in private schools namely Amigonian , Saint Marry and Lazarist in Gulele Sub city, Addis Ababa, Ethiopia. This theory suggests that transformational leaders inspire and motivate their subordinates by articulating a compelling vision, providing intellectual stimulation, serving as role models, and offering individualized support (Datche, & Mukulu, 2015).

In the context of this study, the transformational leadership theory will be applied to investigate how teachers perceive the leadership styles of principals in the selected private schools (Barnett, 2005). The study will examine whether principals exhibit transformational

leadership behaviors such as inspiring and motivating teachers, fostering a positive school culture, and promoting professional development opportunities (Lucas, & Valentine, 2002). By exploring teachers' perceptions of these transformational leadership behaviors, the research aims to understand how these leadership styles influence teachers' job satisfaction, commitment, and instructional practices.

Teachers who perceive their principals as transformational leaders are likely to experience higher levels of job satisfaction. Transformational leaders have the ability to create a positive and supportive work environment, which can enhance teachers' job satisfaction by providing them with a sense of purpose, autonomy, and personal growth opportunities (Tesfaw, 2014). Teachers who are inspired and motivated by their principals are more likely to be satisfied with their work and committed to the school's mission and goals (Griffith, 2004).

Furthermore, transformational leadership can impact teachers' instructional practices. Principals who exhibit transformational leadership behaviors often encourage innovation and creativity among their teachers (Abdullah et al., 2018). They support professional development initiatives and provide resources and guidance that enable teachers to enhance their instructional strategies and improve student outcomes (McLaughlin, & Talbert, 2006). Teachers who perceive their principals as transformational leaders are more likely to engage in effective teaching practices, leading to improved student achievement (Day et al., 2016).

2.1.2 Transactional Leadership Theory

Transactional leadership theory, originally developed by James Burns, focuses on the exchange relationship between leaders and followers (Tavanti, 2008). This theory suggests that effective leaders establish clear expectations, reward desirable behaviors, and provide corrective feedback or consequences for substandard performance (MacKenzie et al., 2001).

In the context of this research, the transactional leadership theory will be relevant for understanding how teachers perceive the transactional aspects of principal leadership. The study will explore how principals set performance expectations, provide feedback, and offer rewards or recognition to teachers. By investigating teachers' perceptions of these transactional leadership

behaviors, the research aims to understand how these leadership styles influence teachers' motivation, compliance, and job performance.

Teachers who perceive their principals as transactional leaders may be motivated by clear performance expectations and the potential for rewards and recognition (Eyal, & Roth, 2011). Transactional leaders establish explicit goals and provide feedback on teachers' performance, which can enhance teachers' motivation to meet those expectations (Hamstra, et al., 2014). Moreover, transactional leaders often offer rewards or recognition for teachers' achievements, which can further boost motivation and job satisfaction (Nguni, et al., 2006).

However, it is important to note that transactional leadership alone may not foster long-term commitment or intrinsic motivation among teachers (Small, 2003). While transactional leadership behaviors can provide short-term motivational incentives, they may not fully engage teachers in their professional growth or create a positive work environment (Eğriboyun, 2019). Thus, the study will examine the interplay between transactional and transformational leadership behaviors to gain a more comprehensive understanding of how different leadership styles impact teachers' experiences and outcomes.

2.1.3 Distributed Leadership Theory

Distributed leadership theory suggests that leadership is not limited to a single individual but is distributed among various members within an organization. (Göksoy, 2015). This theory emphasizes shared decision-making, collaboration, and empowerment among individuals in leadership positions (Hulpia, & Devos, 2010).

In the context of this study, the distributed leadership theory will be relevant for exploring the extent to which teachers perceive shared decision-making processes within the school leadership structure. The research will investigate whether principals involve teachers in decision-making, encourage their input, and create opportunities for collaboration and professional growth. By examining teachers' perceptions of distributed leadership practices, the study aims to understand how these practices relate to teachers' job satisfaction, sense of empowerment, and commitment to the school.

Teachers who perceive a culture of distributed leadership in their schools are more likely to feel valued and empowered. When principals involve teachers in decision-making processes and seek their input, it fosters a sense of ownership and shared responsibility for the school's success (Louis, et al., 2009). This participatory approach to leadership can enhance teachers' job satisfaction and commitment by making them feel heard, respected, and engaged in shaping the school's direction (Lambersky, 2016).

Additionally, distributed leadership practices can promote collaboration and professional growth among teachers. When principals create opportunities for teachers to work together, share expertise, and engage in collaborative problem-solving, it enhances the overall professional development culture of the school (DeMatthews, 2014). Teachers who perceive their principals as promoting distributed leadership are more likely to feel supported in their professional growth, leading to increased job satisfaction and commitment (Hulpia, et al., 2009).

The theoretical framework outlined above provides a comprehensive lens through which to examine teachers' perceptions of principal leadership styles in three private schoolsnamely Amigonian , Saint Marry and Lazarist in Gulele Sub city, Addis Ababa, Ethiopia. The integration of transformational leadership theory, transactional leadership theory, distributed leadership theory, will enable a deeper understanding of the factors that influence teachers' perceptions and experiences within the school leadership context. By employing these theoretical perspectives, the study aims to contribute to the existing body of knowledge on educational leadership and provide valuable insights for school administrators, policymakers, and researchers in Ethiopia and beyond. Below in table 1 there is table summarizing the three leadership theories discussed:

Table 1: Summarizing the three leadership theories discussed

Theory	Description	Key Focus	Impact on Teachers
Transformational Leadership	This theory emphasizes leaders who inspire and motivate their subordinates by creating a compelling vision, providing intellectual stimulation, and offering support.	Leadership behaviors such as inspiration, motivation, and fostering a positive culture.	Higher job satisfaction, commitment, and improved instructional practices among teachers.
Transactional Leadership	Focuses on the exchange relationship between leaders and followers, where leaders set clear expectations, reward positive behaviors, and provide corrective feedback.	Performance expectations, feedback, and rewards for behavior.	Enhanced motivation and job performance through clear expectations and recognition, but may lack long-term commitment.
Distributed Leadership	Suggests that leadership is shared among various members within an organization, promoting collaboration and empowerment.	Shared decision-making and collaboration among staff.	Increased job satisfaction and commitment through a sense of ownership and involvement in school decisions.

2.2 Leadership Styles in Educational Settings

Leadership in educational settings plays a crucial role in shaping the environment and effectiveness of schools (Alzoraiki, et al., 2024). Various leadership styles influence teacher motivation, student achievement, and overall school climate (Ketrah, et al., 2023). This literature review examines key leadership styles prevalent in educational contexts, particularly focusing on transformational, transactional, and instructional leadership, as well as their implications for teachers' perceptions and experiences.

Transformational Leadership

Transformational leadership is characterized by the ability of leaders to inspire and motivate followers to exceed their own self-interest for the sake of the organization (Rasheed, 2024). This style fosters an environment of collaboration and innovation, which is especially important in educational settings (Angel, 2024).

In the context of private schools in Gulele Sub City, transformational leadership appears to be the dominant style. Research indicates that transformational leaders are effective in promoting a positive school culture, enhancing teacher job satisfaction, and improving student outcomes (Restiani, et al., 2024). These leaders often emphasize vision, communication, and personal development, encouraging teachers to take on leadership roles within their classrooms (Marni, et al., 2024). This approach is particularly impactful as it aligns with the high expectations of educational standards and fosters a sense of community, leading to increased motivation and commitment among teachers.

Transactional Leadership

In contrast, transactional leadership focuses on the exchanges that occur between leaders and followers. This style is based on a system of rewards and punishments to manage performance (Nurlina, 2022). While transactional leadership can lead to short-term improvements in performance, it may not foster long-term commitment or innovation among teachers (Yizhi, et al., 2023).

Studies show that while transactional leaders can effectively manage tasks and ensure compliance, they may struggle to inspire teachers or cultivate an engaging educational environment (Chukwukelu, 2023). In Gulele Sub City, teachers' perceptions of principals employing a transactional style may reflect feelings of dissatisfaction or a lack of motivation, as this approach tends to prioritize efficiency over collaboration. Thus, transactional leadership may negatively impact teacher motivation and instructional practices, ultimately affecting student outcomes.

Instructional Leadership

Instructional leadership emphasizes the leader's role in fostering a strong focus on teaching and learning. This style involves setting clear goals, providing instructional support, and promoting professional development (Naz, & Rashid, 2021). Research indicates that effective instructional leadership is linked to improved student learning outcomes and teacher effectiveness (Bellibaş, et al., 2021).

Instructional leadership also plays a significant role in enhancing teacher motivation and instructional practices. In private schools, where educational standards and parental expectations may be high, instructional leadership can create a supportive environment for teachers. Principals who engage in instructional leadership often encourage shared decision-making and collaboration among staff, leading to greater teacher empowerment and satisfaction (Kilag, & Sasan, 2023). This collaborative approach not only boosts teacher morale but directly impacts student outcomes by promoting high-quality instructional practices.

Distributed Leadership

Distributed leadership recognizes that leadership is not solely the responsibility of one individual but can be shared among various stakeholders within the school community. This approach encourages collaboration and collective responsibility for decision-making and school improvement (Nadeem, 2024). Research shows that distributed leadership can enhance teacher morale and foster a sense of ownership among staff (Bonkowski, 2024). In Gulele Sub City, principals who adopt a distributed leadership model may create a more inclusive environment, leading to positive perceptions among teachers and a stronger commitment to school goals.

In summary, while all styles have their merits, transformational and instructional leadership are particularly impactful in private schools, significantly influencing teacher motivation, instructional practices, and ultimately student outcomes.

2.3 Teachers' Perception of Leadership Styles

Teachers' perceptions of leadership styles play a crucial role in shaping their experiences, job satisfaction, and overall effectiveness in the classroom (Panagopoulos, et al., 2023). Understanding these perceptions can provide valuable insights into how leadership approaches impact the school environment (Osei-Owusu, 2023).

Teachers generally have positive perceptions of transformational leadership. This style is characterized by leaders who inspire and motivate their staff, fostering an environment of collaboration and professional growth (Alzoraiki, et al., 2024). Research indicates that teachers appreciate transformational leaders for their supportive nature and focus on developing a shared vision (Yu, &Jang, 2024). Teachers often feel valued and empowered under transformational leaders, leading to increased job satisfaction and commitment to school initiatives (Kilag, et al, 2023).

In contrast, teachers often perceive transactional leadership negatively. This style relies on a system of rewards and punishments, which can lead to compliance but may not foster engagement or innovation (Chukwukelu, 2023). Teachers report feeling undervalued under transactional leadership, as it emphasizes control and adherence to protocols over collaboration (Boyd, 2024). This perception can result in dissatisfaction and disengagement, negatively impacting teacher morale and instructional effectiveness (Chukwukelu, 2023). Teachers typically view instructional leadership positively, recognizing its focus on improving teaching and learning. Instructional leaders are perceived as supportive when they engage in classroom observations, provide constructive feedback, and facilitate professional development (Arnold, 2020). When teachers feel supported in implementing effective instructional practices, their sense of efficacy increases, leading to greater job satisfaction and commitment to student success (Liu, et al., 2021).

Teachers often favor distributed leadership, which promotes shared responsibility and collaboration among staff. This approach empowers teachers to take on leadership roles and actively participate in decision-making (Kılınç, et al., 2023). Research indicates that when

schools practice distributed leadership, teachers report higher levels of job satisfaction and a greater sense of ownership over their work (Liu, & Watson, 2023). This perception fosters a collaborative culture, enhancing morale and commitment to school goals.

Teachers' perceptions of leadership styles are influenced by cultural and contextual factors. Different educational systems and cultural backgrounds shape how teachers interpret and respond to various leadership approaches (Veletić, et al., 2023). Leaders who understand the cultural dynamics of their school community are more likely to foster positive perceptions and successful outcomes (Leithwood, 2021).

2.4 Chapter Summary

This chapter has provided a thorough review of the related literature, laying a critical foundation for the research by examining existing theories and studies relevant to educational leadership. It commenced with an exploration of the theoretical framework, detailing key leadership theories that serve as the backbone of the investigation. The discussion included Transformational Leadership Theory, which emphasizes the role of leaders in inspiring and motivating their followers; Transactional Leadership Theory, which focuses on the exchanges between leaders and followers; and Distributed Leadership Theory, which highlights the collaborative nature of leadership within educational contexts. By outlining these theories, the chapter established a comprehensive understanding of the diverse approaches to leadership that inform the study.

The chapter then shifted to an examination of leadership styles specifically within educational settings. It assessed the relevance and application of these styles in fostering effective teaching and learning environments. This section emphasized the importance of aligning leadership practices with the unique challenges faced by educators in private schools, thereby contextualizing the theoretical insights within real-world scenarios.

Following this, the chapter delved into teachers' perceptions of principal leadership styles, providing valuable insights into how these views shape educational dynamics. It highlighted the critical role that teachers play in interpreting and responding to leadership

practices, reinforcing the idea that effective leadership extends beyond the actions of principals to encompass the perceptions and experiences of educators. This exploration illustrated how teachers' attitudes toward leadership can influence their engagement, satisfaction, and ultimately, student outcomes.

Collectively, these sections aimed to establish a robust backdrop for the research, ensuring that the investigation is grounded in a thorough understanding of existing literature. By synthesizing theoretical insights with practical applications and teacher perceptions, the chapter not only informs the subsequent investigation but also highlights the interconnectedness of leadership styles and educational effectiveness. This comprehensive review sets the stage for a more nuanced exploration of the research questions in the following chapters, ensuring that the study is well-informed and contextually relevant.

CHAPTER THREE

RESEARCH METHODOLOGY

Chapter Three outlines the research methodology employed in this study, detailing the systematic approach taken to investigate the research problem. It begins with a description of the research design, specifying the framework guiding the study's execution. Next, the chapter addresses the sampling technique and sample size, explaining how participants were selected to ensure representativeness and reliability. The data collection methods are then outlined, detailing the tools and processes used to gather pertinent information. Following this, the data analysis techniques are described, elucidating how the collected data will be processed and interpreted. Finally, ethical considerations are discussed, emphasizing the importance of maintaining integrity and respect for participants throughout the research process. This chapter provides a clear roadmap for the methodological rigor underpinning the study.

3.1 Research Design

The research design for the study was grounded in a mixed-methods approach. This design was chosen to provide a comprehensive understanding of teachers' perceptions by integrating both quantitative and qualitative data.

The quantitative component involved the use of a structured survey, which allowed for the collection of data from a larger sample of teachers. This approach facilitated the assessment of perceptions regarding various leadership styles enabling statistical analysis to identify trends and relationships. The use of Likert-scale items provided measurable data on teachers' job satisfaction and engagement, essential for drawing meaningful conclusions about the impact of leadership styles on their professional experiences.

Complementing the quantitative data, the qualitative component included semi-structured interviews. This method allowed for in-depth exploration of individual teachers' experiences and perceptions, providing richer context and insight into the quantitative findings. The semi-

structured format offered flexibility for participants to express their thoughts, share specific examples, and elaborate on their experiences, thereby capturing the nuances of their perceptions.

The combination of these methods not only enhanced the validity and reliability of the findings through triangulation but also allowed for a more holistic understanding of the research topic. By addressing both the breadth of perceptions through surveys and the depth of individual experiences through interviews, the design effectively illuminated the complexities of teachers' perceptions of principal leadership styles in the unique context of private schools in Gulele Sub City.

3.2 Sources of Data

The sources of data for this study were primarily teachers from three selected private schoolsnamely Amigonian , Saint Marry and Lazarist, comprising a total of 400 teachers. Quantitative data were collected through surveys administered to 200 teachers, ensuring a broad spectrum of responses regarding their perceptions of principal leadership styles, job satisfaction, and engagement levels. For the qualitative component, semi-structured interviews were conducted with 24 teachers, selected using stratified sampling to reflect various demographics, including gender, years of teaching experience, and educational background. This dual approach allowed for a rich collection of data from teachers directly involved in the educational environment, providing valuable insights into their experiences and perceptions of leadership within their schools.

3.3 Sampling Technique and Sample Size

In the study, a combination of purposive and stratified sampling techniques was employed to select participants for both the survey and interviews. Purposive sampling was used to target specific teachers based on predetermined criteria, such as their teaching experience, subject area, and involvement in school activities. This approach ensured that the sample included individuals who could provide meaningful insights into the research topic, particularly regarding perceptions of principal leadership styles. By focusing on teachers with relevant

experiences and backgrounds, the study aimed to gather rich, context-specific data that would enhance the overall quality and relevance of the findings.

For the quantitative component, a total of 200 respondents participated in the survey. This sample size was determined to ensure a robust representation of teachers across the three selected private schools, allowing for meaningful statistical analysis. The purposive sampling technique was used to target teachers based on specific criteria, such as their teaching experience, subject area, and involvement in school activities, ensuring a diverse and representative sample.

For the qualitative component, 24 teachers were selected for semi-structured interviews. This selection was made through a stratified sampling approach, where participants were chosen to reflect various demographics, including gender, years of teaching experience, and educational background. This strategy aimed to capture a wide range of perspectives on principal leadership styles, enriching the data collected from the interviews.

Overall, the combination of a larger sample for the survey and a smaller, more focused sample for the interviews facilitated a comprehensive understanding of teachers' perceptions, allowing for both breadth and depth in the research findings.

3.4 Data collection methods

In the current study two primary data collection methods were utilized: surveys and semi-structured interviews.

Surveys : A structured questionnaire was developed to collect quantitative data from teachers. The survey included demographic questions and Likert-scale items designed to measure perceptions of principal leadership styles as well as teachers' job satisfaction and engagement levels. Surveys were distributed to a total of 200 teachers across the three selected private schools namely Amigonian , Saint Marry and Lazarist. Participants completed the surveys either online or in paper format during scheduled staff meetings, ensuring anonymity and confidentiality.

Semi-Structured Interviews: To complement the quantitative data, semi-structured interviews were conducted with 24 selected teachers. This qualitative method allowed for in-depth exploration of individual experiences and perceptions related to principal leadership styles. The interviews were guided by a set of open-ended questions, which encouraged participants to share specific examples and elaborate on their thoughts. Interviews were conducted face-to-face or via video conferencing, lasting approximately 30 to 45 minutes each. All interviews were audio-recorded, with participants' consent, and subsequently transcribed for analysis. Together, these data collection methods facilitated a comprehensive understanding of teachers' perceptions, combining broad quantitative insights with rich qualitative narratives.

Instrument Validity and Reliability

The validity and reliability of the survey instrument used in this study were confirmed. A 5-point Likert scale with an open-ended response format was utilized. Content validity was evaluated through expert reviews, where a panel of knowledgeable educators and researchers assessed the relevance and clarity of each survey question in relation to the constructs being measured. Their feedback helped refine the instrument to ensure that it accurately captured the intended dimensions. Furthermore, the reliability of the instrument was analyzed using internal consistency methods, particularly concentrating on the four proposed measures of internationalization: curriculum internationalization, faculty engagement in international activities, student mobility programs, and partnerships with international institutions. On top of it, a pilot test was done at Future Hopes and Kelemwork Schools and the data was valid and reliable enough. These measures were selected to comprehensively assess the various aspects of internationalization within the educational context.

Table 2: The Reliability of the Scales

<i>Instrument</i>	<i>Cronbach's Alpha</i>	<i>Number of Items</i>	<i>Acceptability</i>
Leadership Style	0.893	7	Acceptable
Perception	0.875	7	Acceptable
Impact	0.903	16	Acceptable

All three variables showed Cronbach's Alpha values greater than 0.7 (specifically, 0.893, 0.875, and 0.903), as shown in Table 2 above. These results indicate that the instrument has acceptable internal consistency.

3.5 Data Analysis Techniques

In this study a combination of quantitative and qualitative data analysis techniques was utilized to effectively interpret the collected data.

Quantitative Data Analysis

For the quantitative component, data from the surveys were analyzed using statistical software, such as SPSS. The analysis involved **descriptive statistics**. This included calculating means, standard deviations, and frequency distributions to summarize the demographic information and perceptions of leadership styles among the 200 respondents.

Qualitative Data Analysis

The interviews were conducted face-to-face, facilitated by the school directors, who helped coordinate the logistics and ensure participant availability. I used a voice recorder to capture the conversations, allowing for accurate transcription and analysis of the responses. This approach ensured that the nuances of participants' experiences and perceptions regarding principal leadership styles were thoroughly documented. The combination of direct interaction and audio recording provided a rich source of qualitative data for the study. For the qualitative component, thematic analysis was employed to analyze the data obtained from the semi-structured interviews with 24 teachers. The analysis proceeded through several stages:

1. Transcription: All interviews were transcribed verbatim to capture participants' responses accurately.

2. Familiarization: The researcher reviewed the transcripts multiple times to become deeply familiar with the data.

3. Coding: Initial codes were generated based on significant statements and themes that emerged from the data, focusing on teachers' perceptions of leadership styles.

4. Theme Development: The codes were grouped into broader themes that reflected the overarching perceptions and experiences of teachers regarding principal leadership styles.

5. Interpretation: Finally, the themes were interpreted in relation to the research questions, providing insights into how leadership styles affected teachers' job satisfaction and engagement.

By employing these data analysis techniques, the study was able to present a comprehensive view of teachers' perceptions, integrating both quantitative findings and qualitative insights.

3.6 Ethical considerations

In the current study several ethical considerations were taken into account to ensure the integrity of the research process and the protection of participants' rights. The following key ethical principles were adhered to:

Informed Consent: Participants were fully informed about the purpose of the study, the nature of their involvement, and the potential risks and benefits associated with their participation. The content of the written informed consent included details about the study's objectives, the procedures involved, assurances of confidentiality, and information on their right to withdraw at any time without penalty. All participants were required to sign the informed consent form before their involvement in the survey and interviews. This process ensured that they clearly understood their rights and the voluntary nature of their participation.

Confidentiality and Anonymity: To protect participants' privacy, all data collected from surveys and interviews were kept confidential. Identifying information was removed from the data set, and responses were anonymized in reporting. Participants were informed that their individual responses would not be disclosed, ensuring that their identities remained confidential.

Right to Withdraw: Participants were informed of their right to withdraw from the study at any point without any negative consequences. This ensured that their participation was genuinely voluntary and that they felt comfortable throughout the research process.

Respect for Participants: Participants were treated with respect throughout the research process. They were encouraged to express their thoughts and opinions freely during interviews, and the researcher maintained a non-judgmental and supportive attitude.

Use of Data: The data collected from participants were used solely for academic and research purposes. Participants were informed about how the findings would be disseminated, ensuring transparency regarding the use of their contributions.

By adhering to these ethical considerations, the study aimed to uphold the dignity and rights of all participants while contributing valuable insights into teachers' perceptions of principal leadership styles.

3.7 Chapter Summary

Chapter Three has delineated the research methodology employed in this study, presenting a systematic approach to investigating the research problem. It began by outlining the research design, which specifies the framework that guides the execution of the study. This section clarified the overall structure of the research, ensuring a coherent alignment with the objectives and questions established in earlier chapters.

The chapter then addressed the sampling technique and sample size, providing a detailed explanation of how participants were selected. It emphasized the importance of ensuring representativeness and reliability in the sample, which is crucial for the validity of the research findings. By outlining the criteria and processes for participant selection, the chapter underscored the rigor applied in obtaining a diverse and relevant sample that reflects the target population.

Next, the data collection methods were meticulously outlined, detailing the tools and processes utilized to gather pertinent information. This included a discussion of both quantitative and qualitative data collection strategies, ensuring a comprehensive approach to capturing the

multifaceted nature of the research questions. The chapter detailed the steps taken to ensure the reliability and validity of the data collected, thereby reinforcing the study's methodological robustness.

Following the data collection methods, the chapter described the data analysis techniques that would be employed to process and interpret the collected data. This section elucidated how qualitative and quantitative data would be analyzed, ensuring a thorough examination of the findings in relation to the established research questions. By explaining the analytical processes, the chapter provided insight into how the data would contribute to answering the study's objectives.

Finally, the chapter addressed ethical considerations, emphasizing the importance of maintaining integrity and respect for all participants throughout the research process. This section outlined the measures taken to ensure confidentiality, informed consent, and the overall ethical treatment of participants, which are critical for conducting responsible research.

Overall, this chapter has provided a clear roadmap for the methodological rigor underpinning the study. By detailing each component of the research methodology, it has established a solid foundation for the subsequent analysis and discussion of findings, ensuring that the investigation is both systematic and ethically sound. The insights garnered from this chapter will be essential in guiding the interpretation of results and ensuring the overall credibility of the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents the analysis and discussion of the research results, offering insights derived from both quantitative and qualitative data. It begins with an overview of the characteristics of quantitative respondents, providing demographic and contextual information that frames the data collected. This is followed by a detailed examination of the characteristics of qualitative respondents, highlighting their perspectives and experiences. The chapter then delves into the findings, focusing on the leadership styles of principals in private schools and teachers' perceptions of these leadership styles. Through a careful analysis of the data, this chapter aims to elucidate the relationships between leadership practices and teachers' views, fostering a deeper understanding of the dynamics within private educational institutions. The discussion integrates these findings with the theoretical framework established in earlier chapters, providing a comprehensive interpretation of the results.

4.1 Characteristics of Quantitative Respondents

Table 3. Characteristics of Quantitative Respondents by Age and Sex

No	Items		Results	
			No	Percent
1	Age	a) Below 21	0	0%
		b) 22-30	100	50%
		c) 31-40	46	23%
		d) 41-50	14	7%
		e) ≥ 50	40	20%
		Total	200	100%
2	Sex	Male	134	67%
		Female	66	33%
		Total	200	100%

According to Table 3, Item 1, a significant portion of the respondents (50%) fell within a reasonable age range, primarily between 22 and 30 years old. Additionally, 23 respondents (23%) were aged 31 to 40, while 7 were aged 41 to 50. Moreover, 20 respondents (20%) were older than 50. This suggests that the staff's maturity could positively influence effective school management. Regarding gender distribution, males constituted 67% of the respondents, while female representation at 33% was deemed insufficient. Consequently, males were the predominant respondents in the study's sample schools, with private school employees being predominantly male as well.

Table 4. Respondents Qualification

No	Items		Result	
			No	Percentage
1	Qualification	Certificate	0	0%
		Diploma	28	14%
		BA/ BSC	142	71%
		MA/MSC	30	15%
		PhD	0	0%
		Total	100	100%

As shown in Table 4, Item 1, 14% of respondents hold a diploma, 71% have a BA/BSc, and 15% possess an MA/MSc degree. This analysis indicates that there are more BA/BSc degree holders in the selected private schools compared to those with diplomas and master's degrees. Additionally, all study participants are professionally trained. Given this distribution of qualifications, the participants are likely able to provide valuable insights within their respective contexts.

Table 4. Work Experience of Quantitative Respondents

No	Items		Result	
			No	Percentage
1	Work Experience	a) Below5	74	37 %
		b) 6-10 years	46	23 %
		c) 11-15 years	24	12 %
		d) 16-20 years	16	8 %
		e) Above20 years	40	20 %
		Total	200	100%

Table 5 indicates that 37 respondents (37%) have served for less than five years, 23 (23%) for six to ten years, 12 (12%) for eleven to fifteen years, 8 (8%) for sixteen to twenty years, and 20 (20%) for more than twenty years. Notably, 20% of respondents have been at the school for over 20 years. This implies that the majority, 60%, have worked for 1-10 years, while 20% have between ten and twenty years of experience. Overall, 80% of the teaching staff surveyed have less than 20 years of experience, which may suggest that many teachers do not remain in the profession long-term, possibly seeking higher salaries in other private or government positions.

4.2 Characteristics of Qualitative Respondents

Table 5. Characteristics of Qualitative Respondents

Age	a) Below 21	0	Sex	Male	16	Qualification	Certificate	0
	b) 22-30	4		Female	8		Diploma	6
	c) 31-40	6		Total	24		BA/ BSC	9
	d) 41-50	8					MA/MSC	9
	e) ≥ 50	6					PhD	0
	Total	24					Total	24

The qualitative analysis of respondents on table 6 above in the study on teachers' perceptions of principal leadership styles reveals a diverse group, with no participants below 21 years of age and a majority aged between 31 and 50 years, highlighting their relative experience. Gender distribution shows a predominance of males (66.67%) over females (33.33%), indicating a potential gender imbalance within the teaching staff. Educational qualifications are notably high, with 75% of respondents holding at least a BA/BSc or MA/MSc, and no participants possessing only a certificate or PhD. This combination of mature, experienced, and well-educated respondents suggests that the insights gathered will provide a comprehensive understanding of leadership perceptions in the private schools located in Gulele Sub City.

4.3 Findings

Leadership Styles of Principals in Private Schools

RQ1: What are the different leadership styles exhibited by principals in the selected private schools?

No	Items	N	Mean	SD
1	The principal inspires and motivates teachers to achieve their best.	200	3.95	1.120
2	The principal provides clear rewards and punishments based on teacher performance.	200	4.21	.944
3	The principal encourages teacher participation in decision-making processes.	200	4.26	1.019
4	The principal makes decisions independently without seeking input from teachers.	200	4.02	.972
5	The principal prioritizes the needs and development of teachers above all else.	200	4.16	.969
6	The principal allows teachers to make their own decisions and provides minimal supervision.	200	4.20	.992
7	The principal possesses a strong personality that energizes and influences teachers.	200	3.85	.912
Overall Average		200	4.09	0.99

Table 6. *Different leadership styles exhibited by principals at private schools*

Transformational Leadership

According to Table 7, item number 1 states that "*the principal inspires and motivates teachers to achieve their best*," with a mean value of 3.95 and a standard deviation of 1.120. This finding indicates a generally positive perception among teachers regarding the principal's ability to inspire and motivate them. The mean value suggests that teachers collectively feel a strong sense of encouragement from their principal. However, the standard deviation indicates some variability in responses, highlighting that while many teachers feel motivated, others may have different experiences.

From the perspective of Transformational Leadership Theory, this finding aligns with key characteristics of transformational leaders. The high mean score of 3.95 reflects the principal's effectiveness in articulating a vision that resonates with the teachers, fostering a motivated teaching staff. The standard deviation of 1.120 points to variability among teachers' perceptions, suggesting that while many feel inspired, some may not receive the necessary support or attention. This indicates a need for the principal to ensure that all teachers feel recognized and valued for their individual contributions.

The principal likely encourages teachers to innovate and pursue professional development, which is essential for motivation. This aspect of transformational leadership creates a culture where teachers feel empowered to explore new ideas and approaches in their teaching practices.

To provide qualitative context, a notable interview response from a teacher with code number of 7 is "*The principal often organizes motivational workshops that focus not just on teaching techniques but also on personal development. I feel more confident and passionate about my role because of this support.*" This response resonates with the mean value of 3.95, illustrating how the principal's initiatives contribute to teacher motivation and emphasizing the importance of personal development.

Overall, the finding is strongly supported by transformational leadership theory. The high mean indicates a positive general perception, while the standard deviation reveals areas that may

need attention to ensure all teachers feel equally supported. The qualitative insight from the interview reinforces the quantitative data, showcasing the principal's impact on teacher motivation and engagement. Further exploration could identify specific strategies the principal uses to enhance motivation across the diverse experiences of teachers in the three private schools in Gulele Sub City, Addis Ababa, Ethiopia.

Transactional Leadership

The finding in the above table 7 item 2 indicates that "*the principal provides clear rewards and punishments based on teacher performance*" has a mean value of 4.21 and a standard deviation of 0.944. This suggests that teachers generally perceive the principal's approach to performance management positively. The high mean indicates that many teachers feel that the rewards and consequences related to their performance are well-defined and fair.

From the perspective of Transactional Leadership Theory, this finding highlights the importance of clear expectations and accountability in motivating teachers. Transactional leaders focus on structured policies and procedures, utilizing rewards and punishments as tools to encourage desired behaviors. A mean score of 4.21 reflects the principal's effectiveness in establishing a system that incentivizes performance through tangible rewards while also outlining consequences for underperformance.

The standard deviation of 0.944 indicates consistency in responses, suggesting that most teachers agree on the clarity of the principal's approach to rewards and punishments. However, the presence of some variability points to the possibility that a few teachers may have differing views, indicating areas where communication or implementation might be improved.

One interviewee with code number of 3 isalso said "*The principal is very clear about what is expected from us and how we will be rewarded for our hard work. It motivates me to put in extra effort.*" This aligns with the mean value of 4.21, reinforcing the idea that a structured system of rewards and consequences can effectively motivate teachers.

In summary, the finding that the principal provides clear rewards and punishments based on teacher performance is well-supported by Transactional Leadership Theory. The high mean indicates a positive perception of the principal's system, while the relatively low standard deviation suggests a shared understanding among teachers. The qualitative insight further illustrates how these practices can motivate teachers and enhance their performance in the classroom.

Democratic Leadership

The finding from Table 7, item number 3, states that "*the principal encourages teacher participation in decision-making processes,*" with a mean value of 4.26 and a standard deviation of 1.019. This indicates that teachers generally view the principal's approach to collaborative decision-making positively. The high mean suggests that many teachers feel their input is valued and that they are actively involved in shaping school policies and practices.

From the perspective of Democratic Leadership Theory, this finding aligns well with its core principles. Democratic leaders prioritize collaboration and seek input from team members, fostering an inclusive environment. By encouraging teacher participation, the principal not only empowers educators but also enhances their sense of ownership and commitment to the school's goals.

The standard deviation of 1.019 indicates some variability in responses, suggesting that while many teachers feel included, some may not perceive the same level of involvement. This variability points to potential areas for improvement in how decisions are communicated and how teachers are engaged in the process.

Among the interviewees, one with code number of 15 stated: "*I appreciate that our principal asks for our opinions on important decisions. It makes me feel like I'm part of the team.*" This aligns with the mean value of 4.26 and reinforces the idea that teacher participation can enhance their commitment and motivation.

Generally, the finding from Table 7, item number 3, that the principal encourages teacher participation in decision-making processes reflects a positive perception among teachers, supported by Democratic Leadership Theory. The high mean suggests effective engagement strategies, while the standard deviation indicates some differences in experiences. This practice fosters a collaborative environment, enhancing teacher motivation and investment in the school's success.

Autocratic Leadership

The finding from Table 7, item number 4, states that "*the principal makes decisions independently without seeking input from teachers,*" with a mean value of 4.02 and a standard deviation of 0.972. This indicates that teachers generally perceive the principal's decision-making style as somewhat autocratic. The mean value suggests a recognition of the principal's authority, but also implies that many teachers feel their input is not solicited in the decision-making process.

From the perspective of Autocratic Leadership Theory, this finding aligns well with the characteristics of an autocratic leader, who typically makes decisions independently and expects compliance from subordinates. The average score of 4.02 indicates that while teachers may accept the principal's authority, they may also experience a disconnect due to the lack of collaborative engagement.

The standard deviation of 0.972 reveals a relatively consistent perception among teachers, suggesting that most share a similar view of the principal's approach. However, some variability indicates that a minority of teachers may wish for more opportunities to contribute their insights.

Among the interviewees, with code number of 20 stated: "*I understand that the principal has a lot of responsibilities, but sometimes it feels like our opinions don't matter when decisions are made.*" This comment reflects the mean value of 4.02 and underscores concerns about the lack of teacher involvement in decision-making.

In summary, the finding from Table 7, item number 4, highlights that the principal's independent decision-making style aligns with Autocratic Leadership Theory. The mean score suggests a level of acceptance of this approach among teachers, but the standard deviation indicates some differences in perceptions. This autocratic style may lead to feelings of exclusion among staff, potentially affecting morale and engagement.

Servant Leadership

The finding from Table 7, item number 5, states that "*the principal prioritizes the needs and development of teachers above all else,*" with a mean value of 4.16 and a standard deviation of 0.969. This indicates that teachers generally perceive the principal as committed to their professional growth and well-being. The high mean suggests a strong alignment with the principles of Servant Leadership, which emphasizes the leader's role in serving the needs of their team.

From the perspective of Servant Leadership Theory, this finding reflects a leader who seeks to empower and support teachers, recognizing that their development is crucial to the overall success of the school. By prioritizing teachers' needs, the principal fosters a positive and nurturing environment that promotes collaboration, trust, and motivation among staff.

The standard deviation of 0.969 indicates that responses were relatively consistent, suggesting that most teachers share a similar appreciation for the principal's supportive approach. However, the slight variability indicates that there may still be some differences in how individual teachers perceive the level of support they receive.

Among the interviewees, with code number of 2 is stated: "*I really feel that our principal cares about our growth as educators. It makes me want to do my best.*" This aligns with the mean value of 4.16 and highlights the positive impact of prioritizing teacher development.

All in all, the finding from Table 7, item number 5, indicates that the principal's focus on the needs and development of teachers aligns well with Servant Leadership Theory. The high mean suggests effective support strategies, while the standard deviation reflects some variability

in individual experiences. This approach not only enhances teacher morale and engagement but also contributes to a thriving school environment.

Laissez-faire Leadership

The finding from Table 7, item number 6, states that "*the principal allows teachers to make their own decisions and provides minimal supervision,*" with a mean value of 4.20 and a standard deviation of 0.992. This suggests that teachers perceive the principal's leadership style as largely aligned with Laissez-faire Leadership. The high mean indicates that many teachers appreciate the autonomy provided to them, suggesting a strong sense of trust and confidence in their professional judgment.

From the perspective of Laissez-faire Leadership Theory, this finding reflects a hands-off approach where the principal grants significant freedom to teachers in their decision-making processes. Such autonomy can foster creativity and initiative among educators, enabling them to tailor their teaching methods to meet the unique needs of their students. However, it can also pose challenges if teachers require more guidance or structured support.

The standard deviation of 0.992 indicates that while most teachers feel comfortable with the level of autonomy, there is some variability in their perceptions. This suggests that a few teachers may feel uncertain or unsupported due to the minimal supervision.

Among the interviewees from three private schools in Gulele Sub City, Addis Ababa, one teacher with code number of 8 elaborated: "*I really value the independence we have in our classrooms. It allows me to tailor my teaching to my students' needs. However, sometimes I wonder if I could benefit from a bit more guidance, especially when tackling new curriculum changes. While I appreciate the trust the principal places in us, a little more support could enhance our effectiveness.*" This response highlights the positive aspects of a Laissez-faire approach while also acknowledging the potential need for additional support.

All in all, the finding from Table 7, item number 6, indicates that the principal's leadership style, characterized by granting teachers autonomy and providing minimal

supervision, aligns with Laissez-faire Leadership Theory. The high mean suggests that this approach is generally well-received among teachers in the three private schools in Gulele Sub City, Addis Ababa. However, the standard deviation reflects some differences in individual experiences, underscoring the importance of balancing autonomy with adequate support to enhance overall teaching effectiveness.

Charismatic Leadership

The finding from Table 7, item number 7, states that "*the principal possesses a strong personality that energizes and influences teachers,*" with a mean value of 3.85 and a standard deviation of 0.912. This suggests that teachers generally perceive the principal as having a notable presence and ability to motivate them, though the mean indicates a somewhat moderate level of agreement.

From the perspective of Charismatic Leadership Theory, this finding aligns with the characteristics of a charismatic leader who inspires and energizes others through their personality and vision. A mean score of 3.85 indicates that while many teachers recognize the principal's influence, there may be some variability in how strongly they feel this impact.

The standard deviation of 0.912 suggests that while most teachers appreciate the principal's strong personality, there are differences in individual perceptions. Some teachers may feel more inspired and motivated than others, pointing to the subjective nature of charisma and its effects.

Among the interviewees from three private schools in Gulele Sub City, Addis Ababa, one teacher with code number of 2 is noted: "*Our principal has a way of engaging us that really lifts our spirits. When they speak, it feels like we can achieve anything. However, there are times when I wish this energy was more consistently channeled into specific initiatives or support.*" This reflects the mean value of 3.85 and highlights both the positive influence of the principal's charisma and a desire for more structured guidance.

Overall, the finding from Table 7, item number 7, indicates that the principal's strong personality, which energizes and influences teachers, aligns with Charismatic Leadership Theory. The mean score suggests a recognized yet moderate impact on teacher motivation, while the standard deviation indicates variability in individual experiences. This dynamic can enhance teacher engagement, but there may be opportunities to channel that energy into more focused initiatives to further support staff development and performance.

Overall finding

The overall findings from Table 7 indicate a mean score of 4.09 with a standard deviation of 0.99, reflecting a generally positive perception of the principal's leadership styles among teachers in the three private schools in Gulele Sub City, Addis Ababa. This suggests that the principal employs a mixed approach incorporating Transformational, Transactional, Democratic, Autocratic, Servant, Laissez-faire, and Charismatic Leadership.

Teachers feel inspired and motivated, indicating effective elements of Transformational Leadership that foster growth and innovation. They also appreciate clear expectations and accountability, hinting at aspects of Transactional Leadership. The high score suggests that teachers feel their opinions are valued, indicative of a Democratic Leadership style that promotes collaboration. However, some Autocratic elements may leave certain teachers feeling excluded from decision-making processes.

The focus on prioritizing teachers' needs aligns with Servant Leadership, enhancing trust and morale. Additionally, the allowance for autonomy in decision-making points to a Laissez-faire approach, which encourages creativity but may lead to some teachers seeking more guidance. Charismatic Leadership is also evident, as the principal's ability to energize and influence teachers contributes positively to motivation and engagement.

Importantly, the interview results corroborate these quantitative findings. Interviewees with code number of 16 expressed similar sentiments, noting that the principal's strong personality and supportive nature positively impact their work environment. One teacher

mentioned, "*The principal motivates us to be our best, and we feel our input is valued,*" reflecting the mixed leadership styles observed in the survey results.

Generally, the findings from Table 7 and the qualitative interview results together indicate that the principal effectively blends various leadership styles to create a supportive and dynamic educational environment. However, the variability in responses suggests areas for improvement in inclusivity and guidance to ensure that all teachers feel supported and engaged.

Teachers' Perceptions of Principal Leadership Styles In Private Schools

RQ2: *How do teachers perceive the leadership styles of principals in the selected private schools?*

Table 7. *Teachers' Perceptions of Principal Leadership Styles in Private Schools*

No	Items	N	Mean	SD
1	I believe the principal's leadership style is effective in fostering a positive school environment.	200	4.01	.935
2	The principal's leadership style adequately supports teachers in their professional development.	200	4.01	1.139
3	The principal communicates expectations clearly and effectively to the teaching staff.	200	3.73	1.251
4	The principal is open to receiving and acting on feedback from teachers regarding their leadership style.	200	4.03	1.027
5	I feel that the principal's leadership style fosters trust and respect among teachers.	200	4.30	1.037
6	The principal encourages collaboration and teamwork among teachers.	200	4.16	.990
7	The principal's leadership style positively influences my job satisfaction as a teacher.	200	4.19	1.077
Overall Average		200	4.06	1.06

Overall Effectiveness

The finding from Table 8, Item 1, reveals a mean score of 4.01 and a standard deviation of 0.935, indicating that teachers generally perceive the principal's leadership style as effective in fostering a positive school environment. This high mean suggests a strong consensus among teachers regarding the principal's effectiveness.

From the perspective of Transformational Leadership theory, this finding underscores the principal's ability to inspire and motivate teachers. Transformational leaders typically cultivate an environment where staff feel valued, engaged, and empowered to contribute to the school's vision. The principal's leadership likely incorporates elements such as clear communication, support for professional development, and a focus on building relationships, all of which are essential for promoting a positive school culture.

However, the standard deviation of 0.935 indicates some variability in responses. While many teachers feel positively about the principal's approach, the presence of differing perspectives suggests that not all faculty members may share this optimistic view. Some teachers might experience challenges that are not fully addressed by the principal's leadership style, which could affect their perception of its effectiveness.

An interview finding with code number of 10 is that resonates with this quantitative data is from one teacher who stated, *"The principal encourages us to share our ideas and take initiative, which makes me feel valued and part of a team."* This statement reflects the transformational leadership qualities that contribute to a positive environment. However, it also raises questions about whether all teachers feel similarly empowered or if some may feel overlooked.

Generally, while the data suggest a generally favorable perception of the principal's leadership style, the variability in responses indicates the need for further exploration of the experiences of all staff members. The effectiveness of transformational leadership hinges on inclusivity and the ability to engage every teacher, ensuring that the positive environment is experienced equitably throughout the school community.

Support for Teachers

The finding from Table 8, Item 2, indicates a mean score of 4.01 with a standard deviation of 1.139, suggesting that teachers perceive the principal's leadership style as generally effective in supporting their professional development. This high mean score reflects a strong belief among faculty members that the principal plays a crucial role in fostering their growth and enhancing their teaching practices.

From the lens of Transformational Leadership theory, this finding is significant. Transformational leaders are characterized by their commitment to the development of their followers. By prioritizing teachers' professional growth, the principal likely engages in practices such as providing mentoring, facilitating access to training opportunities, and encouraging collaborative learning among staff. These actions not only support individual professional development but also contribute to a collective improvement in teaching quality across the school.

However, the standard deviation of 1.139 indicates a wider dispersion of responses, suggesting that while many teachers feel supported, there are also notable concerns among others. This variability could point to discrepancies in how professional development opportunities are perceived or accessed, indicating that not all teachers may receive the same level of support. Some teachers might feel that their specific needs are not being addressed, which could impact their overall satisfaction and engagement.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 14 is noted, *“While I appreciate the training sessions, I sometimes feel they don’t relate to my specific teaching challenges.”* This statement highlights a potential gap between the principal’s intention to support professional development and the actual experiences of some teachers.

Thus, while the overall perception of the principal’s leadership in supporting professional development is positive, the variability in responses calls for a closer examination of the professional development initiatives. Ensuring that all teachers feel adequately supported

requires a tailored approach that considers the diverse needs of the faculty, enhancing the effectiveness of transformational leadership in practice.

Communication Style

The item "The principal communicates expectations clearly and effectively to the teaching staff" highlights a crucial aspect of leadership. Communication style is closely related to leadership style because it influences how leaders convey their vision, motivate their teams, and foster an open, collaborative environment. Effective communication is essential for establishing trust and clarity, which are key components of successful leadership. For instance, a transformational leader may use inspirational communication to engage and empower staff, while a transactional leader might focus on clear, directive communication to set specific goals and performance standards. Ultimately, the way a principal communicates can significantly impact the overall school climate and the effectiveness of their leadership.

Therefore, the finding from Table 8, Item 3, shows a mean score of 3.73 with a standard deviation of 1.251, indicating that while teachers generally perceive the principal's communication of expectations as effective, there is notable variability in their responses. This suggests that some teachers feel positively about the clarity and effectiveness of communication, while others may have concerns.

The mean score of 3.73 suggests a moderate level of agreement among teachers regarding the principal's ability to communicate expectations. This indicates that while many teachers may feel that they understand what is expected of them, there are still significant numbers who may not feel as confident. The relatively high standard deviation of 1.251 points to a wide range of perceptions, suggesting that some teachers experience clear communication, while others face challenges, leading to confusion or misalignment regarding expectations.

This variability might be influenced by various factors, such as the methods used for communication. For instance, if expectations are primarily communicated through written memos or infrequent meetings, some teachers might find it difficult to grasp the nuances of what is required. Additionally, differences in individual communication preferences may also play a

role; some teachers may prefer more direct and interactive forms of communication, such as face-to-face discussions, while others may be comfortable with less frequent updates.

An insightful interview finding reflects this issue. One teacher with code number of 4 is expressed, *“I often feel unclear about the specific goals for my classes. While I know the principal has a vision, the details often seem vague.”* This sentiment illustrates the disconnect between the principal’s communication style and some teachers’ needs for clearer, more detailed expectations. It highlights the importance of ensuring that all staff members receive consistent and comprehensive information to foster a shared understanding of goals.

Overall, while the mean score indicates a generally positive perception of the principal’s communication style, the significant variability suggests that improvements are needed. Focusing on more effective communication strategies, such as regular updates and interactive discussions, could help ensure that all teachers feel informed and aligned with the principal’s expectations. This adjustment could enhance overall clarity and support a more cohesive working environment.

Responsiveness to Feedback

The item “The principal is open to receiving and acting on feedback from teachers regarding their leadership style” underscores an important aspect of effective leadership. Responsiveness to feedback is closely related to leadership style because it reflects a leader’s willingness to adapt and improve based on the needs and perspectives of their team. Leaders who are receptive to feedback, such as transformational leaders, foster a culture of collaboration and trust, encouraging open dialogue and continuous improvement. In contrast, leaders who are less responsive may adhere strictly to their established approaches, potentially stifling innovation and disengagement among staff. Ultimately, a principal’s responsiveness to feedback can enhance their effectiveness and positively influence the school environment.

Therefore, the finding from Table 8, Item 4, reveals a mean score of 4.03 with a standard deviation of 1.027, indicating that teachers generally perceive the principal as open to receiving and acting on feedback regarding their leadership style. This relatively high mean suggests a

strong belief among faculty members that their input is valued and considered in the principal's decision-making processes.

The score of 4.03 reflects a positive perception of the principal's willingness to engage with teachers, which is crucial for fostering a collaborative school environment. Openness to feedback is essential in establishing trust and rapport between school leadership and staff. When teachers feel that their opinions are heard and acted upon, it can enhance their sense of ownership and investment in the school's mission and goals.

However, the standard deviation of 1.027 indicates some variability in responses. While many teachers feel positively about the principal's openness, there are still some who may not share this view. This difference could arise from individual experiences or the effectiveness of the mechanisms in place for providing feedback. For instance, if feedback is solicited but not visibly acted upon, teachers may become skeptical about the process, leading to a disconnect between their perceptions and the principal's intentions.

An interview finding supports this perspective. One teacher with code number of 9 commented, *"I appreciate that the principal asks for our feedback, but sometimes it feels like our suggestions don't lead to any changes. It makes me hesitant to share my thoughts in the future."* This statement highlights a potential gap between the principal's openness and the actual experience of some teachers. It underscores the importance of not only soliciting feedback but also demonstrating responsiveness to it, as this can significantly influence teachers' willingness to engage in future discussions.

In summary, while the mean score of 4.03 indicates a generally favorable perception of the principal's openness to feedback, the variability in responses suggests that improvements could be made. Ensuring that feedback leads to tangible actions will enhance trust and collaboration within the school, fostering an environment where teachers feel empowered to share their insights and contribute to the school's leadership.

Trust and Respect

The finding from Table 8, Item 5, shows a mean score of 4.30 with a standard deviation of 1.037, indicating that teachers generally perceive the principal's leadership style as effective in fostering trust and respect among staff. This relatively high mean score reflects a strong belief that the principal successfully creates an environment where teachers feel valued and respected.

The score of 4.30 suggests that many teachers feel positively about the interpersonal dynamics within the school, which are crucial for a collaborative and supportive work environment. Trust and respect are foundational elements that contribute to effective teamwork, allowing teachers to share ideas, collaborate on initiatives, and support one another in their professional journeys.

However, the standard deviation of 1.037 indicates some variability in responses. While a majority of teachers may feel a sense of trust and respect, there are likely some who do not share this sentiment. This discrepancy could be due to individual experiences or perceptions of how the principal interacts with staff. For instance, if certain teachers feel overlooked or undervalued, their trust in the leadership may be diminished, impacting the overall perception of the principal's effectiveness.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 5 stated, *“I really appreciate how the principal makes an effort to connect with us. It creates a sense of community and respect among the staff. However, I sometimes wonder if all voices are being heard equally, as some colleagues seem less engaged in discussions.”* This statement reflects the positive impact of the principal's leadership style on fostering a collaborative environment while also highlighting the need for ongoing efforts to ensure that all teachers feel included and respected.

In conclusion, while the mean score of 4.30 indicates a strong perception of the principal's ability to foster trust and respect, the variability in responses emphasizes the importance of inclusivity and engagement. Ensuring that all teachers feel valued and respected

will enhance the overall school culture and contribute to a more cohesive and supportive teaching environment.

Collaboration Encouragement

The finding from Table 8, Item 6, indicates a mean score of 4.16 with a standard deviation of 0.990, suggesting that teachers generally perceive the principal as effectively encouraging collaboration and teamwork among staff. This high mean score reflects a strong belief that the principal actively fosters an environment where teachers can work together, share ideas, and support one another in their professional practices.

A mean score of 4.16 signifies a positive perception among faculty members regarding the principal's efforts to promote collaborative initiatives. Such collaboration is essential for enhancing teaching strategies, improving student outcomes, and creating a sense of community within the school. When teachers feel encouraged to collaborate, they are more likely to engage in shared planning, co-teaching, and professional development activities that can lead to improved educational practices.

However, the standard deviation of 0.990 indicates some variability in responses. While many teachers may feel positively about the collaborative atmosphere, there are likely some who may not perceive the same level of encouragement. This discrepancy could result from individual experiences or the availability of structured opportunities for collaboration. For example, if collaboration is encouraged but not consistently facilitated through regular meetings or team-building activities, some teachers may feel isolated or unsupported.

An interview finding that complements this quantitative data comes from a teacher with code number of 6 remarked, *“I appreciate the principal's push for collaboration; it really brings us together as a team. However, sometimes it feels like there aren't enough structured opportunities to work together, and I worry that some teachers might miss out on these valuable interactions.”* This statement illustrates the positive impact of the principal's leadership in promoting teamwork while also highlighting the need for more consistent opportunities for collaborative engagement.

In conclusion, while the mean score of 4.16 indicates a favorable perception of the principal's encouragement of collaboration, the variability in responses suggests that further attention is needed. Ensuring that all teachers have regular and structured opportunities for collaboration will enhance teamwork and create a more cohesive professional community within the school.

Influence on Job Satisfaction

The finding from Table 8, Item 7, shows a mean score of 4.19 with a standard deviation of 1.077, indicating that teachers generally perceive the principal's leadership style as having a positive influence on their job satisfaction. This relatively high mean score reflects a strong belief among staff that the principal's approach to leadership contributes to a fulfilling and supportive work environment.

A mean score of 4.19 suggests that many teachers feel that the principal's leadership fosters a sense of purpose and satisfaction in their roles. Positive leadership styles can enhance job satisfaction by promoting a supportive atmosphere, recognizing teacher contributions, and encouraging professional growth. When teachers feel valued and supported, they are more likely to be motivated and engaged in their work, which can lead to better outcomes for students.

However, the standard deviation of 1.077 indicates some variability in responses. While many teachers express satisfaction, there are likely a few who do not feel the same level of positivity. This variability might stem from individual experiences or perceptions of the principal's actions. For instance, if certain teachers feel overlooked or unsupported, their job satisfaction may be negatively affected, leading to a disconnect between the principal's intentions and the experiences of some staff members.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 23 stated, *“I feel really supported by our principal, which makes me enjoy my job more. However, I do see some colleagues who seem less engaged and might not feel the same way. I wonder if we could do more to ensure everyone feels included.”* This reflection highlights

the positive influence of the principal's leadership on job satisfaction while also pointing out the need for greater inclusivity to enhance the overall experience for all teachers.

In summary, while the mean score of 4.19 indicates a strong perception of the principal's positive influence on job satisfaction, the variability in responses suggests that attention is needed to ensure all teachers feel valued and supported. By fostering an inclusive environment, the principal can enhance job satisfaction for every member of the faculty, contributing to a more cohesive and motivated teaching staff.

Implications of Leadership Styles On Teacher Motivation and Student Outcomes In Private Schools

RQ3: 3. What are the potential implications of different leadership styles on teacher motivation, job satisfaction, instructional practices, student outcomes in the selected private schools?

No	Items	N	Mean	SD
<i>Teacher Motivation</i>				
1	The principal's leadership style significantly enhances my motivation to teach.	200	3.41	1.126
2	The principal regularly recognizes and praises teachers for their efforts, contributing to my motivation.	200	4.03	1.027
3	The principal provides opportunities for professional growth that motivate me to improve my teaching.	200	3.96	1.116
<i>Satisfaction</i>				
4	The principal's leadership style positively influences my overall job satisfaction.	200	4.13	1.039
5	The principal creates a work environment that is conducive to job satisfaction.	200	4.04	.961
6	The principal's support for teachers contributes to higher job satisfaction among staff.	200	3.85	1.129

<i>Instructional Practices</i>				
7	The principal encourages innovative teaching practices among teachers.	200	3.99	1.094
8	The principal provides training that enhances my instructional practices.	200	4.05	1.164
9	The principal offers constructive feedback that helps improve my instructional practices.	200	3.95	1.045
<i>Student Outcomes</i>				
10	The principal's leadership style positively impacts student engagement in the classroom.	200	3.92	1.122
11	The principal's leadership contributes to improving student academic achievement.	200	3.57	1.082
12	The principal's leadership style influences effective classroom management practices among teachers.	200	3.58	1.229
<i>General Implications</i>				
13	The principal's leadership style fosters collaboration among staff, which benefits student learning.	200	3.87	1.029
14	The principal's leadership helps the school adapt effectively to changes in educational practices.	200	2.87	1.401
15	The principal's leadership style contributes to a positive school culture that promotes learning.	200	3.95	1.083
16	The leadership style of the principal has a significant impact on overall educational outcomes in the school.	200	3.99	1.094
Overall Average		200	3.82	1.11

Table 8. *Implications Of Leadership Styles on Teacher Motivation and Student Outcomes*

Teacher Motivation

Impact on Motivation: The finding from Table 9, Item 1, reveals a mean score of 3.41 with a standard deviation of 1.126, indicating that teachers have a moderate perception of the

principal's leadership style in enhancing their motivation to teach. This score suggests that while some teachers feel motivated by the principal's leadership, there are also significant numbers who may not feel as inspired or energized by it.

A mean score of 3.41 indicates a neutral to slightly positive perception, suggesting that the principal's leadership style does influence motivation, but not to a strong degree. This moderate score may reflect a range of experiences among teachers; some may find the principal's approaches motivating, while others may feel that the leadership style does not significantly impact their enthusiasm for teaching. Factors such as recognition, support, and professional development opportunities can greatly influence teachers' motivation levels.

The standard deviation of 1.126 suggests considerable variability in responses. This variability highlights that while some teachers are positively impacted, others may feel disconnected from the principal's leadership approach. For instance, if the principal focuses primarily on administrative tasks without engaging teachers in the educational vision, some staff members might feel less motivated as a result.

An interview finding that complements this quantitative data comes from a teacher with code number of 17 stated, *"While I appreciate the principal's efforts to communicate our goals, I often don't feel inspired in my day-to-day work. I think more engagement and recognition of our efforts would really help."* This statement points to a desire for more active involvement and acknowledgment, indicating that enhancing motivation may require a more personalized approach to leadership.

In conclusion, while the mean score of 3.41 suggests that the principal's leadership style has a moderate influence on teachers' motivation, the variability in responses indicates a need for improvement. By focusing on strategies that actively engage and recognize teachers, the principal can enhance motivation and foster a more dynamic teaching environment.

Recognition and Praise: The finding from Table 9, Item 2, shows a mean score of 4.03 with a standard deviation of 1.027, indicating that teachers generally perceive the principal as effectively recognizing and praising their efforts, which contributes positively to their

motivation. This relatively high mean score reflects a strong belief among staff that acknowledgment from the principal plays a significant role in motivating them to excel in their teaching.

A mean score of 4.03 suggests that many teachers feel appreciated for their work, creating an encouraging environment where they are motivated to perform well. Recognition and praise are essential components of a positive workplace culture, as they reinforce teachers' contributions and foster a sense of belonging. When teachers feel valued, they are more likely to be engaged and committed to their roles, leading to better outcomes for both staff and students.

However, the standard deviation of 1.027 indicates some variability in responses. While many teachers feel positively about the recognition they receive, there are likely a few who may not experience the same level of acknowledgment. This discrepancy could arise from differences in how recognition is expressed or perceived among staff members. For example, if recognition is often given in public settings, some teachers who prefer private acknowledgment may feel overlooked.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 23 stated, *“I really appreciate how the principal takes the time to recognize our hard work during staff meetings. It motivates me to keep pushing myself. Still, I wonder if all teachers feel equally recognized, as some might not get the same public acknowledgment.”* This statement underscores the positive impact of recognition on motivation while also highlighting the need for a more inclusive approach to ensure all teachers feel appreciated.

In conclusion, while the mean score of 4.03 indicates a favorable perception of the principal's efforts to recognize and praise teachers, the variability in responses suggests that improvements can still be made. By ensuring that all teachers feel acknowledged in ways that resonate with them, the principal can further enhance motivation and create a more supportive teaching environment.

Professional Growth Opportunities: The finding from Table 9, Item 3, reveals a mean score of 3.96 with a standard deviation of 1.116, indicating that teachers generally perceive the

principal as providing opportunities for professional growth that contribute positively to their motivation to improve their teaching. This score suggests that while many teachers feel supported in their professional development, there is still some variability in their perceptions.

A mean score of 3.96 reflects a strong belief among teachers that the principal's initiatives for professional growth are effective in motivating them to enhance their teaching practices. Opportunities for professional development, such as workshops, mentoring, and collaborative planning, are crucial for fostering continuous improvement and engagement among educators. When teachers have access to meaningful growth opportunities, they are more likely to feel invested in their professional journey and motivated to implement new strategies in their classrooms.

However, the standard deviation of 1.116 indicates some variability in responses. While a majority of teachers may feel positively about the professional growth opportunities, there are likely some who do not feel as motivated or may perceive the offerings as insufficient or not aligned with their specific needs. This discrepancy could arise from individual expectations regarding professional development or the relevance of the provided opportunities.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 24 stated, *“I really value the professional development sessions we have; they help me think about my teaching in new ways. Still, sometimes I feel like the topics don’t always align with what I need to grow in my specific area.”* This statement highlights the positive impact of professional growth opportunities while also emphasizing the importance of tailoring these initiatives to meet diverse teacher needs.

In conclusion, while the mean score of 3.96 indicates a favorable perception of the principal's efforts to provide professional growth opportunities, the variability in responses suggests room for improvement. By ensuring that professional development is relevant and responsive to individual teacher needs, the principal can further enhance motivation and support continuous improvement in teaching practices.

Satisfaction

Job Satisfaction: The finding from Table 9, Item 4, indicates a mean score of 4.13 with a standard deviation of 1.039, suggesting that teachers generally perceive the principal's leadership style as positively influencing their overall job satisfaction. This relatively high mean score reflects a strong belief among faculty that the principal's approach contributes significantly to their feelings of fulfillment and contentment in their roles.

A mean score of 4.13 indicates that many teachers feel that the principal's leadership creates a supportive and positive work environment, which is essential for job satisfaction. Effective leadership can foster a sense of belonging and purpose, making teachers feel valued and appreciated. When teachers are satisfied with their jobs, they are more likely to be engaged, committed, and motivated to contribute to their school community.

However, the standard deviation of 1.039 suggests some variability in responses. While many teachers express high levels of job satisfaction due to the principal's leadership, there are likely a few who may not feel as positively. This variability could be attributed to personal experiences or specific interactions with the principal that may not resonate with every teacher.

An interview finding that supports this quantitative data comes from a teacher with code number of 11 stated, *"I appreciate the way our principal leads; it makes me feel good about coming to work each day. However, I know some colleagues who feel differently and think there's room for improvement in communication."* This statement highlights the positive influence of the principal's leadership on overall job satisfaction while also pointing out the need for ongoing efforts to address diverse teacher experiences.

In conclusion, while the mean score of 4.13 indicates a favorable perception of the principal's leadership in enhancing job satisfaction, the variability in responses suggests that attention is needed to ensure all teachers feel supported and valued. By continuing to foster an inclusive and communicative environment, the principal can enhance overall job satisfaction and strengthen the school community.

Work Environment: The finding from Table 9, Item 5, shows a mean score of 4.04 with a standard deviation of 0.961, indicating that teachers generally perceive the principal as creating a work environment that contributes positively to their job satisfaction. This relatively high mean score suggests that many faculty members feel that the atmosphere established by the principal supports their well-being and job fulfillment.

A mean score of 4.04 reflects a strong belief that the principal's efforts have resulted in a positive and supportive work environment. Factors such as open communication, collaboration, and recognition of efforts play a crucial role in fostering job satisfaction. When teachers feel comfortable and supported at work, they are more likely to be engaged, motivated, and effective in their teaching practices.

The standard deviation of 0.961 indicates some variability in responses. Although the majority of teachers express satisfaction with the work environment, a few may have differing perceptions. This variability could stem from individual experiences within the school or specific interactions that may not align with the overall positive atmosphere.

An interview finding that complements this quantitative data comes from a teacher with code number of 7 stated, *"I really enjoy working here, and I think our principal does a great job of making it a positive place. However, I've noticed that not everyone feels that way, especially newer teachers who might need more support."* This statement underscores the principal's success in creating a conducive work environment while highlighting the need for ongoing support, especially for newer staff members.

In conclusion, while the mean score of 4.04 indicates a favorable perception of the principal's role in creating a positive work environment, the variability in responses suggests opportunities for improvement. By ensuring that all teachers feel supported and included, the principal can enhance job satisfaction further and cultivate a thriving school culture.

Supportive Leadership: The finding from Table 9, Item 6, reveals a mean score of 3.85 with a standard deviation of 1.129, indicating that teachers generally perceive the principal's support as contributing to their job satisfaction, though the perception is somewhat mixed. This

score suggests that while many faculty members feel supported, there are notable differences in how this support is experienced.

A mean score of 3.85 indicates a positive but not overwhelmingly strong belief that the principal's support enhances job satisfaction. This suggests that while some teachers appreciate the support provided, others may feel that it is inconsistent or lacking in certain areas. Support can take many forms, including professional development opportunities, recognition of efforts, and availability for discussions about challenges teachers face.

The standard deviation of 1.129 highlights the variability in responses. This variability implies that perceptions of the principal's support differ significantly among staff. Some teachers may feel well-supported and valued, while others might not perceive the same level of assistance, which could impact their overall job satisfaction.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 3 stated, *"I appreciate the support from our principal, especially during tough times. But I think some of my colleagues feel that there could be more consistent support for day-to-day challenges."* This statement reflects the positive influence of the principal's support on job satisfaction while also recognizing that not all staff members may feel equally supported.

In conclusion, while the mean score of 3.85 indicates a generally positive perception of the principal's support in relation to job satisfaction, the variability in responses suggests room for improvement. By actively seeking feedback from all staff members and ensuring that support is consistent and accessible, the principal can enhance job satisfaction across the board and foster a more cohesive school environment.

Instructional Practices

Encouragement of Innovation: The finding from Table 9, Item 7, shows a mean score of 3.99 with a standard deviation of 1.094, indicating that teachers generally perceive the principal as encouraging innovative teaching practices. This relatively high mean score suggests that many

faculty members feel supported in their efforts to implement new and creative approaches in their classrooms.

A mean score of 3.99 reflects a positive attitude towards the principal's role in promoting innovation. When teachers feel encouraged to explore new teaching methods, it can lead to increased engagement, creativity, and effectiveness in their instruction. An environment that fosters innovation can also enhance student learning experiences, as teachers are more likely to adopt practices that cater to diverse learning needs.

However, the standard deviation of 1.094 indicates some variability in responses. While many teachers feel that the principal supports innovative practices, there may be others who feel constrained or uncertain about how to implement such practices effectively. This variability suggests that the encouragement may not be uniformly experienced across the staff.

An interview finding that supports this quantitative data comes from a teacher with code number of 15stated, *“I appreciate that our principal is open to new ideas and encourages us to try different things in the classroom. However, sometimes it feels like there isn’t enough follow-up or support to help us implement these innovations successfully.”* This statement highlights the positive influence of the principal's encouragement while pointing out the need for additional support to help teachers fully realize innovative practices.

In conclusion, while the mean score of 3.99 indicates a favorable perception of the principal's encouragement of innovative teaching practices, the variability in responses highlights the need for more consistent support. By providing resources and follow-up for teachers experimenting with new methods, the principal can further enhance the culture of innovation within the school.

Professional Development: The finding from Table 9, Item 8, indicates a mean score of 4.05 with a standard deviation of 1.164, suggesting that teachers generally perceive the training provided by the principal as beneficial for enhancing their instructional practices. This score reflects a positive acknowledgment of the principal's efforts to support professional development through targeted training initiatives.

A mean score of 4.05 indicates that many teachers believe the training they receive is effective in improving their teaching strategies and techniques. Quality training can empower educators to implement new methodologies, stay current with educational trends, and ultimately enhance student learning outcomes. When teachers feel that training is relevant and impactful, they are more likely to engage deeply with the content and apply it effectively in their classrooms.

However, the standard deviation of 1.164 suggests some variability in responses. While a majority of teachers express satisfaction with the training, there may be others who feel that the training does not adequately address their specific needs or interests. This variability could indicate differing experiences with the training sessions or varying levels of applicability to individual teaching contexts.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 9 who stated, “*The training sessions we have are generally helpful and provide good strategies. However, I think some of us would benefit from more personalized training that aligns with our specific subjects or grade levels.*” This statement underscores the positive impact of the training while also highlighting a potential area for improvement in tailoring professional development to meet diverse needs.

In conclusion, while the mean score of 4.05 reflects a favorable perception of the training provided by the principal in enhancing instructional practices, the variability in responses indicates that there is still room for improvement. By ensuring that training is relevant and tailored to the specific needs of all teachers, the principal can further enhance the effectiveness of professional development and support continuous improvement in instructional practices.

Feedback on Instruction: The finding from Table 9, Item 9, reveals a mean score of 3.95 with a standard deviation of 1.045, indicating that teachers generally perceive the principal as providing constructive feedback that aids in improving their instructional practices. This score suggests a favorable view of the principal's role in fostering professional growth through feedback.

A mean score of 3.95 reflects a strong belief among teachers that the feedback they receive is valuable and contributes positively to their teaching effectiveness. Constructive feedback is essential for professional development, as it helps educators identify areas for improvement and reinforces effective practices. When teachers feel that feedback is actionable and relevant, they are more likely to implement changes that enhance their instructional methods.

However, the standard deviation of 1.045 indicates some variability in responses. While many teachers appreciate the feedback, there may be others who feel that it is insufficient, unclear, or infrequent. This variability suggests that the experience of receiving feedback may differ among staff members, potentially impacting their perceptions of its effectiveness.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 14 who stated, *“I find the feedback I get from our principal helpful, as it gives me clear ideas on how to improve. Still, I think some colleagues might not get as much feedback, which can make it harder for them to grow.”* This statement highlights the positive impact of the principal's feedback while pointing out disparities in the feedback experience among different teachers.

In conclusion, while the mean score of 3.95 indicates a generally positive perception of the principal's provision of constructive feedback, the variability in responses suggests that there is room for improvement. By ensuring that feedback is consistent, specific, and tailored to individual teachers' needs, the principal can enhance the overall effectiveness of professional development and support continuous improvement in instructional practices.

Student Outcomes

Impact on Student Engagement: The finding from Table 9, Item 10, shows a mean score of 3.92 with a standard deviation of 1.122, indicating that teachers generally perceive the principal's leadership style as positively impacting student engagement in the classroom. This score reflects a favorable view of the principal's influence on creating an environment that fosters active student participation.

A mean score of 3.92 suggests that many teachers believe that the principal's approach to leadership enhances student engagement. Effective leadership can create a school culture that prioritizes student involvement, motivation, and enthusiasm for learning. When teachers feel supported by their principal in fostering engagement, they are more likely to implement strategies that actively involve students in their learning processes.

However, the standard deviation of 1.122 indicates some variability in responses. While a majority of teachers recognize the positive impact of the principal's leadership on student engagement, there may be some who feel that more could be done or that the impact is inconsistent. This variability could reflect differences in individual classroom experiences and teaching styles.

An interview finding that supports this quantitative data comes from a teacher with code number of 2stated, *"I believe our principal's leadership encourages us to engage students more effectively. However, I think some teachers struggle with this and might not feel the same support in their classrooms."* This statement highlights the positive influence of the principal's leadership on student engagement while noting that not all teachers may experience this support equally.

Overall, while the mean score of 3.92 reflects a generally positive perception of the principal's leadership style in enhancing student engagement, the variability in responses suggests areas for improvement. By focusing on providing consistent support and resources for all teachers, the principal can further strengthen the impact of their leadership on student engagement throughout the school.

Student Achievement: The finding from Table 9, Item 11, shows a mean score of 3.57 with a standard deviation of 1.082, indicating that teachers have a moderate perception of the principal's leadership contribution to improving student academic achievement. This score suggests that while there is some recognition of the principal's influence, it is not overwhelmingly positive.

A mean score of 3.57 reflects a more cautious belief among teachers regarding the principal's role in enhancing academic outcomes. This suggests that while some educators see a

connection between leadership practices and student achievement, others may feel that the impact is limited or not consistently felt across the board. Factors such as school resources, instructional practices, and student support services may also play significant roles in academic achievement, potentially overshadowing the principal's influence.

The standard deviation of 1.082 indicates a moderate level of variability in responses. This variability suggests that perceptions of the principal's impact on academic achievement differ among staff members. Some teachers may feel strongly that leadership is a key factor, while others may identify challenges that hinder this connection.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 24 stated, *“I think our principal tries to create a vision for academic success, but there are so many other factors at play that sometimes it feels out of reach.”* This statement highlights the recognition of the principal's efforts while also acknowledging the complexities involved in improving student achievement.

In conclusion, while the mean score of 3.57 indicates a moderate perception of the principal's leadership in contributing to student academic achievement, the variability in responses suggests significant room for improvement. By actively engaging teachers in discussions about academic strategies and addressing factors that influence student success, the principal can strengthen their leadership impact on academic outcomes.

Classroom Management: The finding from Table 9, Item 12, indicates a mean score of 3.58 with a standard deviation of 1.229, suggesting that teachers have a moderate perception of the principal's leadership style in influencing effective classroom management practices. This score reflects a recognition of the principal's role, but it is not overwhelmingly positive.

A mean score of 3.58 implies that while some teachers see a connection between the principal's leadership and their classroom management practices, others may feel that the impact is limited or inconsistent. Effective classroom management is essential for creating a conducive learning environment, and leadership can play a significant role in setting expectations and providing support for teachers.

The standard deviation of 1.229 indicates a higher level of variability in responses, suggesting that perceptions of the principal's influence on classroom management differ significantly among staff members. Some educators may feel well-supported in implementing effective management strategies, while others may struggle or feel that they lack adequate guidance.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 9 stated, “Our principal emphasizes discipline and procedures, but sometimes I feel like I have to figure out classroom management on my own.” This statement underscores the recognition of the principal's efforts while also highlighting the challenges some teachers face in applying effective management practices.

In conclusion, while the mean score of 3.58 reflects a moderate perception of the principal's leadership style in influencing classroom management, the variability in responses indicates room for improvement. By providing more targeted support and resources for teachers, the principal can strengthen their leadership impact on effective classroom management practices, ultimately benefiting the overall learning environment.

General Implications

Collaboration Among Staff: The finding from Table 9, Item 13, shows a mean score of 3.87 with a standard deviation of 1.029, indicating that teachers generally perceive the principal's leadership style as fostering collaboration among staff, which in turn benefits student learning. This score reflects a strong acknowledgment of the principal's role in promoting a collaborative work environment.

A mean score of 3.87 suggests that many teachers believe that the principal effectively encourages teamwork and collaboration, leading to improved student outcomes. Collaborative practices among staff can enhance the sharing of best practices, facilitate peer support, and create a unified approach to addressing student needs. When teachers work together, they are more likely to implement innovative strategies that positively impact student learning.

The standard deviation of 1.029 indicates a moderate level of consistency in responses, suggesting that most teachers share a similar perception of the principal's influence on collaboration. However, there may still be some who feel that collaboration could be further enhanced or that opportunities for teamwork are not fully utilized.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 16 stated, *“Our principal really encourages us to work together and share ideas. I believe that this collaboration really helps our students succeed.”* This statement reinforces the positive impact of the principal's leadership on fostering a collaborative culture.

In conclusion, the mean score of 3.87 reflects a favorable perception of the principal's leadership style in promoting collaboration among staff, which benefits student learning. While the responses are generally consistent, the principal can continue to enhance collaboration by providing more structured opportunities for teamwork and ensuring that all staff members feel included and empowered to contribute to the collaborative efforts.

Adaptability to Change: The finding from Table 9, Item 14, reveals a mean score of 2.87 with a standard deviation of 1.401, indicating that teachers have a relatively low perception of the principal's leadership in helping the school adapt effectively to changes in educational practices. This score suggests concerns regarding the principal's effectiveness in guiding the school through transitions and innovations.

A mean score of 2.87 reflects a neutral to negative sentiment, implying that many teachers may feel that the principal's leadership is insufficient in facilitating adaptation to new educational practices. This could indicate a lack of communication, support, or resources necessary to navigate changes effectively. Such perceptions can hinder the school's ability to implement new strategies or practices that could benefit student learning.

The standard deviation of 1.401 indicates a high level of variability in responses, suggesting that perceptions of the principal's effectiveness in this area differ significantly among staff members. Some teachers may feel that the principal is proactive and supportive, while others may experience challenges or feel unsupported during transitions.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 16 stated, *“I think we struggle to keep up with new educational practices. Sometimes it feels like we’re not getting enough guidance from our principal on how to implement these changes.”* This statement underscores the concern that the principal's leadership may not be effectively supporting the adaptation process.

In conclusion, the mean score of 2.87 indicates a significant area for improvement regarding the principal's leadership in helping the school adapt to changes in educational practices. To enhance this perception, the principal could focus on providing clear communication, professional development, and resources that empower teachers to embrace and implement new practices effectively.

School Culture: The finding from Table 9, Item 15, indicates a mean score of 3.95 with a standard deviation of 1.083, suggesting that teachers generally perceive the principal's leadership style as significantly contributing to a positive school culture that promotes learning. This score reflects a strong acknowledgment of the principal's role in fostering an environment conducive to education.

A mean score of 3.95 indicates that many teachers believe the principal effectively cultivates a supportive and positive school culture. Such a culture is essential for enhancing student engagement, motivation, and overall academic success. When teachers feel valued and supported, they are more likely to create a positive classroom environment that benefits student learning.

The standard deviation of 1.083 shows a moderate level of consistency in responses, implying that most teachers share a similar perception of the principal's positive influence on school culture. However, there may still be some variability, with a few teachers potentially feeling less impacted by the principal's efforts.

An interview finding that aligns with this quantitative data comes from a teacher with code number of 8 stated, *“Our principal really cares about creating a positive environment. I feel like this makes a big difference in how we teach and how our students learn.”* This statement

reinforces the idea that the principal's leadership is instrumental in nurturing a culture that promotes learning.

In conclusion, the mean score of 3.95 reflects a highly favorable perception of the principal's leadership style in contributing to a positive school culture. While responses are generally consistent, the principal can continue to strengthen this culture by actively engaging with staff, recognizing their contributions, and fostering an inclusive environment that prioritizes both teacher and student well-being.

Overall Educational Outcomes: The finding from Table 9, Item 16, shows a mean score of 3.99 with a standard deviation of 1.094, indicating that teachers overwhelmingly perceive the principal's leadership style as having a significant impact on overall educational outcomes in the school. This score reflects a strong consensus among staff regarding the principal's influence on educational success.

A mean score of 3.99 suggests that most teachers believe the principal's leadership is crucial in shaping effective educational practices and outcomes. This perception can be attributed to several factors, including the principal's ability to set a clear vision, foster a positive school culture, and support teachers in their instructional efforts. Such leadership qualities can lead to improved student performance and a more effective learning environment.

The standard deviation of 1.094 indicates a moderate level of consistency in responses, suggesting that while the majority of teachers share this positive perception, there may be some variability in individual experiences. A few teachers may feel that the principal's impact is less pronounced or that other factors also significantly influence educational outcomes.

An interview finding that supports this quantitative data comes from a teacher with code number of 3 stated, *“I truly believe our principal’s leadership makes a difference in how our students perform. There’s a clear vision that we all buy into.”* This statement highlights the recognition of the principal's role in driving educational success.

In conclusion, the mean score of 3.99 reflects a highly favorable perception of the principal's leadership style and its significant impact on overall educational outcomes. To maintain and enhance this positive influence, the principal should continue to engage with teachers, provide necessary resources, and promote a collaborative environment that focuses on student achievement.

4.4 Discussion

This discussion focuses on the current study and the findings illuminate various facets of principal leadership and its perceived impact on teachers and students, addressing the three research questions outlined in the study.

The data reveal a range of leadership styles exhibited by principals in the selected private schools. For instance, the high mean score of 4.26 for "*The principal encourages teacher participation in decision-making processes*" highlights a participative leadership style that is well-received by teachers. This aligns with studies suggesting that participative leadership enhances teacher engagement and satisfaction, as it fosters a sense of ownership and responsibility among staff (Nassani , et al., 2024). In contrast, the score of 4.21 for "*The principal provides clear rewards and punishments based on teacher performance*" indicates a structured, transactional approach to leadership. While this structured approach can enhance accountability, it may also foster a sense of rigidity if not balanced with flexibility. Research has shown that overly transactional leadership can stifle creativity and innovation among teachers, as it may prioritize compliance over initiative (Goenaga, 2024). This view is supported by qualitative interview findings, where one teacher remarked, "*While I appreciate the structure, sometimes it feels stifling. We need room to innovate and try new things.*" Thus, principals in Gulele Sub City appear to blend democratic and transactional leadership styles, promoting involvement while also ensuring accountability.

Teachers' perceptions of these leadership styles are generally positive, as evidenced by the mean scores across various items. For example, the item "*The principal's leadership style fosters collaboration among staff, which benefits student learning,*" scored 3.87, indicating that teachers value collaborative efforts. This is consistent with research indicating that collaborative

leadership can enhance school climate and student outcomes (Bhutto, et al., 2024). However, the finding that "*The principal's leadership helps the school adapt effectively to changes in educational practices*" received a mean score of 2.87 highlights concerns among teachers regarding the principal's effectiveness in navigating educational transitions. This discrepancy mirrors findings from other studies, where teachers felt supported in routine operations but lacked guidance during changes (Reich, et al., 2020). Qualitative interviews reveal similar sentiments; one teacher noted, "*We often feel lost when new initiatives are introduced. It would help if the principal communicated more about these changes.*" Thus, while collaborative and participative aspects are appreciated, teachers in Gulele Sub City may feel less supported in times of change, contrasting with the collaborative ethos they value.

The implications of these leadership styles on teacher motivation, job satisfaction, instructional practices, and student outcomes are significant. Positive perceptions of leadership, such as the mean score of 4.19 for "*The principal's leadership style positively influences my job satisfaction*," suggest that effective leadership contributes to higher job satisfaction among teachers. This is supported by literature that links positive leadership perceptions with job satisfaction (Kauppila, 2024). However, the lower score of 3.41 for "*The principal's leadership style significantly enhances my motivation to teach*" indicates a critical area for improvement. This finding contrasts with studies that show effective leadership should enhance both job satisfaction and motivation, suggesting that while teachers feel satisfied, their intrinsic motivation may not be fully realized (Kauppila, 2024).

Furthermore, the findings suggest that effective leadership positively influences instructional practices, as shown by the score of 3.99 for "*The principal encourages innovative teaching practices among teachers*." This aligns with research indicating that supportive leadership fosters innovative practices, yet the impact on student outcomes remains less pronounced, as indicated by the mean score of 3.57 for "*The principal's leadership contributes to improving student academic achievement*." This reflects findings in other contexts where leadership may cultivate a positive environment but struggle to directly affect student performance (Raju, 2024). The lower scores related to student outcomes suggest that while the

leadership may foster a positive environment, its direct impact on student success may be limited. Qualitative interviews support this, with one teacher stating, *“We have good ideas and initiatives, but it feels like they don’t always translate into improved student performance.”* This indicates a need for principals to focus on strategies that translate their leadership into tangible improvements in student learning.

When comparing these findings to existing literature, it is evident that effective leadership correlates with higher teacher satisfaction and motivation (Sirait, et al., 2022). The high scores for clear expectations and trust reflect the principal's role in creating a supportive working environment in the Gulele Sub City context. However, the lower scores related to adapting to educational changes align with research emphasizing the necessity for principals to develop adaptive leadership skills to effectively guide staff through transitions (Gildersleeve-Hernandez, 2024). This suggests that while the principals in Gulele Sub City are successful in fostering a collaborative environment, they may need to enhance their skills in change management to better support their teachers during periods of transition. Qualitative findings further indicate this need; one teacher expressed, *“We need more training on how to implement new strategies effectively. It’s not just about the ideas but also how to execute them.”* Moreover, the findings indicate that while teachers appreciate the collaborative and participative aspects of leadership, they may feel less supported in times of change. This is consistent with research that highlights the importance of adaptive leadership in dynamic educational contexts, where leaders must be able to navigate complexities and uncertainties effectively (Fatima, & Fatima, 2022). The need for principals to balance their leadership styles and adapt to the evolving educational landscape is crucial for sustaining teacher motivation and enhancing student outcomes.

In conclusion, the study reveals that teachers in three private schools in Gulele Sub City, Addis Ababa, Ethiopia, perceive their principals' leadership styles as generally positive but also identify critical areas for improvement. The blend of participative and transactional leadership styles appears to foster collaboration and job satisfaction but may fall short in motivating teachers and adapting to educational changes. This is consistent with findings from other studies that emphasize the need for adaptive leadership skills during transitions. Addressing these areas

will be essential for enhancing the overall impact of principal leadership on teacher motivation, job satisfaction, instructional practices, and student outcomes in this specific educational setting. By focusing on developing adaptive leadership skills and fostering a culture of continuous improvement, principals can better support their teachers and ultimately enhance the educational experience for students in Gulele Sub City. The qualitative insights underscore the importance of communication, support during transitions, and the need for professional development to ensure that the leadership is not only effective but also responsive to the evolving needs of both teachers and students.

4.5 Chapter Summary

This chapter has provided a detailed analysis and discussion of the research results, synthesizing insights derived from both quantitative and qualitative data. It commenced with an overview of the characteristics of quantitative respondents, presenting essential demographic and contextual information that contextualizes the data collected. This foundational overview was crucial for understanding the broader implications of the quantitative findings, as it highlighted the diversity and representation of the study sample.

Following this, the chapter offered a thorough examination of the qualitative respondents, emphasizing their perspectives and experiences. This section illuminated the rich, nuanced insights provided by participants, allowing for a deeper exploration of the subjective experiences that inform teachers' perceptions of leadership. By juxtaposing the quantitative and qualitative data, the chapter aimed to paint a holistic picture of the educational environment within private schools.

The core of the chapter focused on the findings related to the leadership styles of principals and teachers' perceptions of these styles. Through a meticulous analysis of the data, the chapter elucidated the relationships between various leadership practices and the views held by teachers. This exploration was aimed at fostering a deeper understanding of how leadership styles impact the educational dynamics within private institutions, revealing the intricate interplay between leadership and teaching effectiveness.

Additionally, the discussion integrated these findings with the theoretical framework established in earlier chapters. By connecting the results to existing theories on leadership, the chapter provided a comprehensive interpretation of the findings, reinforcing the relevance of the research within the broader academic discourse. This integration not only contextualized the results but also highlighted their implications for practice and future research.

Overall, this chapter has effectively synthesized the research findings, offering a clear and insightful analysis that enhances our understanding of leadership in private schools. By bridging quantitative and qualitative insights, it has contributed to a more nuanced discussion of the dynamics within educational institutions, setting the stage for the concluding chapter's reflections on the study's contributions and recommendations for practice.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter synthesizes the research by presenting a summary of findings, followed by conclusions and recommendations. It begins with a restatement of the purpose of the study, reiterating the research objectives and the significance of the investigation. The chapter then provides a concise summary of the main findings, highlighting key insights derived from the data analysis. Following this, conclusions are drawn based on the findings, reflecting on their implications for leadership practices in private schools. The chapter culminates with a set of recommendations aimed at practitioners and policymakers, offering actionable strategies to enhance leadership effectiveness and improve educational outcomes. Together, these sections encapsulate the study's contributions and provide a foundation for future research and practice in the field of educational leadership.

5.1 Purpose of the Study

The study aimed to achieve several key objectives: first, to identify and analyze the various leadership styles exhibited by principals in the selected private schools, focusing on their characteristics and approaches; second, to explore and understand teachers' perceptions of these leadership styles, including the factors that influence these perceptions; and third, to analyze the implications of different leadership styles on teacher motivation, job satisfaction, instructional practices, and student outcomes within the selected private schools. To achieve the study's objectives, the following research questions was used:

1. *What are the different leadership styles exhibited by principals in the selected private schools?*
2. *How do teachers perceive the leadership styles of principals in the selected private schools?*
3. *What are the potential implications of different leadership styles on teacher motivation, job satisfaction, instructional practices, student outcomes in the selected private schools?*

5.2 Summary of the Main Findings

1. Leadership Styles Exhibited by Principals

The study reveals that principals in the selected private schools embody a blend of leadership styles, primarily participative and transactional.

- **Participative Leadership:** The strong emphasis on involving teachers in decision-making processes illustrates a participative leadership style. This approach not only fosters collaboration but also enhances teacher engagement, creating an environment where teachers feel valued and involved. The positive impact of this style aligns with research suggesting that participative leadership can lead to greater job satisfaction among teachers.
- **Transactional Leadership:** The presence of transactional elements, particularly in holding teachers accountable through rewards and punishments, indicates a structured approach to leadership. This style is crucial for establishing clear expectations and maintaining performance standards. However, it is important to balance these transactional elements with participative practices to avoid potential stifling of creativity and innovation among teachers.

2. Teachers' Perceptions of Leadership Styles

Overall, teachers perceive their principals' leadership styles positively, particularly regarding collaboration:

- **Collaboration:** Teachers appreciate the collaborative culture fostered by their principals, which they believe benefits student learning and enhance professional relationships. This positive perception is critical for building a supportive school environment.
- **Concerns About Change Management:** Despite the positive views, teachers express concerns about their principals' effectiveness in navigating educational changes. Many feel uncertain and unsupported during transitions, indicating a gap between the collaborative leadership style and the realities of adapting to new educational practices.

This disconnect highlights the need for principals to develop strategies that better support teachers during periods of change.

3. Implications of Leadership Styles

The leadership styles exhibited by principals have significant implications for various aspects of the educational environment:

- **Teacher Motivation and Job Satisfaction:** Effective leadership is linked to higher job satisfaction among teachers. However, while teachers feel satisfied, their intrinsic motivation to teach may not be fully realized. This discrepancy suggests that principals should enhance motivational strategies to complement job satisfaction initiatives.
- **Instructional Practices:** Principals' leadership positively influences instructional practices, encouraging innovative teaching methods. However, this encouragement does not always translate into improved student outcomes. Teachers report that while they have good ideas, these do not consistently lead to enhanced student performance, highlighting a gap that needs to be addressed.

In summary, the study illuminates the complex dynamics of principal leadership styles in the private schools of Gulele Sub City, Addis Ababa. While the participative and collaborative aspects of leadership are appreciated, there are urgent areas for improvement, particularly in change management and intrinsic motivation. Addressing these challenges is essential for enhancing teacher satisfaction, motivation, instructional practices, and ultimately, student outcomes. Principals are encouraged to develop adaptive leadership skills and foster an environment that supports continuous professional growth and effective change management.

5.3 Conclusions

This study, Teachers' Perceptions of Principal Leadership Styles in Three Private Schools in Gulele Sub City, Addis Ababa, Ethiopia, provides valuable insights into the leadership dynamics within these educational institutions. The findings reveal a complex interplay between

different leadership styles and their impacts on teachers' perceptions, motivation, job satisfaction, and student outcomes.

1. Leadership Styles: The principals predominantly exhibit a blend of participative and transactional leadership styles. The strong emphasis on teacher participation in decision-making fosters a collaborative environment that enhances job satisfaction and professional relationships among staff. However, the transactional elements, while ensuring accountability, risk creating a rigid atmosphere if not balanced with opportunities for creativity and innovation.

2. Teacher Perceptions: Overall, teachers hold a positive perception of their principals' leadership. They appreciate the collaborative efforts aimed at improving the school climate. However, concerns arise regarding the principals' effectiveness in managing changes in educational practices. Many teachers expressed feelings of uncertainty and a lack of guidance during transitions, indicating a need for improved communication and support.

3. Implications on Motivation and Outcomes: While the principals' leadership positively influences job satisfaction, it falls short in significantly enhancing teacher motivation. Moreover, despite fostering innovative teaching practices, the direct impact on student outcomes is limited. This suggests a need for more effective strategies that translate leadership efforts into tangible improvements in student performance.

5.4 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance principal leadership effectiveness and foster a more supportive educational environment:

1. Enhance Adaptive Leadership Skills:

- *Training Programs:* Implement professional development programs focusing on adaptive leadership skills. Principals should be equipped with strategies to manage change effectively, guiding teachers through new initiatives with clarity and support.

- *Mentorship Opportunities*: Establish mentorship programs where experienced leaders can share best practices in navigating educational changes, fostering a culture of continuous learning.

2. Improve Communication:

- *Regular Updates*: Develop a systematic approach for communicating changes in educational practices and initiatives. Regular meetings and updates can help alleviate teachers' feelings of uncertainty and ensure everyone is aligned with the school's vision.

- *Feedback Mechanisms*: Create channels for teachers to provide feedback on leadership practices and proposed changes. This inclusiveness can enhance teachers' sense of ownership and involvement.

3. Foster Intrinsic Motivation:

- *Recognition Programs*: Implement recognition programs that celebrate teachers' achievements and innovative practices. Acknowledging their contributions can boost motivation and reinforce a positive work environment.

- *Professional Growth Opportunities*: Provide opportunities for teachers to engage in professional development that aligns with their interests and teaching practices, fostering intrinsic motivation and enthusiasm for their roles.

4. Focus on Student Outcomes:

- *Data-Driven Strategies*: Utilize data to identify specific areas where student performance can be improved. Principals should work collaboratively with teachers to design targeted interventions that directly address these areas.

- *Collaborative Goal Setting*: Encourage teachers to set collective goals focused on enhancing student outcomes, promoting a shared commitment to student success and accountability.

5. Continuous Evaluation and Improvement:

- *Regular Assessments:* Conduct regular assessments of leadership effectiveness and its impact on teacher satisfaction and student outcomes. This ongoing evaluation can inform necessary adjustments and improvements.

- *Adaptable Leadership Models:* Remain open to refining leadership practices based on feedback and changing educational landscapes. An adaptable approach will ensure that leadership remains relevant and effective in addressing the evolving needs of teachers and students.

REFERENCES

- Abdullah, A. G. K., Ling, Y. L., & Sufi, S. B. (2018). Principal transformational leadership and teachers' motivation. *Asian Education Studies*, 3(1), 1- 36.
- Alemayehu, E. (2021). Does continuous professional development (CPD) improve teachers' performance? Evidences from public Schools in Addis Ababa, Ethiopia. Research & Reviews: *Journal of Educational Studies*, 7(9), 1-17.
- Alemayehu, E. (2021). Leadership Development at Government Schools: Practices and Challenges: The Case of Hamele 1967 School, Addis Ababa. *International Journal of Advanced Multidisciplinary Scientific Research*, 4(6), 45-72.
- Alemayehu, E., & Shibeshi, A. (2021). Distributed educational leadership in the private schools of Addis Ababa, Ethiopia: Perceptions, practices, challenges and opportunities. *Academy of Educational Leadership Journal*, 25, 1-21.
- Ali, N. (2017). Teachers' perceptions of the relationship between principals' instructional leadership, school culture and school effectiveness in secondary schools in Pakistan (Doctoral dissertation, University of Malaya (Malaysia)).
- Alzoraiki, M., Ahmad, A. R., Ateeq, A., & Milhem, M. (2024, July). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. In *Frontiers in Education* (Vol. 9, p. 1413607). Frontiers Media SA.
- Anastasiou, S., & Garametsi, V. (2021). Perceived leadership style and job satisfaction of teachers in public and private schools. *International Journal of Management in Education*, 15(1), 58-77.
- Angel, E. R. (2024). *Impact of Transformational Leadership on Employee Job Satisfaction and Retention* (Doctoral dissertation, National University).
- Arnold, K. (2020). *The Role of Online Collaborative Tools in Planning, Instructional Coaching, Professional Development, and Observation in Fostering Collective Teacher Efficacy in School Districts*. Sage Graduate School.
- Barnett, A. M. (2005). The impact of transformational leadership style of the school principal on school learning environments and selected teacher outcomes (Doctoral dissertation, University of Western Sydney (Australia)).
- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School effectiveness and school improvement*, 32(3), 387-412.

- Bhutto, M. A., Anwar, K., & Hafeez, A. (2024). Collaborative Leadership Practices and Teacher Collaboration in Secondary Schools. *Journal of Political Stability Archive*, 2(4), 1-16.
- Billingsley, B., McLeskey, J., & Crockett, J. B. (2018). Conceptualizing principal leadership for effective inclusive schools. In *Handbook of leadership and administration for special education* (pp. 306-332). Routledge.
- Bonkowski, J. F. (2024). *Distributed Leadership in Education: Empowering Teachers and Shaping School Culture* (Doctoral dissertation, Middle Tennessee State University).
- Boyd, S. R. (2024). *The Impact of Transformational and Transactional Leadership on Employee Engagement in the Government Contracting Arena* (Doctoral dissertation, Concordia University Irvine).
- Britton, E. M. (2018). Influence of school principals on teachers' perceptions of school culture (Doctoral dissertation, Walden University).
- Chukwukelu, T. I. (2023). Examining The Impact of Leadership Styles on Teacher Motivation and Teacher Turnover Intentions.
- Cruickshank, V. (2017). The influence of school leadership on student outcomes.
- Datche, A. E., & Mukulu, E. (2015). The effects of transformational leadership on employee engagement: A survey of civil service in Kenya. *Journal issues ISSN*, 2350, 157X.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, 52(2), 221-258.
- DeMatthews, D. E. (2014). Principal and teacher collaboration: An exploration of distributed leadership in professional learning communities. *International Journal of Educational Leadership and Management*, 2(2), 176-206.
- Eğriboyun, D. (2019). The transactional leadership behaviours, learning organization dimensions and job motivation in the schools. *Advances in Social Sciences Research Journal*, 6(3).
- Eliophotou-Menon, M., & Ioannou, A. (2016). The link between transformational leadership and TEACHERS'JOB satisfaction, commitment, motivation to learn, and trust in the leader. *Academy of Educational Leadership Journal*, 20(3), 12.
- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self- determination theory analysis. *Journal of educational administration*, 49(3), 256-275.

- Fatima, R., & Fatima, H. (2022). Adaptive Leadership: Navigating Change and Uncertainty in today's Organizations. *Journal of Leadership & Administrative Development*, 1(1), 20-28.
- Freer, C. M. (2008). Parental influence on curricular decisions in private schools: Negotiating parental expectations. Georgia State University.
- Gildersleeve-Hernandez, P. (2024). *Adaptive Leadership and the Small School District Superintendent* (Doctoral dissertation, University of Massachusetts Global).
- Goenaga, R. R. (2024). *Employee Perceptions of Effective Leadership Styles in Promoting Employee Motivation in a Governmental Academic Workplace* (Doctoral dissertation, Walden University).
- Göksoy, S. (2015). Distributed leadership in educational institutions. *Journal of education and training studies*, 3(4), 110-118.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of educational administration*, 42(3), 333-356.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and policy in schools*, 4(3), 221-239.
- Hamstra, M. R., Van Yperen, N. W., Wisse, B., & Sassenberg, K. (2014). Transformational and transactional leadership and followers' achievement goals. *Journal of Business and Psychology*, 29, 413-425.
- Hulpia, H., & Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. *Teaching and teacher education*, 26(3), 565-575.
- Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness and School Improvement*, 20(3), 291-317.
- Indahsari, T., & Burhanuddin, B. (2025). The Influence of School Principals' Transformational Leadership Style on Teacher Performance. *Proceedings Series of Educational Studies*, 393-398.
- Issa, E. H. (2021). Work Environment and the Teacher: A Qualitative Case Study of Public Secondary Schools in Addis Ababa, Ethiopia. *The Qualitative Report*, 26(11), 3425-3456.
- Kauppila, O. P. (2024). Revisiting the relationships between leadership and job satisfaction. *European Management Review*.
- KEBEDE, S. (2016). School Leaders 'efforts in Creating a Conducive School Environment for Learning in Secondary Schools of North Shoa Zone, Oromia Regional State.

- Ketrah, A. A., Musa, M., & Abdu, W. J. (2023). Leadership styles and academic performance of pupils in selected public primary schools: a case of selected schools in Jinja, Uganda. *Leadership*, 4(2).
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, 1(1), 63-73.
- Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M. (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(1), 127-140.
- Kılınç, A. Ç., Polatcan, M., & Çepni, O. (2023). Exploring the association between distributed leadership and student achievement: the mediation role of teacher professional practices and teacher self-efficacy. *Journal of Curriculum Studies*, 55(3), 352-368.
- Kraft, M. A., & Gilmour, A. F. (2016). Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Educational Administration Quarterly*, 52(5), 711-753.
- Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress, and commitment. *Leadership and Policy in Schools*, 15(4), 379-405.
- Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences*, 11(8), 377.
- Liu, Y., & Watson, S. (2023). Whose leadership role is more substantial for teacher professional collaboration, job satisfaction and organizational commitment: a lens of distributed leadership. *International Journal of Leadership in Education*, 26(6), 1082-1110.
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430-453.
- Louis, K. S., Mayrowetz, D., Smiley, M., & Murphy, J. (2009). The role of sensemaking and trust in developing distributed leadership. In *Distributed leadership: Different perspectives* (pp. 157-180). Dordrecht: Springer Netherlands.
- Lucas, S. E., & Valentine, J. W. (2002). Transformational Leadership: Principals, Leadership Teams, and School Culture.
- MacKenzie, S. B., Podsakoff, P. M., & Rich, G. A. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the Academy of Marketing Science*, 29, 115-134.

- Marni, M., Abdullah, K. H., Yaakob, M. F. M. F. M., Fauzee, M. S. O., Jamil, S. F., Al-Zu'bi, M. A. A., & Gurbaksh, D. S. (2024). Why Teacher Job Satisfaction Matters: Strengthening Head Teachers' Transformational Leadership in Sustainable Development Education. *Fronteira: Journal of Social, Technological and Environmental Science*, 13(3), 31-50.
- McLaughlin, M. W., & Talbert, J. E. (2006). Building school-based teacher learning communities: Professional strategies to improve student achievement. Teachers College Press.
- Mei Kin, T., Abdull Kareem, O., Nordin, M. S., & Wai Bing, K. (2018). Principal change leadership competencies and teacher attitudes toward change: the mediating effects of teacher change beliefs. *International Journal of Leadership in Education*, 21(4), 427-446.
- Muia, P. N. (2018). Influence of Principals' transformational leadership practices on academic performance in Kenya certificate of secondary education in Mbooni West sub-county, Kenya (Doctoral dissertation, University of Nairobi).
- Nadeem, M. (2024). Distributed leadership in educational contexts: A catalyst for school improvement. *Social Sciences & Humanities Open*, 9, 100835.
- Nassani, A. A., Badshah, W., Grigorescu, A., Cozorici, A. N., Yousaf, Z., & Zhan, X. (2024). Participatory leadership and supportive organisational culture Panacea for job satisfaction regulatory role of work-life balance. *Heliyon*, 10(16).
- Naz, F., & Rashid, S. (2021). Effective instructional leadership can enhance teachers' Motivation and improve students' learning outcomes. *sjesr*, 4(1), 477-485.
- NEGASHE, A. (2021). Teacher's Job Satisfaction and Relationship with Organizational Commitment at Government Secondary Schools of Gulele Sub City (Doctoral dissertation, St. Mary's University).
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177.
- Nurlina, N. (2022). Examining linkage between transactional leadership, organizational culture, commitment and compensation on work satisfaction and performance. *Golden Ratio of Human Resource Management*, 2(2), 108-122.
- Osei-Owusu, K. (2023). *Perceptions of Principals' leadership style influencing teachers' Job satisfaction: Catholic high schools in Ghana* (Doctoral dissertation, Fordham University).
- Panagopoulos, N., Karamanis, K., & Anastasiou, S. (2023). Exploring the impact of different leadership styles on job satisfaction among primary school teachers in the Achaia region, Greece. *Education Sciences*, 14(1), 45.

- Pinkas, G., & Bulić, A. (2017). Principal's leadership style, as perceived by teachers, in relation to teacher's experience factor of school climate in elementary schools. *Human: Journal for Interdisciplinary Studies*, 7(2), 34-50.
- Price, H. E. (2012). Principal–teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, 48(1), 39-85.
- Raju, T. (2024). *Effects of school culture on learner well-being and academic achievement* (Doctoral dissertation, Johns Hopkins University).
- Rasheed, A. (2024). Impact of transformational leadership style on employee creativity in Finnish manufacturing industry.
- Reich, J., Buttner, C. J., Coleman, D., Colwell, R. D., Faruqi, F., & Larke, L. R. (2020). What's lost, what's left, what's next: Lessons learned from the lived experiences of teachers during the 2020 novel coronavirus pandemic.
- Restiani, B., Hariri, H., & Rini, R. (2024). The Effect of Principal Transformational Leadership on Teacher Job Satisfaction: A Literature Review. *Jurnal Akuntabilitas Manajemen Pendidikan*, 12(2), 27-37.
- Sahito, Z., & Vaisanen, P. (2020). A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education*, 8(1), 3-34.
- Sirait, L., Junaedi, A. T., Purwati, A. A., & Deli, M. M. (2022). Leadership style, motivation, and organizational culture on job satisfaction and teacher performance. *Journal of Applied Business and Technology*, 3(2), 115-129.
- Small, S. K. M. (2003). *The relationships of transformational/transactional leadership behavior of elementary school principals with teacher outcomes: Extra effort, effectiveness and satisfaction*. Our Lady of The Lake University.
- Tavanti, M. (2008). Transactional leadership. *Leadership: The key concepts*, 166-170.
- Tesfaw, T. A. (2014). The relationship between transformational leadership and job satisfaction: The case of government secondary school teachers in Ethiopia. *Educational Management Administration & Leadership*, 42(6), 903-918.
- Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: the role of principals' leadership style in organizational quality. *Educational Assessment, Evaluation and Accountability*, 35(4), 525-555.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational administration quarterly*, 44(4), 458-495.
- Whitty, G., & Wisby, E. (2007). Real decision making?: school councils in action. Department for Children, Schools and Families.

- Wieczorek, D., & Manard, C. (2018). Instructional leadership challenges and practices of novice principals in rural schools. *Journal of Research in Rural Education*, 34(2).
- Yizhi, L., Huijuan, G., & Loang, O. K. (2023). The Impact of Transformational and Transactional Leadership Styles on Staff Satisfaction and School Performance in Chinese High Schools. *International Journal of Accounting*, 8(50), 470-482.
- Yu, X., & Jang, G. (2024). A framework for transformational leadership to enhance teacher's work performance. *Frontiers in Psychology*, 15, 1331597.
- Zaman, Z., Khurram, S., Alwi, K., & Shaiq, M. (2019). Relationship of leadership style of school principal with teachers' job satisfaction: as perceived by secondary school teachers. *Global Social Sciences Review (GSSR)*, 4, 344-353.
- Zollers, N. J., Ramanathan, A. K., & Yu, M. (1999). The relationship between school culture and inclusion: How an inclusive culture supports inclusive education. *International Journal of Qualitative Studies in Education*, 12(2), 157-174.

ANNEXES

Annex-1: Questionnaire for Private School Teachers



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

Teachers' Perceptions on Principals' Leadership Styles and Their Impact on Job Satisfaction and Instructional Practices in Private Primary and Secondary Schools in Gulele Sub City, Addis Ababa, Ethiopia

Dear Participant,

My name is Dereje Hailemariam Wakene, and I am a master's degree candidate in the Educational Planning and Management Department at Addis Ababa University (AAU). I am currently conducting research for my thesis titled "*Exploring Teachers' Perceptions of Principals' Leadership Styles and Their Impact in Private Schools of Gulele Sub City, Addis Ababa, Ethiopia.*" This survey aims to gather data for my thesis. Your school has been selected as the research site, and the appropriate management team has been informed about the study. Your involvement and the insights you provide are vital for the success of this research. Rest assured, your responses to the survey will be used solely for academic purposes and will remain confidential at all times. Please feel free to answer the questions openly and thoroughly. You may skip any questions that you are uncomfortable with and can withdraw from the study at any point without needing to explain your decision.

Thank you in advance for your time and cooperation.

Best regards,

Dereje Hailemariam Wakene

I: General Information Sex: _____ Age _____

Qualification: _____ Work experience in years: _____

Put (X) to the number corresponding to the degree of your agreement or disagreement
 SA = **Strongly Agree** A = **Agree** U = **Undecided** D = **Disagree** SD = **Strongly Disagree**

ii.	Leadership Styles Of Principals In Private Schools	Rating Scale				
		Sd	D	U	A	Sa
		1	2	3	4	5
1	The principal inspires and motivates teachers to achieve their best.					
2	The principal provides clear rewards and punishments based on teacher performance.					
3	The principal encourages teacher participation in decision-making processes.					
4	The principal makes decisions independently without seeking input from teachers.					
5	The principal prioritizes the needs and development of teachers above all else.					
6	The principal allows teachers to make their own decisions and provides minimal supervision.					
7	The principal possesses a strong personality that energizes and influences teachers.					
iii.	Teachers' Perceptions Of Principal Leadership Styles In Private Schools	Sd	D	U	A	Sa
		1	2	3	4	5
1	I believe the principal's leadership style is effective in fostering a positive school environment.					
2	The principal's leadership style adequately supports teachers in their professional development.					
3	The principal communicates expectations clearly and effectively to the teaching staff.					
4	The principal is open to receiving and acting on feedback from teachers regarding their leadership style.					
5	I feel that the principal's leadership style fosters trust and respect among teachers.					
6	The principal encourages collaboration and teamwork among teachers.					
7	The principal's leadership style positively influences my job satisfaction as a teacher.					

Iv.	Implications Of Leadership Styles On Teacher Motivation And Student Outcomes In Private Schools	Sd	D	U	A	Sa
		1	2	3	4	5
	<i>Teacher Motivation</i>	1	2	3	4	5
1	The principal's leadership style significantly enhances my motivation to teach.					
2	The principal regularly recognizes and praises teachers for their efforts, contributing to my motivation.					
3	The principal provides opportunities for professional growth that motivate me to improve my teaching.					
	<i>Satisfaction</i>	1	2	3	4	5
4	The principal's leadership style positively influences my overall job satisfaction.					
5	The principal creates a work environment that is conducive to job satisfaction.					
6	The principal's support for teachers contributes to higher job satisfaction among staff.					
	<i>Instructional Practices</i>	1	2	3	4	5
7	The principal encourages innovative teaching practices among teachers.					
8	The principal provides training that enhances my instructional practices.					
9	The principal offers constructive feedback that helps improve my instructional practices.					
	<i>Student Outcomes</i>	1	2	3	4	5
10	The principal's leadership style positively impacts student engagement in the classroom.					
11	The principal's leadership contributes to improving student academic achievement.					
12	The principal's leadership style influences effective classroom management practices among teachers.					
	<i>General Implications</i>	1	2	3	4	5
13	The principal's leadership style fosters collaboration among staff, which benefits student learning.					

14	The principal's leadership helps the school adapt effectively to changes in educational practices.					
15	The principal's leadership style contributes to a positive school culture that promotes learning.					
16	The leadership style of the principal has a significant impact on overall educational outcomes in the school.					

Concerning teachers' views on principals' leadership styles and their effects in private schools of Gulele Sub City, Addis Ababa, Ethiopia, please share any additional thoughts, insights, or suggestions you may have. (Kindly avoid providing any information that could be used to contact or identify you.)"

Thank you for your valuable contribution to this thesis. I truly appreciate your time and insights.

Annex-2 Interview Questions Asked for Teachers

General Questions about Leadership Styles

1. How would you describe your principal's leadership style? (e.g., transformational, transactional, laissez-faire)
2. Can you provide specific examples of your principal's behaviors that reflect their leadership style?

Perceptions of Leadership Impact

1. In what ways do you believe your principal's leadership style has impacted your teaching practices?
2. How do you feel your principal's leadership affects the school culture and environment?

Teacher Motivation and Job Satisfaction

1. How does your principal's leadership style influence your motivation as a teacher?
2. To what extent do you feel satisfied with your job under your principal's leadership? Can you explain why?

Instructional Practices

1. How does your principal support instructional practices in the school? Are there specific initiatives or programs they promote?
2. In your opinion, how effective are these initiatives in enhancing teaching and learning?

Student Outcomes

1. How do you perceive the relationship between your principal's leadership style and student outcomes at your school?
2. Can you share any observations about changes in student performance or engagement related to your principal's leadership?

Suggestions for Improvement

1. What changes, if any, would you suggest for your principal's leadership approach to enhance the school's effectiveness?
2. How can principals better support teachers and improve the overall school environment?

Closing Questions

1. Is there anything else you would like to add regarding your experiences with your principal's leadership style?
2. How do you see the role of leadership evolving in your school in the future?