



**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**SITUATIONAL LEADERSHIP PRACTICES AND CHALLENGES IN  
SECONDARY SCHOOLS OF DEGEM WOREDA.**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Educational Leadership and management**

**JUNE, 2023  
ADDIS ABABA, ETHIOPIA**

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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**SCHOOL OF GRADUATE STUDIES**  
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Approval Sheet  
**Addis Ababa University**  
**School of Graduate Studies**

We hereby certify that we read and evaluated this Thesis entitled **situational leadership practices and challenges** in secondary school Degem Woreda North Shewa Zone prepared under our guidance by Hailu Tsega. We recommended that it be submitted as fulfilling the thesis requirement.

Kenenissa Dabi (PHD)                      \_\_\_\_\_                      \_\_\_\_\_  
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As a member of the Board of Examiners of the MA Thesis open Defense Examination, we certify that we have read and evaluated the Thesis prepared by Hailu Tsega and examine the candidate. We recommended that the thesis be accepted as fulfilling the Thesis requirement for the degree of Master of art in school leadership.

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Internal Examiner                      signature                                      Date

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External Examiner                      signature                                      Date

## **Declaration**

I under signed, declare that this thesis entitled: - **‘situational leadership practices and challenges in Degem woreda secondary schools ’**is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis have been duly acknowledged.

Declared by

Name \_\_\_\_\_

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

Department \_\_\_\_\_

Date \_\_\_\_\_

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## LIST OF ABREVIATION / ACRONYMS

CPD	Continuous Professional Development
ETB	Ethiopian Birr
ESDP	Education Sector Development Program
MoE	Ministry of Education
NGO	Non Government Organization
SIP	School Improvement Program
SPSS	Statistical Package of Social Science
UNESCO	Unit Nation Education, Scientific and cultural Organization
WEO	Woreda Education Office
ZEO	Zone Education Office

## ABSTRACT

*The main purpose of the study was to assessing situational leadership practices and challenges of secondary school in Degem Woreda North Shewa Zone. To this effect, a mixed method was employed. Questionnaire interview and document analysis were used as data gathering tools. The data was gathered from 70 teachers, 2 school principals, 3 vice principals and one supervisor of the sample secondary schools were included using available sampling technique. The collected quantitative data were analyzed by mean, frequency, percentage and standard deviation analysis methods and the qualitative data were analyzed by using thematic analysis method. The findings of the study indicated that school principals were not good situational school leadership practices in secondary schools of the Degem Woreda like participate all stakeholders in decision making, consider interpersonal skill /group readiness of teachers, educational back ground of principals, and lack of finance and infrastructure to training teachers and to improve interpersonal skills were some of the main findings. As a result the following recommendations were forwarded. Woreda education office should provide appropriate support for school leader ship like short term training provision to obtain the knowledge and skill of decision making and problem solving and educational policy. In addition the criteria for selecting leaders for principal keeping the directives set by MoE and collaboration between the school committee and the local community, parent, NGO, Donors to generate additional income to cover some expenses not covered by the regular budget are recommended by researcher.*

**Key words:** *situational leadership practices, and challenges.*

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# CHAPTER ONE

## 1. Introduction

This section comprises and discuss about background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study and definition of key terms.

### 1.1. Background of the Study

Leadership was many different meanings, and there is not a single communally used. As Yukl (2002) leadership as “the process of influencing others to understanding and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives’. Meaning of leadership as De Jong (2007), Leadership is the process of influencing other to guide structure and facilitate activities and relationship in a group or organization towards some kind of desired outcome. Situational leadership is the knowledge of to lead effectively, coordinate a complex situation and show concern of for human and materials resource available, and also the effective school leader’s positive school climates, and positives approach of teachers profession performance directly or indirectly influence school performance and students’ achievement or quality of education. As, Samson, (2011)state that effective school leaders are the one who create conducive teaching environment, build positive relationship with his employee, prepare perfect and accurate plan, initiates the work moral of teachers and students, become diplomat control the application of the plan for its achievement, give argent feedback when it is necessary.

One of main challenges focused to improve leadership and management capacities at institutional level remained weak (MoE, 2010,ESDP IV). In addition, MoE (2006) defined that due to shortage of qualified school leadership appointment of school leaders in Ethiopia is very greatly based on experience. Therefore, it was found that, there are challenges in performing technical management, building school culture and attractive school compound, participatory decision making and school management for teachers and students, creating orderly school environment by clarifying duties and responsibilities, existence skill full in human relations and

communicating with different stakeholders by those school leaders, assigned based on experience without qualification.

The task of the situational leadership is to control all possible outcomes. It means being able to control outcomes because influences staff in all directions; upwards, across and down. Situational leadership thinks pro-actively and considers how subordinates will react and Encourage and use his leadership attitude to coordinate all activities of teachers to contribute willingly to staff goal in accordance with their maximum capability. Situational leadership also states that the vision of heads must be flexible; its flexibility level also depends upon the situation (Hersey 2001). Situational leadership also say that heads must also be flexible and the variation of the flexibility of the employee depends upon the environment and situation of the school or organization and in coaching style it also tell how to uplift the readiness level of the teachers.

According to Hoy and Miskel, (2001), stated that the situational features of school influence leadership effectiveness more than the behavior of leaders. As, Rowland, (2008) defined that a situational leader is a leader who should act according to the needs of a particular situation. So, the methods and styles that are used by a situational leader to lead an organization should depend on the situation or the schools.

Situational leadership influence upon teachers' effectiveness cannot be over emphasized an effective teacher can be render ineffective if the situational in conflict with the task or role of teachers. So, the main challenge of situational school leadership are absence of educational background related to school leadership, lack of support, lack of commitment, lack of incentives, lack of understanding, weak collaboration of stakeholders capacity for planning and evaluating educational activity according to the School situation to work. Situational leaders tend to stay in close communication with staff members and assess and adjust their approach to provide what's need to support success Dugion, (2006). This helps them build strong relationship with teams. As a result it creates a better work environment in which teachers feel value as individuals.

Situational Leadership applies equally well with/and by both men and women, and can apply with the same level of effectiveness across different cultures with different people groups. When situational leadership applied effectively, managers are likely to stay focused on the performance

of their employees and, regardless of their personal biases or stereotypes about the workers; they will progressively help associates to move into higher levels of readiness for each task.

The main purpose of this study was to assess the situational leadership in the context of secondary schools. It may bring light on the current practice of situational leadership, challenge and way to improve school leadership challenges in Degem Woreda secondary school.

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

The main focus of situational leadership is a major and basic concern for all educational institutions in many countries. Countries around the world have been attempting to highlight and pressure the idea of effective situational leadership in many ways in their educational daily activities, programs, and performance, for example, Nigeria, England. In Ethiopia There is fast and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2011).

Situational leadership is academic knowledge, understanding, administrative skills, conceptual, human and technical skills and sufficient experiences in school leadership. Therefore, they play active and effective leadership role in the school. According to MoE (1999:10), it is similarly defined that principals should have a profile of profession of various training on school leadership and management. The education and training policy of Ethiopia (1994) emphasis to develops the skill and the capacity of school leaders in continuous training. Effective situational leadership practice has significant effect on influencing others; - Such as, take intention and influence followers, shared purpose, change maker, personal responsibility, turbulent environment, integrity, directing, motivating staff towards the organizational mission, vision and perform essential task in continuous base, as defined (Stoner 1995).

Situational leadership also states that the vision of heads must be flexible; its flexibility level also depends upon the situation (Hersey, (2001). Also situational leadership say that heads must also be flexible and the variation of the flexibility of the employee depends upon the environment and situation of the school or organization and in coaching style it also tell how to uplift the readiness level of the employee. It is also mostly an educational leadership form. Situational leaders play a supportive role to subordinates in a coaching leadership style; they inspire and want to instill trust in subordinates such that they eventually become stronger, more effective, more profitable

employees. Leaders want to reassure subordinates that they were able to do the job successfully in the future. As, Hersey and Blanchard (1977), defined that situational leadership theories address four types of leadership styles, based on the followers. Such as:-Telling/ forming stage/directive control, Selling/storming/directive informational/, participating/ norming stage/Collaborating, Nondirective/group act as one.

The school leadership particularly principals have the necessary skill and knowledge. Since managing secondary school is a complex process, principals should have the necessary administrative skills; conceptual, human and technical skills. Donela (1993:419) stated that for principal to gain administrative skills training plays a crucial role and educational managers can be trained to more effective leaders largely on the basis of competence assessment and skill development. According to Law and Glove,( 2000:15) with regard to this modern assumption the effectiveness of leadership is very important for the quality of education. Regarding to this on leadership effectiveness of the school principal in Ethiopia same local researches were conducted. To state some of them Tigistu Awelu (2012) conducted on leadership effectiveness. Yeenew Ali (2012) defined that instructional leadership is not provided strongly by most school leaders. Moreover, the majority of leaders did not perform effectively in each school leadership dimension.

Another research by Tigistu Awelu 2012 reveals that Ethiopian school leaders are not so much effective in achieving the expected quality of education do to different factors. Nowadays, school leadership in Ethiopia is facing problems that largely to do with school leaders themselves. Not Ezeocha, (1985) points out that the most challenge, that school leaders face to understand the changing context and improve their interpersonal and communication skills with the understanding that they are no longer the authority figure but a partnership with others stakeholders. Therefore, to have effective implementation of leadership in school, principals and supervisors should acquire adequate skill and knowledge in the area of school leadership. School leadership practices has many problems at secondary school levels such as, lack of expected skills and knowledge for leading school, misconception of training contents with trainer experiences and interest, lack of incentive and support for school principals Matebie Tafere and his colleague, (2006).

The current study is different from the previous studies because it considered the major functions of principals that have great influence on schools effectiveness. In addition, there is no any study which is conducted on this issue on secondary schools of North Shewa Zone. As a result the current research was conducted to fill these knowledge gaps and challenges related to situational leadership practices in secondary schools of Degem Woreda, North Shewa Zone regional Oromia State

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

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

The general objective of this study was to investigate the situational leadership practice and challenges in Degem Woreda, secondary schools.

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

The study is targeted to achieve the following specific objectives:

1. To investigate the current practices of the leadership in Degem Woreda secondary schools.
2. To what extent was situational leadership model practiced in secondary schools.
3. To examine the common challenges faced by school leader in the daily practices of situational leadership.

### **1.4. Research Questions**

In order to analyze situational school leadership practice and challenges, the following research questions were drawn to be answer in the study.

1. What are the current practices of leadership in Degem Woreda secondary schools?
2. What extent was situational leadership model practiced in secondary schools?
3. What are the common challenges faced by school leaders in the daily practice of situational leadership?

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

- ❖ The findings of this study may have the following significance:
- ◆ The findings of the study are believed to provide data based information concerning situational leadership practices and challenges of the secondary schools.

- ◆ To this end, all the school community, Woreda office, Zonal, Regional and MoE would benefit from the findings of the study regarding how the school leaders apply their situational leadership to achieve educational objectives effectively.
- ◆ The result of the study could also provide the secondary school principals with feedback on areas of strengths and weaknesses so that they could plan ways to improve their performance.
- ◆ The information delivers to Woreda and school educational leader that what kinds of situational leadership was employed in secondary Schools of Degem Woreda, North Shewa Zone and can give feedback to school leaders.

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

Degem Woreda is one 13 woreda and 3 Administrative Town found in North Shewa Zone in Oromia Regional State that located in the northern part at about 126 km away from Addis Ababa. This study was undertaken to analyze situational leadership practice and challenges in secondary school. To make this research manageable, geographically, the study was delimited to Degem Woreda, North Shewa Zone, and Oromia Regional State. It has 2 (9-12) secondary schools which are found in Degem Woreda. Schools were Availability selected for the study. These are out of the 2 schools found in the Woreda, the study was also delimited to 2(9-12) schools namely: Degem (9-12), MukaKule (9-12) schools. The study also delimited to examine investigate situational leadership practice and challenges by focusing on telling, selling, participating and delegating in secondary school issues.

### **1.7. Limitations of the study**

At all study activities require accessibility of enough time and accessibility of the relevant current and related materials in carrying out the study hand, the researcher don't find his walks free from these problems. Most of the respondents were not voluntary to fill the questionnaire. However, by the help of principals and some teachers and waiting for a bit longer time, the researcher finally collected enough and relevant information ,lack peace, financial constraints and internet problems. . The researcher was also supported by assistance data collection to overcome the problem pertained to the scattered location of sampled schools and to collect data within the allowed time.

### **1.8. Operational definition of key word**

**Leadership:** is the action of leading a group of people or organization. It means keeping unproductive, even hostile, external forces at bay, and it means supporting societal change that will increase all students' learning.

**School:** Is means an institution where formal learning or education is conducted. It is division of school system consisting of students comprising one or more grade groups.

**Effectiveness:** the process of attaining goals by doing the right things at the right time in the school at the appropriate circumstance for the targeted result.

**Situational leadership:** choosing the right leadership style for the right people.

**Interpersonal skill:** are the qualities and abilities that help us communicate and build relationships with others.

**Leadership model:** is a theoretical framework for how best to manage employees.

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

This thesis was organized into five chapters. The first chapter holds the introduction part of the study which consists of background of the research, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms. The second chapter deals with review of related literature pertinent to the research. The third chapter discusses about research methodology comprised of research Design, research approach, data type and source, data collection procedures, sampling techniques. The fourth chapter presents data presentation, analysis and interpretation and followed by the final chapter which is concerned with summary, conclusion, and recommendations

## CHAPTER TWO

### 2. REVIEW RELATED LITRATURE

This Unit presents a theoretical knowledge of the phenomenon situational leadership practice and challenge. The Unit is organized in to different sections. Each unit has been supposed to release strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. For the purposes of this study a wide range of relevant literature will consulted with special reference to literature pertaining to situational leadership practice and challenge. Special reference will made to literature relating to situational leadership of schools. A variety of sources such as textbooks, journals, official documents, seminar papers and websites will consult. In addition the literature incorporates, unpublished thesis and various research findings on the issue situational leadership practice and challenge which helps the researcher to see various findings conducted in different areas.

#### 2.1. The definition and Concept of leadership

Leadership is many different meanings, and there is not a single communally used. As Yukl (2002) leadership as “the process of influencing others to understanding and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives’. Meaning of leadership as De Jong (2007) Leadership is the process of influencing other to guide structure and facilitate activities and relationship in a group or organization towards some kind of desired outcome.

As Northouse (2004) the key points distinguished as the following components of leadership, such as leadership is a process, leadership involves influences, leadership occurs within a group context and leadership involves goal achievements. Depend on those key components (Northouse20, p.3) formulates leadership as ‘a process whereby an individual influences a group of individuals to achieve a common goal’’. Day, (Kort, 2008,) stats that leadership is an influence relationship between leaders and followers who are aiming at making changes that indicates their mutual purposes. It similarly involves the ability to lead for the leaders to encourage obedience, respect, loyalty and cooperation of the staff. ”As, Yukl, 2010) describe leadership as the process

of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

School Leadership is the art of manipulating people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as ‘a process of encouraging and helping others to work enthusiastically toward objectives. (Jameson, 2006) also defines leadership as ‘shared understandings of the relationship of influences with in a leadership context, operating dynamically in a series of process to achieve a mutual goals’. What is significant is leadership conceptualization is that the designated leader has the most influencing power devotes more time and the most responsible person to his/her own group or organizations at large. Leadership happens if and when one person induces others to work toward a goal. Therefore, effective leadership has been clearly identified as key characteristics of most successful institution. It is truth that, school leadership vital for all school to achieve goals. Later, leadership is a key issue for improving the performance of the staff, the success or failure of staff depends on the effectiveness of leadership at all levels. Many Investigators have defined that leadership is an ability to influence attitudes, beliefs, and abilities of employees to achieve organizational goals. But then again, over the years, leadership has been had a major topic between the researchers but affected social changes that have occurred over the past two decades makes the issue of leadership and its relationship with other organizational factors more remarkable.

As, Samson, (2011)state that effective school leaders are the one who create conducive teaching environment, build positive relationship with his employee, prepare perfect and accurate plan, initiates the work moral of teachers and students, become diplomat control the application of the plan for its achievement, give argent feedback when it is necessary. Also Johnston, (2001),effective school leaders recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting Making right decisions at right time on staff challenges can elevate staff as winning staff and transform the decision maker into an acceptable leader. Making right decision in school and staff environment depends on following components a) leaders personality and attitude, b) quality of the information related to problem/challenge and(c) the ability of the leader on predicting the future. Therefore, the decisions taken by the school leader decides the fate of the school along with the livelihood of its teachers and their dependent family members, the role of the leader is very challenging and risk taking. It is

debated in several scholarly analyses that a winning leader is an asset of an organization and the teachers are directly and indirectly get the benefits of such leader. If the leader fails in predicting the future of a profit oriented school or not for profit schools, the teacher are directly going to be the victims of such wrong decisions. Therefore, an understanding leader who can be role model for every stake holders is important in every school for sustainability for long time.

### **2.1.1. Leadership Theories**

Understanding the many leadership theories as they apply to educational institutions is crucial to school leaders and employees alike as they seek to determine which behaviors of leadership works best for them, and in which leadership environments they are likely to succeed. Certain theories of leadership have been identified by researchers, Ogunsanwo, (2000).

### **2.1.2. Disposition /Trait theories**

The leadership trait theory emphasizes on a leader's personality, physical appearance, social background, intelligence and ability and this theory proposes that leaders are naturally effective because of the traits or qualities with which they are gifted by nature (Hayward 2005). But, As, Hackman and Johnson, (2000), to in Rowland, (2008:11), description that questionable results were reported by researchers after many previous studies had been undertaken to evaluate the specific traits or qualities that make the leader highly effective. Trait theorists are primarily interested in measurement of traits, which can be defined as habitual patterns of behaviour, thought, and emotion. The early studies which focus on the "great man theory" that accept as true leaders are born not made. These studies focus on the personal traits of leaders and attempted to identify a set of individual characteristics or traits that distinguishes leaders from followers, and successful leaders from unsuccessful leaders. The contrast of leaders with other leaders and groups by many physical, intellectual, personality and other traits has been popular.

### **2.1.3. Behavioral theory**

This is theory seeks to explain human behavior by analyzing the antecedents and consequences presents in the individual environment and the learned associations he or she has acquire through previous experience. Every teacher knows that they will usually have the student in class who is difficult to manage and work with. Their behavior usually hard to control and it can be extra work

to get them to pay attention and stop distracting others. Behavioral leadership theory focuses on how leaders behave, and assumes that these traits can be copied by others leader. It is sometimes called the style theory, it suggests that leaders aren't born successful, but also can be created based on learn able behavior.

Behavioral theories focus on what the leaders do and not on the quality of their thinking. Therefore, this theory states that people can learn to become leaders through teaching and observation (Derue et al, (2011).The educational leadership in school does not permit an autocratic or laissez-faire style to dominate. Therefore, as him, effective leadership styles should participative or democratic style. The behavioral theory of leadership emphasizes that an effective leader should be high on both of the leadership styles irrespective of the situation.

#### **2.1.4. Transactional Leadership Theory**

Transactional leadership theory looks at exchange of wants between followers and leaders. This style is based on the exchange of rewards contingent on performance (Avolio et al., 2009).

Transactional leaders display constructive and corrective behaviors such as contingent reward and corrective dimension by following management by exception. This style involves close monitoring and taking corrective action as and when they occur (Obiwuru, et. al., 2011), Avolio (2007) & Afshinpour (2014). Transactional leadership is usually characterized as instrumental in follower's goal attainment using carrot and stick approach (Bass, 1997 & Samad.et.al, 2015).Transactional leaders expect certain work behaviors from their team members or followers who are compensated for these behaviors by both monetary and nonmonetary rewards. Power and influence is also part of transactional leadership style and is more applicable in corporate management style of functioning.

It can sometime be compared to autocratic leadership style when there is more power over their followers with regards to making staff inputting to management decisions (Lyons & Schneider 2009 & Samad.et.al, 2015).

#### **2.1.5. Transformational leadership**

Type of leadership is oriented beyond self-interest. It raises the entire team's awareness level and purpose in relation to a shared project. *"Transformational leadership allows dreams to take shape"*

Within Transformational model, the fundamental tasks of educational leadership. Such as (1) Having educational vision (2), Mobilizing staff to develop the educational mission and objectives (3), Involving parents and students, (4), Rendering accountability (5), connecting social, economic and environmental trends to the schools needs and practices. It go without saying that educational leadership is essential in educational setting. It is the soul of school, giving ultimate meaning to the teachers' commitment and vocation. So, Transformational leadership allows dreams to take shape and leads to the concrete, unique projects that the community yearns for.

### **2.1.6. Situational theories of leadership**

Situational theory of leadership refers to those leaders who adopt different leadership style according to the situation and the development level of their team members. It is effective way of leadership because it adapts to the tams' needs and sets a beneficial balance for the whole school.

According to Hoy and Miskel, (2001), stated that the situational features of school influence leadership effectiveness more than the behavior of leaders. As, Rowland, (2008) defined that a situational leader is a leader who should act according to the needs of a particular situation. So, the methods and styles that are used by a situational leader to lead an organization should depend on the situation or the schools. Then, the choice of any style is determined by the situational variables identified by different writers, which include leadership styles and expectations, followers' styles and expectations, superior styles and expectations, the organizational culture and job demands (tasks). Principals using a situational theories can also effect the level of success of a leader in making the performance of subordinates effective. In addition, it can also be taken into consideration in situations that help a leader in deciding the style used in the leadership process.

As, (Yogyakarta ,1986), defined that leadership style can be identified through several factors that will affect a leader, including: A, the personality of the leader, B, the personality of subordinates, C, personality between leaders, D, organizational structure, E, organizational vision, F, organizational activities, G, experiences, norms and values contained in the culture of the organization, H, level of graduate education, I, organizational policies, J, technology, K, applicable laws and regulations, and L, economic, political and security conditions that are found in the organization.

AS, Robbins, (2001), state that, the situational leadership theory states that there is no best style of leadership suitable for all situations, or a single leadership style which is always the best. Successful and effective leaders adapt their leadership style to fit the requirements of the situation. BY, Nahavandi, (2006), and in Ricketts, (2009), additionally, defined that leaders should make choices appropriate to the kind of leadership style and behavior they will exhibit in a specific situation. If a leader wants to be effective, the most important element he/she should keep in mind is the leadership style or behavior appropriate for the situation and to understand the effect of his/her acts. Situational leadership also states that the vision of heads must be flexible; its flexibility level also depends upon the situation (Hersey, (2001). Also situational leadership say that heads must also be flexible and the variation of the flexibility of the employee depends upon the environment and situation of the school or organization and in coaching style it also tell how to uplift the readiness level of the employee. It is also mostly an educational leadership form. Situational leaders play a supportive role to subordinates in a coaching leadership style; they inspire and want to instill trust in subordinates such that they eventually become stronger, more effective, more profitable employees. Leaders want to reassure subordinates that they will be able to do the job successfully in the future. Situational Leadership Theory, individuals can change their leadership style (behavior) depending on the situation and the readiness of the follower (Hersey, Blanchard and Johnson (2001), they also proposes that are of the mindset that leaders can and do change their styles depending on with whom they are working.

There are two normal models of situational leadership, one described by Daniel Goleman and another by Ken Blanchard and Paul Hershey.

**Table1. By using Golemans emotional intelligence model’, six situational leadership styles can be identified (Kubiak, 2012):**

No	Situational leadership style	Leadership behaviours
1	Afflictive	The leader who put employees first. This style is used when morale is very low. The leader uses praise and helpfulness to build up the team’s confidence. This style may risk poor performance when team building is happening.
2	Coaching style	The leader who works on an individual’s personal development as well as job related skills. This style works best with people who know their limitations and are open to change.
3	Visionary or authoritative:	The leader who are very good at analyzing problems and identifying challenges. This style is good in an organization that is drifting aimlessly. This leader will allow his or her followers to help figure out how to solve a problem.
4	Democratic	The leader who give followers a vote in almost all decisions. When used in optimal conditions, it can build flexibility and responsibility within the group. This style is, however, time consuming and is not the best style if deadlines are looming.
5	Commanding/Coercive	The leader who tells their subordinates what to do. They have a very clear vision of the endgame and how to reach it. This style is good in disasters or if an organization requires a total overhaul.
6	Pacesetter leaders,	The leader who set very high expectations for their followers. This style works best with self-starters who are highly motivated. The leader leads by example. This style is used sparingly since it can lead to follower burnout.

Situational leadership uses existing leadership models to achieve leadership goals that are appropriate to the desired situation and achieve maximum goals. According to Huvila et.al, (2014), defined that assumption is that society is formed by individuals and traces of cultural heritage

### **2.1.6.1. Continuum Model – Tannenbaum and Schmith (1973)**

The continuum model leadership is based on the pattern of decision making. Decision-making behavior departs from the following views: 1<sup>st</sup>. leader-oriented; 2<sup>nd</sup>, oriented towards subordinates / members. There are Seven leadership patterns identified by Tannenbaum and Schmithsuchas ;-( 1) leaders limit the activities of their members. Leaders make and announce decisions to their members (telling), (2) Leaders provide opportunities for members to make decisions (selling), (3) The leader gives the problem and asks its members to propose solutions to the problem then the leader makes a decision, (4) Tentative leader's present decisions for groups and decisions can still be changed by groups. (5) The leader points out the problem and asks the group to make a decision (consulting), (6) the leader makes the decision and assures the group that the decision is right, (7) Leaders allow their subordinates to make decisions according to predetermined limits

This model has three main issues which form the basis for the choice of leadership patterns.

1<sup>st</sup>the strength of the manager has a great influence on the success of an organization. The strength of a leader can be the strength of his personality, experience, and the value that is applied in life. 2<sup>nd</sup>, strength from below the leader in this case is a member in an organization.

3<sup>rd</sup>, the strength in a situation formed by the conditions of interaction between leaders and their members, organizational climate is very influential in the interaction between leaders and their members.

### **2.1.6.2. Contingency Model – Fiedler**

The contingency leadership model emerged after the behavioral approach. This theory states that leadership effectiveness depends on the relationship between personality characteristics and leader behavior with situational variables. These variables are task structure, power position, skills and attitudes of subordinates. So, there is no "best" style in a variety of different situations. This leadership model seeks to predict which types of leaders are effective in different types of situations. The Contingency leadership model considers that the most effective leadership style

depends on the situation at hand and the change in style is not a difficult thing. Three variables are grouped by Fiedler: such as, (1), the task structure, (2), leader member relationship, and (3), position power includes legitimate power, reward power, positive power, referent power, information power.

The three groups of variables above can lead to three kinds of situations that will later be faced by leaders. 1<sup>st</sup>, the leader is well received by subordinates, the task is clearly structured, and the leader's strength is also good in actualizing his leadership. 2<sup>nd</sup>, the leader is not well received by subordinates, the task is not clearly structured, and the strength of the leader is also not good in actualizing his leadership. 3<sup>rd</sup> the situation in the middle between accepted and not accepted by his subordinates.

### **2.1.6.3. Life Cycle Theory – Hersey and Blanchard**

As, Hersey & Blanchard developed effective situational leadership model by combining the level of maturity of subordinates with the behavior patterns of their leaders. According to, Mustiningsih, (2013), State that four levels of maturity of subordinates include, (1) M1: subordinates are unable and unwilling or do not have the confidence to complete the task; (2) M2: subordinates are unable but have the will and confidence to be able to complete the task; (3) M3: capable subordinates but do not have the will and do not have the confidence to complete the task; (4) M4: subordinates are able and have the will and confidence to complete their tasks .

Hersey and Blanchard defined those situational leadership theories four styles of leader behavior in problem solving and decision making.

**1). Telling/directing:** As, Sims, et. al. (2004) defined that directive when the objectives are clear when the leader is more experienced than the followers, the short term objectives, compliance, and learning are much important than followers development. ” Specific guidance and close Supervision”. It is the lowest level of leadership style. Most new teachers require direct instructions, so this is called the telling or directing style. According to, Bejer, (2019) defined out that the directing style where the leader gives particular roles and goals direction and carefully monitors the performance of the supporters to provide frequent feedback on outcomes. As, Zigarmi and Roberts, (2017) reported that all of the planning work in advance, goal setting, showing and telling how, setting priorities, setting deadlines, defining roles, and defining methods of evaluation are actions for directing. The follower is characterized by low competence and high

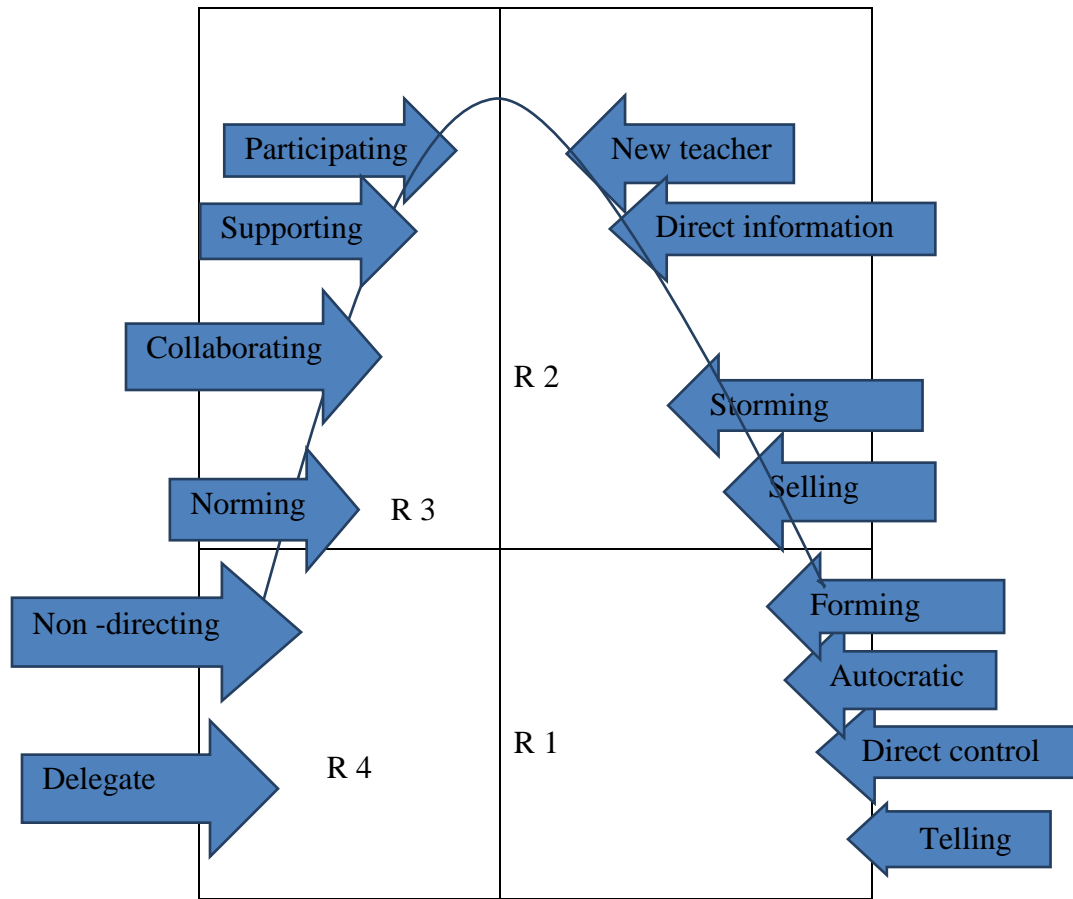
commitment, being powerless to comply, with possible feelings of insecurity. The leader must focus highly on tasks, rather than a relation with the employee, as a relationship does not yet exist. Leadership must be encouraging and motivational, offering praise for positive results and correction for less than positive results. Bass, (1990), In task or relations-oriented leadership, leader responses to situations are based on whether task takes priority or relationship takes priority in accomplishing effective leadership purposes. Bass further describes direction or direct vines as a style, in which the leader makes decisions without consulting subordinates. According to Raza & Sikandar, (2018) Stated that directing as when the leader clarifies what, where, when, how, and by whom the task should be done.

**2).Selling;** “explaining and persuading”. Leaders still provide information and direction, but there's more communication with followers. Leaders "sell" their message to get the team on board. Leaders tell their people exactly what to do, and how to do it. Selling address the followers who has develop some competence with an improve commitment. The follower is not convinced yet, but is open to becoming cooperative and motivated. Leadership must be still focus highly on tasks and this still requires much of the leaders, time, but the focus now also includes developing a relation with employees. According to Zigarmi and Roberts (2017) considered that all of the planning work in advance, goal setting, showing and telling how, setting priorities, setting deadlines, defining roles, and defining methods of evaluation are actions for directing. It shows that not different between respondents' views about School principals use telling style when teachers are lack the knowledge, Skills, confidence to work on their own.

**3) .Participating;** “sharing and facilitating”. Leaders focus more on the relationship and less on direction. The leader works with the team, and shares decision-making responsibilities. Participating addresses the follower, who is now competent at the job, but remains somewhat inconsistent and is not yet fully committed. Socializing and connecting with staff tend to give them the confidence to follow the principal and do what the principal assigned them to do. “It centers on helping people to see that they can meet their needs while contributing to the aims of the organization where they are working” (Memisoglu (2015). The follower may be uncooperative or performing as little work as possible, despite their competence with the tasks. The leader must participate with and support the follower, Raza and Sikandar stated that supporting as when a leader starts building confidence, encouraging employees' to participate and

decision making, and praising employees' achievements (Raza and Sikandar (2018). The leader no longer needs to give detailed instructions and follow up as often, but does need to continue the work is being done at the level required.

4). **Delegating;** "letting others do it". Leaders pass most of the responsibility onto the follower or group. The leaders still monitor progress, but they're less involved in decisions is the ultimate goal; a follower who feels fully empowered and competent enough to take the ball and run with minimal supervision. Wadesango and Bayaga,( 2013), Ndu, (2004) Find out that Sharing information with teachers, delegating duties to them, empowering them and showing them that their efforts contributed to successes, creates an enabling environment for cross fertilization of ideas are all ways of involving the teachers in decision making. The leader gives very little or no direction and allows his subordinates a great deal of freedom. It's obvious that, this style cannot be useful in most of cases (As, Goel, 2009). The follower is highly competent, highly committed, motivated, and empowered. The leader can now delegate tasks to the follower and observe with minimal follow up, knowing that acceptable or even excellent results will be achieved. There is a low focus on tasks and a low focus on and a low focus on relationships. There is no need to compliment the follower on every task, although continued praise for out-stand performance must be given as appropriate.



**Fig.1. Situational leadership behaviour**

Source: Own Survey 2023

FOLLOWERS READINESS

HIGH	MODERATE		LOW
<b>R4</b>	<b>R3</b>	<b>R2</b>	<b>R1</b>
<b>Able+ willing</b>	<b>Able but unwilling</b>	<b>Unable but willing</b>	<b>Unable + unwilling</b>
<b>Goal as one</b>	<b>Goal Coming together</b>	<b>Goal coming around</b>	<b>Goal Pick-up sticks</b>
<b>Self-managing</b>	<b>Group cohesion</b>	<b>Intra-group dissonance</b>	<b>Uncertain chaos</b>
<b>Spirits Performance Synergy</b>	<b>Group cohesion</b>	<b>Competition for influence</b>	<b>Need for objective definition</b>

### 2.1.6.3.1. Maturity Levels

situational leadership is a leadership style that adapts to the situation, especially the maturity of the leader (Wirda, F., & Azra, T. (2012). As, Hersey and Blanchard, defined that knowing when to use each style is largely dependent on the maturity of the person or group you are leading. They break maturity down into four different levels:-

**M1** = People at this level of maturity are at the bottom level of the scale. They lack the knowledge, Skills, confidence to work, and they often need to be pushed to take the task on.

**M2** = at this level, followers might be willing to work on the task, but they still don't have the Skills to do it successfully.

**M3** = Here, followers are ready and willing to help with the task. They have more skills than the M2 group, but they're still not confident in their abilities.

**M4** = these followers are able to work on their own. They have high confidence and strong skills, and they're committed to the task.

**Table 2. The Hersey-Blanchard model maps each leadership style to each maturity level, as shown below.**

<b>Maturity Level</b>	<b>Most Appropriate Leadership Style</b>	<b>Required maturity level of the followers</b>	<b>Learning goal</b>
<b>M1</b> ;- Low maturity	S1: Telling/directing	Learner is dependent	Knowledge acquisition
<b>M2</b> ;- Medium maturity, limited skills	S2: Selling/coaching	Learner is interested	Knowledge development
<b>M3</b> ;- Medium maturity, higher skills but lacking confidence	S3: Participating/supporting	Learner is involved	Applying knowledge or know how
<b>M4</b> ;- High maturity	S4: Delegating	Learner is nearly Autodidact	Reflection of knowledge and the understanding of complex relations

Source: Own Survey 2023

### **2.1.6.3.2. Development levels**

Blanchard and Hersey (1969) talk about two fundamental concepts, Development level and leadership styles, which leaders should develop for their Follower's to be self-motivated rather than dependent. Competence is the knowledge and skills a follower brings to a specific goal or task.

As, Blanchard (2008), Commitment is the followers' motivation and confidence on that goal or task. The Blanchard and Hersey situational leadership model states that the leadership styles need to be reflected on follower's level of competence and commitment. These two dimensions are then divided into four development levels of the follower's.

(1)**Low competence =High commitment**, the follower lack ability but is motivated. For example a new member of staff for a certain task, who does not have any past experience on a certain task but is excited about the job and willing to learn.

(2)**Some competence=Low commitment**, the follower has some ability but is not motivated. Follower has a little experience on the task but due to unmet expectation he/she loses his motivation to work on the task.

(3)**Moderate competence= Variable commitment**, follower has ability but is not confident to utilize it. These followers often know what to do but are in self-doubt, which makes them insecure about performing the task given.

(4)**High competence=High commitment**, follower has competence to perform and is confident. They are high in knowledge as well as the ability to work unsupervised.

### **2.1.6.4. Implementing Situational leadership**

Implementing situational leadership in an school is really nothing more than teaching leader how to recognize SWOT each leadership style, and how this knowledge can be applied to a given work situation. It's also important for leader to diagnose their intrinsic leadership style, because that will often be the style they will fall back into in times of stress.

Effective leaders in any schools are able to quickly recognize the correct style to apply in a given situation. They make use of that style to achieve superior business results. Irrespective of the model / theory used to describe leadership styles, both Goleman and Blanchard agree on this last point: flexibility is the key to success. Meaning leaders should note their SWOT analysis and

improve on the weakness before trying to do diagnosis on followers. As, Rohmah and Karwanto, (2014), state that the headmaster tries professionally to improve teacher performance through hide as, participative, giving understanding, motivation and straightening misunderstanding directly or non-directly. Situational leadership stresses that leadership is composed of both a directive and a supportive dimension, and each has to be applied appropriately in a given situation (Northouse .PG.2007). To determine what is needed in a particular situation, a leader must evaluate her or his employees and assess how competent and committed they are to perform a given task.

Active situational Leaders should be able to change their followers over time so they can reach their highest level of performance on specific goal / job. This development helps the followers to become self-motivated and self-directed. Leaders should be able to make an over view of their followers to know what to improve and how, check their work to see the level of knowledge and skill they have on each given task. This way the leader will know what kind of leadership style to imply. Debate with the supporters is significant so they may know what is required from their part after making a joint agreement of the leadership style according to the followers' development level.

#### **2.1.6.4.1. Implementation steps**

**1<sup>st</sup>**, Situational leaders must be Diagnose the job or work to be done, making sure there is a clear description in the leaders and followers mind of what the task is. The important cause is the follower understanding of what the leader want done and how the final good performance is like. It needs to be specific on the task.

**2<sup>nd</sup>**, situational leaders access the competence and commitment. It should identify the readiness of the follower to that given job. Identify the performance readiness of the follower they are trying to influence. This is checking how ready the follower is by recognizing their ability and willingness on that task. This two variables ability and willingness are interactive meaning that one impacts the other.

**3<sup>rd</sup>** Match situational leader's response. Match the leadership style to the level of development of each follower or a group of followers.

### **2.1.6.5. The Challenges of Situational School leadership**

The challenges of the situational leadership may appearance with not the same problems in playing their leadership practice/role. The challenges may be come from principals, community, teachers Student climate of the school and parent, related limited school resources. According to, Kouzes and Posner, (2012), It is about a climate in which people turn challenging opportunities into remarkable successes. The main challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions (Dugion, (2006), describes the major school leadership challenges as follows:

#### **1. The Personal Quality of the schools' leader**

The situational school leaders own personality, vision, extent of commitment, human relation skills and can serve to constrain (hamper the exercise of leadership). If the School leaders does not possess the appropriate personal qualities needed and the absence of these characteristics can be self- constraining in carrying out leadership responsibilities properly (Gorton, (1983)

#### **2. Background of Education**

The educational back ground of the situational leader is the very determining factor to run a school, and then individuals acquire basic knowledge, skill and attitude through educations. So, if schools 'leaders lack the appropriate quality of basic formal education that helps them to develop their knowledge, skill and attitude, they will face great challenge in performing different management activities in school situations/setting.

#### **3. Shortage of Time**

Shortage time is also another problem to situational school leadership. Time is the bane of any busy professional, then for situational leader, it poses a particular challenge because they seek to spend substantial time in classroom where situational is delivered. All school leader operates with in the same time constrains.

Situational of school leaders, if lack of time due to variety of tasks that principals deal with in another biggest problem in principals' work over load or the press of duty) is another challenge for the school leaders. The school leaders are the one person in a school to lead any activity of that school. Then if the staff of school is not fulfilled overload of the work face the leader this is

also an obstacle. A school executive day is characterized by one encounter after another with staff members, students, parents, community members, politicians, and others.

#### **4. Absence of support from top authorities.**

Additional challenges affecting effective situational school leadership is absence of support from top authorities. The school leader operations are influenced by that authority above him or her.

The disappointment and opposition of some schools' leaders regarding the perceived lack of support, from those round hem/she is clearly barrier to becoming an effective situational leader. As, Boyd, (2002) ,has states that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges become irresistible.). In support of this, developing partnerships beyond the school to encourage parental support for learning and new learning opportunities are among the challenges facing school leaders for effective school improvement (Christopher and Pamel, 2013)

#### **5. Poor performance**

The matter of commerce with poor performance in a accountable and professional manner that consider the interest of all concerned body and emerged as one of the most serious responsibility for educational leaders. Nevertheless, situational schools' leaders face the challenges of dealing with poor performance. Many leaders feel frustrated by manager's reluctance to deal with poor performance, frequently, due to the perceived difficulty of legal and institution issues involved.

#### **6. Absence of Training and Services**

As, fielder, (1983), show that, school leaders (principals) alternative ways of doing their job or preparing them to handle specific complication of the new job they are going to resume in the future. The training situational school leaders' constructors the capacity of job organizing of the leaders. The schools' leaders necessity search for training and improvement opportunities through collaborating with the following; such as, (1) colleagues, professional organizations (2) personal programs of self- improvement training allow principals haw to holder numerous situations in trying to make the work they are responsible for more organized and in order to assist the staff in accomplish it with less uncertainty.

#### **7. Lack of Resources**

The challenges affecting situational leadership is lack of physical, human financial and materials can be a key obstacle to principal to lead the school effectively. As, (Gorton, 1983:264 ),shows that, a principal may want to lead and the situation and expectations of other may call for his leadership nevertheless, if the resource necessary to implement his or her leader ship are in adequate, the principals will face important impede. In most regions learning materials development was a challenge due to lack of budget, limited capacity among facilitators and facilitator trainers – and most did not have facilitators’ guides or handbooks for learners due to budget constraints or ineffective resource allocation by regions (MoE, 2015).

### **8. Leadership competency**

This situation could be linked to the absence of the necessary leadership skills and appropriate leadership styles. Even though there may be other factors contributing to this situation, one major factor that could be responsible is the school leaders’ lack of the necessary leadership skills and appropriate leadership styles (Moswela, 2004).Professional knowledge, skill and attitude have great impact on the achievement of organizational goals and objectives and lack of skills will create an obstacle to principals (MoE, 2005). In support of this, underperforming staff is an early challenge that requires decisive and consistent action (Fidler and Atton, 2004).

Lack of understanding was created by school leaders due to low level of interest to conceptualize school environment and changing and re-changing of guidelines by top educational officials (Mulatu and Teketel, 2014)

### **9. School Related Problems**

The similar problem the secondary school principals may face include, over population of students, problem with school plant, unfriendly armed and insufficient teachers, to cope with the work load, students’ with poor academic back ground, poor funding that affects management, students’ negative attitude towards learning, parents’ ambivalence towards the educational wellbeing of their children low motivation, low performance and personal problems including role conflict, social problems and pressures, financial problems and a lot more (Jalyeob and Jibril, (2006).

### **2.1.6.6. Effective situational Leadership**

Effective leaders need to be flexible, and must adapt themselves according to the situation. It is the combination of follower maturity and leader style flexibility that determine effectiveness in a leadership situation. (Hersey and Blanchard, 1982), others authors Situational leadership also states that the vision of heads must be flexible; its flexibility level also depends upon the situation (Hersey, (2001). situational leadership is a leadership style that adapts to the situation, especially the maturity of the leader (Wirda, F., &Azra, T. (2012).As, Hersey and Blanchard, defined that knowing when to use each style is largely dependent on the maturity of the person or group you are leading. As Polat,(2012) stated that school principals should be open to innovation, self-developing, democratic, fair, respectful of differences, valuing human beings, empathetic, tolerant, playing fair, equitable, interested, reliable, responsible, compassionate, creative-productive, having team spirit, open to criticism, friendly, patient, courageous, participant, acknowledging diversity, helpful/ sharing, liberal, optimistic, universal and easy-going in order to manage diversity in the organization.

Educational leadership has a critical role in the transformation of society, and for change to happen effective leaders are key. Along with the wide spread belief that the quality of leadership makes significant difference to school and student outcome. There is also increasing recognition that effective school leaders have to be developed to provide the best possible education for the learners. (Leithwood & Jantzi, 2005)

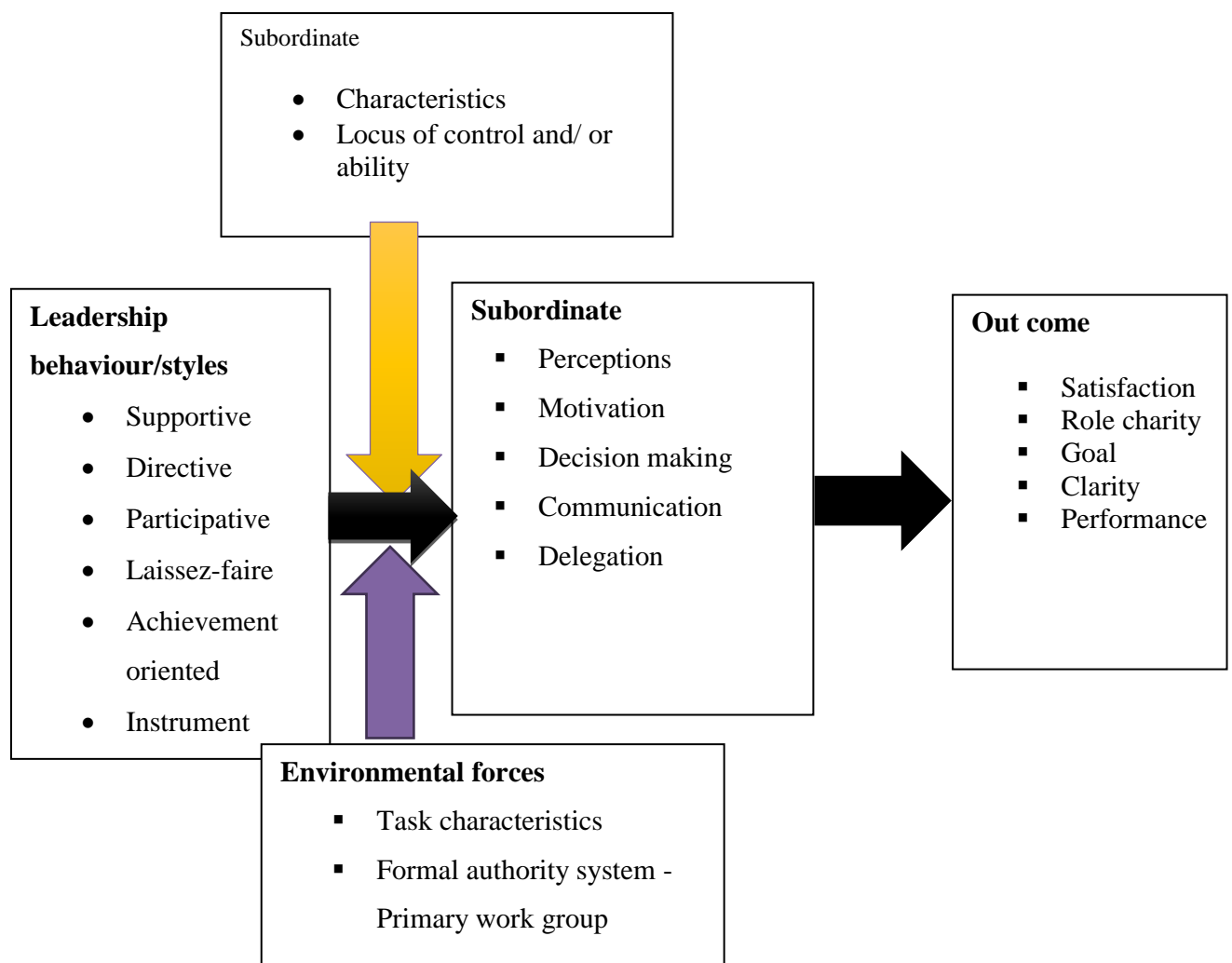
Ayalew, (2000; p.24) also stresses different situations require different style and effectiveness of a style depends on the situations in which it is used. Therefore effectiveness is context based, because it depends on the situation in which it is used and the leader acts. For an organization to be success in the achievement of its goals function variables are required. However, the organization of the proper functioning of these inputs lies on the capability and competence of the leader.

### **2.1.7. Path-goal Theory**

Leadership path-theory defines that a leader's trait and behavior can directly affect the satisfaction, motivation, and performance of their team members. In other words, how successful

leader is can be determines by their ability to promote the contentment, goals, and skills of their subordinates. Path-goal Theory approved in this study is path-goal theory advanced by House (1968).the theory asserts that a good leader should enhance subordinates job performance by clarify and setting goals with the subordinates. The key theory of Path-Goal is based on that effective leaders influence employee satisfaction and job performance. It similarly undertakes that effective leaders strengthen the effort of performance expectancy by providing information, support, and resources to help workers complete their tasks.

Theory Path-goal was described in figure 2.1



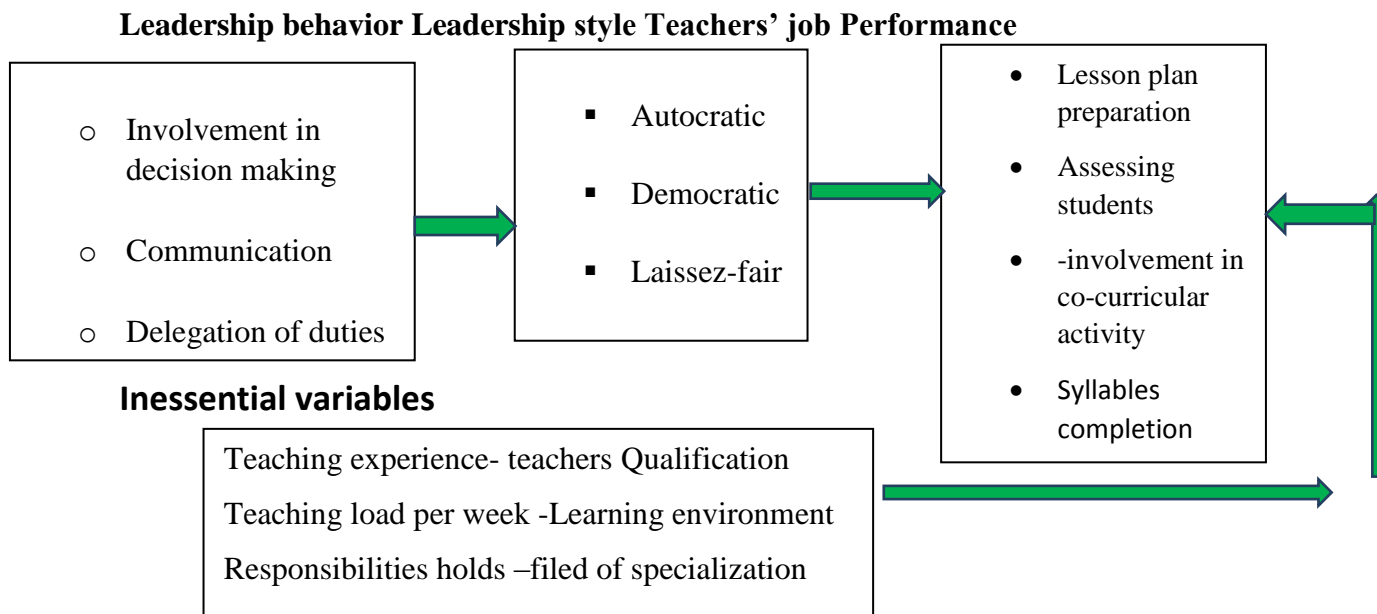
**Figure2.path-goal theory of leadership**

**Source:** Okumbe, J. A. (1998).The Educational management theory and practice, Nairobi University Press, Nairobi.

According to House, (1968) specifies that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when teachers are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behavior thus performing effectively. The leader’s behavior additional enhances the subordinates work environment through (a) directing, (b) controlling, (c) supervising, rewarding, (d) proper communication, (e) delegation of duties and (f) joint decision making between principals’ and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the teachers. By doing these, workers expectations become high; consequently, their performance is improved. Basing on these, the researcher believes the path-goal theory as advanced by House (1968) help principals involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers.

### 2.1.8. Conceptual theory

Result of the review of House’s, (1968) path-goal theory (Section 2.1), and a conceptual framework relating the variables in the study as indicated in Figure 1.



### **Figure3. Leadership behavior leadership style teachers' job performance**

**Source:** adopted from Onen (2008) Leadership styles and behaviors relationships on employee performance; A handout for postgraduate students. Kampala, Maker ere University Printery.

Fig. 2.3: Conceptual framework relating leadership styles to teacher performance in schools of Degem Woreda. The conceptual model in Figure 2.3 suggests that the independent variable is conceptualized as consisting of three leadership styles (democratic, autocratic and laissez-faire) measured in form of; principals' involvement of teachers in decision making, principals' communication to teachers and principals' delegation of duties to teachers while the dependent variable is teacher job performance which is conceptualized as lesson preparation, assessment and co-curricular activities. Figure 2.2 additional foreseen that all leadership styles: democratic, autocratic and laissez-faire, have positive relationship with teacher performance. However, the conception framework indicates that the extraneous variables (teaching experience, teachers' qualification, teaching load per week and responsibilities and learning environment supervision) were competing with the independent variables (communication, delegation and decision-making) to influence teacher job performance in schools in Degem Woreda

## **2.2. Leadership styles**

Every leader in all organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, (Ezeuwa, 2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of achievements educational goals and can accelerate the process of schools development or can destroy the progress of education (Adeyemi, 2004).As such; a leadership style occupies an important position in school management.

Leaders express leadership in many roles. These, among leader determines the duties of followers, and the leader specifies others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002).The leadership behavior leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

### **2.2.1. Autocratic style of leadership**

It is mentions to a system that gives full empowerment to the leader with minimal participation from the followers. Autocratic style have a tendency to the following five types: Such as, (I) they do not consult members of the organization in the decision-making process, (II), the leaders set all policies, (III), the leader predetermines the methods of work (IV), the technical, and (V), performance evaluation standards. Then this style usually only involves one person deciding, it permits quick decision-making. Though the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, particularly when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership Power and decision-making reside in the autocratic leader. Sims, et. al. (2004) defined that directive when the objectives are clear when the leader is more experienced than the followers, the short term objectives, compliance, and learning are much important than followers development The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her and the subordinates. As John, (2002), He or she does not delegate authority nor does permit subordinate to participate in policy-making

### **2.2.2. Democratic (participative) styles**

Democratic leaders well comes and value others' input, rely heavily on team participation and facilitate discussion that enable multiple members of their group to weigh in on decisions. Democratic leaders actively participate in discussions, but also make sure to listen to the views of others. This style often leads to positive, inclusive and collaborative work environments. Good democratic leaders can bring out the group's creativity.

Democratic leaders discusses to a situation where there is equal work among leaders and followers. As reported to, Goldman,(2002), democratic organizations typically have the following six characteristics: There are, (a). policies are determined by a group of organizations, (b).technical and job performance measures are discussed so they are understood by all, (c).leaders provide advice to members in regards to implementing tasks, (d).members are free to choose with whom they work, (e).the group determines the distribution of tasks, and (f).leaders try to be objective in giving praise and criticism. As (Goldman, 2000),defines that leaders using a democratic style of leadership build consensus through participation, but then again these leaders also expect a higher level of excellence and self-direction. From my own experience I observe that these leaders are time to listen and share ideas with their followers. Also after consultation and communication various people in organization. Have a habit of to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived The leader efforts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader. In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. As reported in Oyetunyi, (2006) recommend that a leader can behave in different ways in different situations.

### **2.2.3. Laissez faire (free-rein) style**

According to Adeyemi (2010) defined teachers' job performance as "the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process". Teachers are the most valuable assets of any school. Teachers' job performance can be defines as the duties perform by teachers at a particular period in the school system in achieving organizational goals.

Laissez-fair leaders have an attitude of trust and reliance on their employees. They don't micromanage or get too involved; they don't give too much instruction or guidance. Instead laissez-fair leaders let their employees use their creativity, resources, and experiences to them meet their goals. It is when leaders are hands-off and allow group members to make the decisions. Laissez-fair leaders or in this style freedoms are fully determine by group goals, techniques, and working methods. Leaders rarely intervene. As, described by Hackman and Johnson,(2009) the most effective style, especially where followers are mature and highly motivated. Laissez-faire style allows complete freedom to group decision without the leader's participation. Therefore, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group.

### **2.2.4. Servant leadership**

This leadership style brings into play a new moral principle; the only authority that deserves our support is that which is freely and consciously given to the leader by her collaborators, in response and in direct proportion to the obvious and clear role of the leader as a servant. "*Servant leadership is based on the desire to serve others*". This type's leadership is based on the desired to service others beyond personal interest. Servant leadership re-examines the concepts of power and authority from a critical point of view, making this mutual relationship less oppressive. The test of servant leadership lies in evaluating the effect of this task on the less privileged members of the organization and the community, from educators to students. Serving and guiding eventually become, therefore, two functions of a better's leadership style oriented towards common good.

### **2.2.5. Distributed leadership**

Leadership is not something we to do others people, but something to do with others people. In the case of o educational leadership, it is essential to know how to move from "me to us, "from "me to us". In education centers, we need a joint project, not a set of projects. We can only

achieve a shared vision if we all work collaboratively in the services of a common goal, through different leadership communities' /units/. Leadership is not a matter of elites, but of scales. Educational leadership allows a transition from a centralized leadership model (based on order and control) to a distributed leadership model (based on coordination and cultivation).

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Descriptive of Research Site**

Degem Woreda was one 13 woredas and 3 Administrative town found in North Shewa Zone in Oromia Regional State that located in the northern part at about 126 km away from Addis Ababa. Degem is bordered on the south by Moger River which separates it from West Shewa, on the west by kuyu ,on the north west by Hidabu Abote , on the north by Jamma River which separates it from Amhara Region, on the northeast by Gerar Jarso and on east by Yaya Gulale. As it is suitable for administration the woreda is branched to 18 rural kebeles and 2 urban kebeles administration. The climatic condition in the woreda is divided in to kolla, Dega and Woinadega. The economic activities of the communities based on farming, Animal raring and trading. There are a 2(9-12) secondary school in the woreda. Among these, the research was conducting 2(9-12) secondary schools which were founded in Degem Woreda. However, 70 teachers, 1 supervisor', 3 vice principal and 2 principals were took as a sample in this study. The main reason for selecting this school was the researcher's has two reasons. The first one was that the researcher has been working 3 vice principal, 8 years as a teacher and 5 years as supervisor in Degem woreda. The second factor that initiated the researcher to carry out the study in Degem woreda Secondary School was that he knows all staff members which might helped him to collect relevant data's to study objectives as smoothly as possible and the researcher easily managed the accuracy of the data that was obtained from the respondents, because of the intimacy the researcher could also repeatedly observed what was going on in the schools and ensure the validity, reliability and to increase the rate of returns of the responses.

#### **3.2. Research Design**

In this study a descriptive research design was employed to describe situational leadership practice and challenges in Degem Woreda secondary schools. This method was selected because it is appropriate when the aim of the study was get an exact description of current status. Furthermore, descriptive research is a fact finding study with adequate and accurate interpretation of the findings. It defines with emphases what actually exists such as current conditions, practices, situations or any phenomena particularly; descriptive method is one which is commonly used in

educational research. The qualitative data was used to provide greater clarity and understanding the data obtained from the quantitative survey response. As McLaughlin and others (2001) believe that for information that cannot be gathered through quantitative method, (which relies mainly on close-ended questionnaire) the qualitative method can be effective in obtaining such information.

### **3.3. Sources of Data**

Data was obtained from primary and secondary sources.

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

The main primary data sources for the study were teachers, principals, vice principals and supervisor in the schools. Teachers, principals, vice principals and supervisor are included because they are the front line respondents and able to share their experiences on the existing problems.

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

The secondary data sources are education policy, leadership manuals, school guidelines, relevant journals and research reports that reflect the basic questions on practices and challenges of Situational leadership of school while implementing their assigned duties in schools.

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

#### **3.4.1. Population**

Degem Woreda is one of the 13 woreda and 3 Administrative town found in North Shewa Zone in Oromia Regional State that located in the northern part at about 126 km away from Addis Ababa. The study involves 2 secondary schools, total 2(100%) in the Woreda. Accordingly, 70 (100%) teachers 56 male and 14 female, 2 school principals all male (100%), Vice principal male 3(100%) and 1(100%) School supervisor male were involved. Generally, this study was carrying out with the participation of 76 participants.

#### **3.4.2. Sample size**

The population of the study was all Degem woreda secondary schools in which all have secondary schools', principals, teachers and supervisors in the study area was included. The researcher were used Availability sampling technique, because of Availability sampling technique used due to all the participants few in number and easily manageable by the researchers. A

researcher obtains relevant information, they are key actors in the situational leadership practice and challenge in Degem Woreda' secondary schools.

### 3.4.3. Sampling techniques

So as to get relevant and authentic (true) information about the situational leadership practice and challenge, respondents or the study population were selected by using through Availability sampling technique. As mention above that there are 2 secondary schools in Degem Woreda. The total numbers of teachers in the sample schools were (70).

After this, the researcher was used Availability sampling technique due to all the participants is few in number and easily manageable by the researchers. So, the teachers, schools principals, vice principal and Supervisor of Degem Woreda were also select through available sampling technique due to all the participants are few in number and easily manageable by the researchers. Furthermore, the respondents are available in the study to get relevant and real information regarding to the issue under the study. Accordingly, 70 teachers one supervisor, 3 vice principals, 2 principals were taken as a sample in this study. For detail information on the list of respondents included in the study see Table 3.

**Table3. The summary of the population, sample size and sampling**

No	Schools	Teachers			Principals		Vice principal		Supervisors	
		P	S	%	P	S	P	S	P	S
1	Degem 9-12	42	42	100	1	1	2	2	1	1
2	MukaKule 9-12	28	28	100	1	1	1	1	-	-
	Total	70	70	100	2	100	3	100	1	100
Sampling Techniques		Availability Techniques			Availability		Availability		Availability	

Total P=76 Total S=76 Total 100% P=population S=Sample %=percent

**Source: Degem Woreda Educational office**

### **3.5. Data collection Instrument**

Two instruments were used in the process of gathering the necessary data for the study. Questionnaires and interview was used. The teachers were participating questionnaires that was prepared to gather necessary information about situational leadership practice and challenge. Then interview was used for school supervisors, vice principals and principals to obtain additional data and to check the reality information to be collected by the questionnaires.

#### **3.5.1. Questionnaires**

Closed ended questionnaire was employed to collect quantitative data from selected teachers. This is because item is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. The questionnaires were prepared in English language, because the entire sample teachers can to read and understood the concepts that were incorporate.

The questionnaires have two parts: The first part of the questionnaire described the respondents' background information include: sex, academic qualification, field of specialization, teaching load per week, experience and responsibilities holding. The second and the largest part included (contained) the total possible challenge of independent variables of situational leadership practice and challenges participation of teachers in decision-making, Issues that affected situational leadership on dependent variables of leadership in terms of: leadership practise, leadership competency, Maturity Levels, effective of leader challenge, personal characteristics, using closed ended question items. The closed ended item was prepared by using Likert scales.

#### **3.5.2. Semi structure Interviews**

The Semi structure Interview greater depth of response which was not possible through any other means. Thus, the purposes of the interviews were to collect more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interviews were conducted with one school supervisors, 3 vice principals and 2 school principals. The reason behind the semi-structured interview items were the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The school supervisor vice principals and principal were selected for interview because, they are small in number and their position is important in describing the practice and challenge of school leadership in their school. Therefore, they can have detailed information about the current status of situational

leadership practise and challenges and factors that hinder or enhance the practice in their school. This helped the researcher to get more and significant information.

### **3.6. Data Analysis**

To analyze the data of the study, the researcher was gathering all the information from the completed questionnaires, interviews, and documents both qualitatively and quantitatively. First, the data collected using closed ended items of the questionnaire was coded and organized. Then, the closed ended questions result was analyzed using statistical packages for social science (SPSS). The data obtained through questionnaires were organizing and analyzing quantitatively by using descriptive statistics such as frequency counts, percentage, mean and standard deviation. Data analysis consists of examining, categorizing, tabulating of recombining the evidence to address the initial positions of the study as, (yin in Gentry 2002:62). The qualitative data was triangulated with the quantitative results using written descriptions accordingly. Based on both qualitative and quantitative data analysis interpretation were made to reach certain findings. Finally, conclusions and possible recommendations were made.

### **3.7. Ethical Consideration**

The ethical issues include: known benefits and risk of participant participation in the research, exact description of the information to be delivered to the subjects of the study, when appropriate, indicate any special incentives of treatment that human subjects would receive through their participation in the study, indicate how the data collected in the study was keep secure and confidential, discuss the procedure for informed consent by the study participants where applicable. Also anonymity, respect for the subjects, kindness and justice, whether the objectives of the study were ethically achievable, and the ethical soundness of the methods was considering by the researcher.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is divided into two parts where the first part deals with characteristics of respondents while the second part presents analysis of data obtained from teachers, school principals, vice principals and supervisor situational leadership practices and challenges in secondary schools of Degem. A total of 70 copies of the questionnaire were prepared and distributed to the respondents. Out of these, 70 teachers participated.

Data collected on secondary school situational leadership practice and challenges of secondary school were organized by comparing statistical percentage, mean, and standard deviations of the groups and interpretation of the five-point Likert Scale. For this section, analysis was made based on the following: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. (Agree) and 5 Strongly Agree.

#### 4.1. Background Information of the Respondents

All respondents of selected secondary schools were asked to indicate their background information in the questionnaire. Responses on their sex, age, and educational qualification, work experience in year, position, and trainings were summarized as indicated in Table below.

**Table4. 1. Characteristics of Respondents in terms of Sex & Age categories**

Characteristics		Respondents							
		Teachers		Principals		Vice principals		Supervisors	
		No	%	No	%	No	%	No	%
Sex	Male	56	80	2	100	3	100	1	100
	Female	14	20	-	-	-	-	-	-
	Total	70	100	2	100	3	100	1	100
Age	20-29	7	10	-	-	1	33.3	-	-
	30-39	38	54.3	1	50	2	66.7	-	-
	40-49	23	32.9	1	50	-	-	1	100
	50and above	2	2.9	-	-	-	-	-	-
	Total	70	100	2	100	3	100	1	100

Table 1 Shows, the gender of respondent indicates that 56(80%) of teachers were males and 14(20%) of teachers were females. In addition, 2(100%) of principals, 3(100%) vice principals and 1(100%) of secondary school supervisors were males. The data indicated that 80% of teachers, 100% of principals, 100% vice principals and 100% supervisor, respondents were males and only 20% of teachers were females So, the data exposed that it needs effort to give power to female in all aspect and decrease the gender gap in different job professionals. As regarding the age distribution, 7 (10%) of teachers were between 20-29 years, 38(54.3%) of teachers were between 30– 39 years, 23(32.9%) of teachers were between 40-49 years, 2(2.9%) of teachers age 50 and above. Regarding to a reflected in this table greater part of teachers in secondary school were found to be in the age range of 30-39 years .As a result that the information obtained from the age of the respondents, it is possible to get matured idea about situational leadership practices and challenges in secondary school.

The principals 1 (50%) were between 30-39 years 1(50%) of principal were between 40-49 years, and 2(66.7 %) of vice principal were between 30-39 years and 1(33.3%) of vice principal were between 40-49 years. In addition, the 1(100) supervisors were between 40-49 years, Regarding to a reflected in this table greater part of principals and supervisor in secondary school were found to be in the age range of 40-49 years which may be due to their long work experiences in years.

**Table4. 2 Characteristics of Respondents in terms of Educational Qualification**

Characteristics		Respondents							
		Teachers		Principals		Vice principals		Supervisors	
		No	%	No	%	No	%	No	%
Educational Qualification	Certificate	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	-	-
	1 <sup>st</sup> degree	40	57.1	-	-	-	-	-	-
	2 <sup>nd</sup> degree	30	42.9	2	100	3	100	1	100
	Total	70	100	2	100	3	100	1	100

Source: Own Survey 2023

As regarding the educational qualification of respondents, the information on the part of teachers make known that greater part of teachers 40 (57.1%) are 1<sup>st</sup> degree and 30 (42.9%) were 2<sup>nd</sup> degree holders. This is reflected in the table all of the teachers were 1<sup>st</sup> degree and 2<sup>nd</sup> degree in secondary school. In addition, all of the principals 2(100%, vice principals 3(100%) and 1 (100%) supervisor were 2<sup>nd</sup> degree holder. According to MoE policy, they should have master degree to lead secondary schools. It implies that all of the principals, vice principals and supervisors satisfy the standard set by (MoE, 1996:8) which requires at least 2<sup>nd</sup> degree for principals, vice principals and supervisor in secondary schools.

**Table4. 3 Characteristics of Respondents in terms of Work Experience, position, Training**

Characteristics		Respondents							
		Teachers		Principals		Vice principals		Supervisors	
		No	%	No	%	No	%	No	%
Work Experience in year	1-5	3	4.3	-	-	-	-	-	-
	6-10	10	14.3	-	-	-	-	-	-
	11-15	27	38.6	2	100	3	100	-	-
	16-20	27	38.6	-	-	-	-	-	-
	21and above	3	4.3	-	-	-	-	1	100
current position	Teacher	70	100	-	-	-	-	-	-
	Principal	-	-	2	100	-	-	-	-
	Vice Principal	-	-	-	-	3	100	-	-
	Supervisors	-	-	-	-	-	-	1	100
Training	Leadership	1	1.4	-	-	-	-	-	-
	SIP	17	24.3	1	50	-	-	-	-
	TPD	51	72.4	1	50	3	100	1	100
	Non teaching	1	1.4	-	-	-	-	-	-

As the above table the work experiences of the respondents, 3 (4.3%) of teachers 1-5 years 10(14.3%) of teachers 6-10 years 27 (38.6%) of teachers 11-15 years 27(38.6%) of teachers 16-20

years and 3(4.3%) of teachers 21 and above years work experiences. On the other hand, 2 (100%) of principals, 11-15years and 3(100%) of vice principals 11-15 years work experiences and none of principal and vice principal had an experience of less than 10 years. In addition, 1(100%) of supervisor 21andabove works experiences. These implies most of the respondents were experienced enough to run school activity functions. As, regarding to position assignment of respondents, 70 (100%) of teachers were teaching position and 2 (100%) of Principals, 3(100%) of Vice principals, were included. On the other hand 1(100%) of supervisors were served as supervision function to support secondary schools. According to above table, 17(24.3%) of teachers and 51 (72.4%) of teachers were trained in SIP and TDP respectively. however, only 1(1.4%) of teachers and 1(1.4%) of teachers were trained in leadership and none teaching respectively. In the same way 1(50%) of principals and 1(50%) of principal were trained in SIP and TDP respectively. In addition all of the vice principals 3(100%) were trained TDP. None of principals, vice principals and supervisor were trained in leadership. Therefore, this has inference that school leaders didn't get appropriate trainings leadership for school activity.

**Table4. 4 Characteristics of Respondents in terms of teaching period and specialization**

Characteristics		Respondents							
		Teachers		Principals		Vice principals		Supervisors	
		No	%	No	%	No	%	No	%
Teaching period per week	4-10	17	24.3	-	-	1	33.3	1	100
	11-17	17	24.3	2	100	1	33.3	-	-
	18-24	35	50	-	-	1	33.3	-	-
	25 and above	1	1.4	-	-	-	-	-	-
Specialization	Leadership	-	-	-	-	1	33.3	1	100
	Social science	25	35.7	1	50	1	33.3	-	-
	Natural science	20	28.6	-	-	1	33.3	-	-
	Languages	19	27.1	1	50	-	-	-	-
	Physical Education	6	8.6	-	-	-	-	-	-

Regarding respondents teaching load per week indicates that the majority of principals 2(100%) of the principals had their teaching load ranging from 11- 17 and 1(33.3 %) of vice principals had a teaching load of 4-10 and 1 (33.3%) of vice principals were belonging to a teaching load of 11-17. while, 1(33.3 %) of vice principals 18-24.

In the same way the majority of teachers 35(50%) of the teachers had their teaching load ranging from 18 - 24 and 17(24 %) of teachers had a teaching load of 4-10 and 17 (24%) of teachers are the belonging to a teaching load of 11-17. while, 13 (7.56 %) above 25 period. This means that majority of secondary school teachers in Degam Woreda need to meet the required teaching load; a maximum of 18 and 24 lessons per week to teach at higher and normal level sections respectively, as for each the recommendations by the Ministry of Education of Ethiopia. It implies the teachers are neither over loaded nor under loaded, their performance is likely to be high; but, such has not been the case. This prompted the researcher to undertake current study

As Educational specialization to the 25(35.7%) of teachers were graduated in different social science subject areas, 20(28.6%) were graduate in different natural science, 19(27.1%) of teachers were graduate languages subject areas and only 6(6.6%) were graduated in physical educational .In the same way,1(50)% of principal was graduate in social science, 1(50%) was graduate in natural sciences and1(33.3%) of vice principal was graduate in social science 1(33.3%) natural science. Only 1(33.3%) of vice principal 1(100%) of supervisor graduate in leadership. Without well qualified principal the goal of achieving high standard of educational plans will be threatened (Mc Ewon, E.K, 2003:p.57). Therefore, researcher gets truth idea from all respondents.

## **4.2. DATA PERESANTATION AND ANALYSIS**

Teachers were asked to respond their level of agreement to situational practices and challenges. Based on the responses of teachers indicated in tables 4.5 to- the responses were discussed accordingly as follows.

Each item was designed in the form of five rating scales. These are Disagree =Strongly Disagree+ Disagree, Neutral (moderate), and Agree = Agree + Strongly Agree. The values given were 1, 2, 3, 4 and 5 respectively.

### 4.3.Situational leadership practices in schools

**Table4. 5. Responses Situational leadership practice on telling**

No	Variables	Frequency			Mea ns	St.D
		DA	N	A		
1	School principals inform the teacher about what needs to be done and how it needs to be done.	12(17.1%)	14(20%)	44(62.9%)	3.54	0.928
2	School principals focus highly on tasks, rather than a relation with the teacher, as a relationship does not yet exist.	11(15.7%)	14(20%)	45(64.3%)	3.69	1.057
3	School principals use directive control behavior/telling when teachers are functioning at a very low developmental levels	17(24.3%)	25(35.7%)	28(40%)	3.19	1.067
4	School principals use telling style when teachers are lack the knowledge, Skills, confidence to work on their own.	23(32.9%)	16(22.9%)	31(44.3%)	3.14	1.011
5	School principals rely much on Punishment	30(42.9%)	16(22.9%)	24(34.3%)	2.94	1.284
6	School principals have directive character	13(18.6%)	15(21.4%)	42(60%)	3.66	1.128
7	School principals define the roles and tasks for each teacher and then supervise them very closely.	22(31.4%)	18(25.7%)	30(42.9%)	3.19	1.094

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

Hersey, Blanchard and Johnson (2001), defined those situational leadership theories four styles of leader behavior in problem solving and decision making. Such as Selling Telling, participating and delegating. Therefore the researcher prepared questions depending above four styles.

The first one is Telling; ” specific guidance and close Supervision”.It is the lowest level of leadership style. Most new teachers require direct instructions, so this is called the telling or directing style. The follower is characterized by low competence and high commitment, being

powerless to comply, with possible feelings of insecurity. The leader must focus highly on tasks, rather than a relation with the employee, as a relationship does not yet exist. Leadership must be encouraging and motivational, offering praise for positive results and correction for less than positive results.

Item 1 up to 7 was designed to assess whether the principal practice the style leader behavior in problem solves and decision making using telling style. As shown in table 4.5 items 1 teachers were asked principals inform the teacher about what needs to be done and how it needs to be done with a 12(17.1%) disagree, 14(20%) neutral and 44(62.9%) Agree on inform the teacher about what needs to be done and how it needs to be done. According to interview held with principals, the principals replied as the follows;

*Principals help teachers to inform the teacher about what needs to be done and how it needs to be done by chatting them on meeting and observe their works (code, February 8/06/2015)*

According to Raza & Sikandar, (2018) Stated that directing as when the leader clarifies what, where, when, how, and by whom the task should be done. This result shows that as the same Bass school principal to inform the teacher about what needs to be done and how it needs to be done.

Responses from item 2 of the same table show that 11(15.7%) Disagree on school principals' focus highly on tasks, rather than a relation with the teacher, as a relationship does not yet exist 14(20%) Neutral and 45(63.3%) Agree. It is concluded that there is majority of the respondents were agree on school principals focus highly on tasks, rather than a relation with the teacher, as a relationship does not yet exist. The result show that the principals not focus highly on relationship rather than focus highly on tasks.

As indicated in above item 3 the respondents asked about school principals use directive control behavior/telling when teachers are functioning at a very low developmental levels were 17(24.3%)Disagree, 25(35.7%)Neutral and 28(40%) Agree. It was interpreted the majority of the respondents Agreed on school principals use directive control behavior/telling when teachers are functioning at a very low developmental levels. The researcher also conducted interview with respondents as the follow;

*I use directive or telling when the objectives are not clear for teachers and when the teacher is inexperienced than me (code, February 8/06/2015).*

As, Sims, et. al. (2004) defined that directive when the objectives are clear when the leader is more experienced than the followers, the short term objectives, compliance, and learning are much important than followers development This results show that as the same as above researchers school principals use directive control behavior/telling when teachers are functioning at a very low developmental levels.

As indicated in above item 4 respondents about School principals use telling style when teachers are lack the knowledge, Skills, confidence to work on their own were 23 (32.9%) Disagree, 16(22.9%) Neutral and 31(44.3%) Agree. It is concluded that there is majority of the respondents were agreed on School principals use telling style when teachers are lack the knowledge, Skills, confidence to work on their own. The results show that school principals good on use telling style when teachers are lack the knowledge, Skills, confidence to work on their own.

In response Items 5 table 4.5, the respondents were asked to school principals rely much on Punishment. Accordingly 30(42.9%) Disagree on school principals rely much on Punishment, 16(22.9%) Neutral and 24(34.3%) Agree. It was interpreted as disagree, on school principals rely much on Punishment. This implies the School principals make almost all decisions regarding the activities of a group. In this style of leadership, the Subordinates, do what they are told to do. It is based on the assumption that the leader derives power from the position they occupy and that the people are naturally lazy and unreliable. This style is sometimes referred to as coercive leadership. Autocratic leaders usually demand unquestionable obedience from all within the organization. The member has no voice in matters that affect their welfare. Autocratic leader can be regard as one that cares little for the feeling of others, personality over see administration and excludes others from decision making (Bush et.al. 2006:258). This finding is show that school principals not rely much on punishment.

Item 6.table4, 5 also replied that whether the principal have directive character that teachers responses 13 (18.6%) Disagree, 15(21.4%) Neutral and 42(60%) Agree on principal have directive character, it was interpreted that majority of the respondents agreed on school principals have directive character. One of respondent explained his view as follows:

*Directive style is of assistance/help school leader accomplish goals by giving directions, establishing goals and methods of evaluation, setting time lines, defining roles, and showing how the goals are to be achieved. Directive style make clear, frequently with one way communication, what is to be done, how it is to be done, and who is responsible for doing (code, February 8/06/2015).*

As, Sims, et. al. (2004) defined that directive when the objectives are clear when the leader is more experienced than the followers, the short term objectives, compliance, and learning are much important than followers development . This result implies that school principals use directive character when the principal is more experienced than the teachers.

In response Items 7 table4. 5, the respondents were asked to School principals define the roles and tasks for each teacher and then supervise them very closely. Consequently, 22 (31.4%) Disagree on principals define the roles and tasks for each teacher and then supervise them very closely, 18(25.7%) Neutral and 30(42.9%) Agree. It was interpreted as majority of the respondents Agree with School principals define the roles and tasks for each teacher and then supervise them very closely. Another respondent said that as the follow;

*As I doing now, I define the roles and tasks as checklist and I follow what the tasks done or not done by using supervision then I evaluate depend up on checklist (code march 06/7/2015).*

This implies that as above respondents' school principals best on define the roles and tasks for each teacher and then supervise them very closely.

**Table4. 6. Responses Situational leadership practice on telling**

No	Variables	Frequency			Mean	St.D
		DA	N	A		
8	School principals tell to teachers to follow standard rules and regulations	14(20%)	12(17.1%)	44(62.9%)	3.56	1.085
9	School principals tell the teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed.	17(24.3%)	19(27.1%)	34(48.6%)	3.26	0.943
10	The flow of communication is from the school principals to teachers	10(14.3%)	12(17.1%)	48(68.6%)	3.84	1.099
11	School principals provide specific guidance and close supervision to teacher	25(35.7%)	24(34.3%)	21(30%)	2.90	1.105
12	School principals tell to teacher when teacher lack of skills about the job	15(21.4%)	17(24.3%)	38(54.3%)	3.36	1.155
13	All important decisions are made by school principals and announced to the teachers.	24(34.3%)	15(21.4%)	31(44.3%)	3.26	1.282
14	School principals' use directing style is with new hires/ inexperienced teachers.	19(27.1%)	25(35.7%)	26(37.1%)	3.09	1.032

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

As indicated in above item 8 in table 4.6 the respondents were asked to School principals tell to teachers to follow standard rules and regulations, the teachers responses that about 12 (11.1%) Disagree, 14(20%) Neutral and 44(62.9%) Agree on principals tell to teachers to follow standard rules and regulations. It was interpreted that the majority of the respondents agree on to School principals tell to teachers to follow standard rules and regulations. According to interview as the follows;

*I use to tell to teacher to follow standard rules and regulations by meet on meeting working area and when I observe their job (code, February 8/06/2015).*

This result shows that as the same as above explanation school principals good at tell to teachers to follow standard rules and regulations,

Item 9 also replied that whether School principals tell the teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed. The respondents 17(24.3%) Disagree, 19(27.1%) Neutral and 34(48.6%) Agree on principals tell the teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed. It was interpreted Majority of the respondents as agreed on above items. According to Wanjiru,( 2008) stated that here the leader informs the employees that what they should do and how should they accomplish the task. Here the leader does not take the advice of the employees while giving orders. This results show that School principals well on tell to teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed.

Another item 10, show that whether the flow of communication is from the school principals to teachers. The respondents 10(14.3%) Disagree, 12(17.1%) Neutral and 48(68.6%) Agree on flow of communication is from the school principals to teachers. It was interpreted as majority of the teachers agreed on the flow of communication is from the school principals to teachers. This result show that principals not use multi directional communication, like speaking, encouraging, listening, interpreting, consulting, debating, understanding, acknowledging and verifying. They used one way communication.

The 11 item replied that whether School principals provide specific guidance and close supervision to teacher. The respondents of 25(35.7%) Disagree, 24(34.3%) Neutral and 21(30%) Agree on principals provide specific guidance and close supervision to teacher. it was implies majority of the respondents Disagree on the School principals provide specific guidance and close supervision to teacher. One of the respondents explained his view as follows:

*When new teachers or in experiences comes to our school I provide specific guidance, when teachers do not have awareness, knowledge or inclination to act on an issue that a I thinks to be of critical importance to the students, the teachers or the community (code march 06/7/2015) .*

This results show that as above reported the School principals not good at provides specific guidance and close supervision to all teachers but they used only for new teachers and inexperience teachers.

Similarly in items 12, shows that whether School principals tell to teacher when teacher lack of skills about the job were 15(21.4%) Disagree, 17(24.3%) Neutral and 38(54.3%) Agree on principals tell to teacher when teacher lack of skills about the job. It was implies majority of the respondents agreed on School principals tell to teacher when teacher lack of skills about the job. This results show that principals clarifies what, where, when, how, and by whom the task should be done when the teachers teacher lack of skills about the job.

With regard to items 13 tables 4.6, whether all important decisions are made by school principals and announced to the teachers. The respondents of 24(34.3%) Disagree, 15(21.4%) Neutral and 31(44.3%) Agree on all important decisions are made by school principals and announced to the teachers. It was implies majority of the respondents agreed on the all important decisions are made by school principals and announced to the teachers. As Donelly, (1990:276) stated that Some of the advantages of participative decision making are: self-reliance on the parts of teachers' professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what problems exist According to Ezewu, (1990:97), stated that, the simple teachers are participated in the process of decision making, the more likely they are to make initiative in accomplishing their roles effectively and efficiently. This shows that the results not agreement with above researcher because school principal not participate teachers in decision making all important decisions are made by school principals and announced to the teachers.

School principals' use directing style is with new hires/ inexperienced teachers. Accordingly respondents 19(27.1%) Disagree, 25(35.7%) Neutral and 26(37.1%) Agree on principals' use directing style is with new hires/ inexperienced teachers. This was implies majority of the respondents agreed on School principals' use directing style is with new hires/ inexperienced teachers. As, Bejer, (2019),defined that the directing style where the leader gives particular roles and goals direction and carefully monitors the performance of the supporters to provide frequent feedback on outcomes. This show that school principals use this style when teachers are functioning at a very low developmental levels and do not have awareness, knowledge or

inclination to act on an issue that principals thinks to be of critical importance to the students, the teachers or the community .

**Table4. 7. Responses Situational leadership practice on selling**

No	Variables	Frequency			Mean s	St.D
		DA	N	A		
1	School principals works to ensure coaching and counseling	25(35.7%)	15(21.4%)	30(42.9%)	3.07	1.146
2	School principals still provide information and direction learning the job to be done by teachers.	14(20%)	23(32.9%)	33(47.1%)	3.24	1.069
3	School principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time.	22(31.4%)	14(20%)	34(48.6%)	3.17	1.021
4	School principals still focus highly on tasks and this still requires much of the leaders, time but the focus also includes developing a relation with teachers.	11(15.7%)	14(20%)	45(64.3%)	3.71	1.079
5	School principals use Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels.	29(41.4%)	18(25.7%)	23(32.9%)	2.96	1.055
6	School principals increase the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain.	26(37.1%)	19(27.1%)	25(35.7%)	2.93	1.159
7	School principals encourage continual improvement in teachers' performance.	20(28.6%)	24(34.3%)	26(37.1%)	3.06	1.048

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A

With respects of the items 1 on school principals works to ensure coaching and counseling were 25(35.7%) Disagree, 15(21.4%) Neutral and 30(42.9%) teachers Agree on principals' works to ensure coaching and counseling. It was interpreted agreed on, school principals works to ensure coaching and counseling. As one respondent said that as the follows;

*I use coaching and counseling when he teachers, When the teacher is functioning at fairly low developmental levels and When the teacher feels confused, inexperienced, or is at a loss for what to do (code march 06/7/2015)*

This result show that school principals used coaching and counseling to encourage teachers' goal achievement enhances, resilience, and increases workplace comfort ability works.

With regard to items 2 table4.7, whether School principals still provide information and direction learning the job to be done by teachers. The respondents 14(20%) Disagree, 23(32.9%) Neutral and 33(47.1%) Agree on principals still provide information and direction learning the job to be done by teachers. It was interpreted majority of the respondents agreed on school principals still provide information and direction learning the job to be done by teachers. These show that school principals good to giving information and show the direction when the teacher willing to work on the task.

Similarly in items 3, shows that whether School principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time. As the respondents 22(31.4%) Disagree, 14(20%) Neutral and 34(48.6%) Agree principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next. It was interpreted the majority of the respondents were agreed on, whether School principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time. Effective leaders are not determined by what they want to do or what they know. This group of leaders has some strong characteristics such as trustworthiness, integrity, ethics, and honesty. Leadership skills include listening, supporting and coaching, understanding, appreciating, and directing. Leadership is also about humility. Leadership has indefinable qualities sometimes described as charisma. Leadership comes down to followers and leaders united for a uniform purpose, (Chaleff 1995). This shows that school principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time.

As can be seen item 4 from table 4.7, above, the respondents based school principals still focus highly on tasks and this still requires much of the leaders, time but the focus also includes

developing a relation with teachers. As the respondents of teachers 11(15.7%) Disagree, 14(20%) Neutral and 45(64.3%) Agree on principals still focus highly on tasks and this still requires much of the leaders, time but the focus also includes developing a relation with teachers, It was interpreted the majority of the respondents were agreed based on school principals still focus highly on tasks and this still requires much of the leaders, time but the focus also includes developing a relation with teachers. Another respondent said that;

*I work with teacher day by day telling them exactly what to do and when to do it, they have low competency and teachers might be willing to work on the task.*

This shows that as above explanation school principals good still focus highly on tasks and this still requires much of the leaders, time but the focus also includes developing a relation with teachers.

Similarly, the respondents view on item 5, were rated School principals using Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels. Depend on these the views of respondents 29(41.4%) Disagree, 18(25.7%) Neutral and 23(32.9%) Agree on principals using Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels. It was interpreted the majority of the respondents were Disagree base on School principals using Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels. As, Hersey and Blanchard (1977), defined that situational leadership theories address four types of leadership styles, based on the followers. Such as:-Telling/directive control, Selling/directive informational/, participating/Collaborating, Nondirective/group act as one. Telling style is where the leader provides specific directions about roles and goals and closely tracks the followers' performance in order to provide frequent feedback on results. The result shows that school principals not using Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels when the teacher lacks the knowledge and skills when it comes to performing a specific task.

The views of the respondents on item 6 about on School principals increase the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain were

26(37.1%) Disagree, 19(27.1%) Neutral and 25(35.7%) Agree. It was interpreted the majority of the respondents were Disagree on School principals increase the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain. According to, Hersey (2001) situational leadership also stated that the vision of heads must be flexible; its flexibility level also depends upon the situation

This results show that School principals not increase the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain.

With the regarding to items 7 the respondents of teachers on School principals encourage continual improvement in teachers' performance. The view of the respondents 20(28.6%) Disagree, 24(34.3%) Neutral and 26(37.1%) Agree on principals encourage continual improvement in teachers' performance. It was interpreted the majority of the respondents were agreed on School principals encourage continual improvement in teachers' performance. According to MoE, (2004 )CPD have the opportunity to develop and improve teachers professional skills and knowledge in a system way, have an understanding of current national issues and priorities and as an integral part of teachers evaluation, licensing and career development. Therefore, staff development program increase the ability, skills, and attitude of school leadership in performing the well planed of the objectives of the school. This shows that respondents' views were school principals good to encourage continual improvement in teachers' performance.

**Table4. 8. Responses Situational leadership practice on selling**

No	Variables	Frequency			Mea ns	St.D
		DA	N	A		
8	School principals may create the roles and tasks/ objectives for teachers but also seeks idea and suggestions from teachers.	18(25.7%)	25(35.7%)	27(38.6%)	3.19	1.026
9	School principals who work on an individual's teacher's development as well as job related skills.	23(32.9%)	20(28.6%)	27(38.6%)	2.99	1.079
10	School principals still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed.	26(37.1%)	21(30%)	25(35.7%)	2.99	1.042
11	School principals give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation.	22(231.4%)	16(22.9%)	32(45.7%)	3.14	1.133
12	School principals provide guidance and direction for others using the skills of team members effectively	18(25.7%)	23(32.9%)	29(41.4%)	3.30	1.134
13	School principals models openness to change and collaboration that improves practices and teachers performance	23(32.9%)	23(32.9%)	24(34.3%)	2.99	1.173
14	School principals are most appropriate when the teachers have high willingness but low ability for the task at hand.	23(32.9%)	22(32.9%)	25(35.7%)	3.03	1.021

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

With respects of the items 8 on school principals may create the roles and tasks/ objectives for teachers but also seeks idea and suggestions from teachers were 18(25.7%) Disagree, 25(35.7%) Neutral, 27(38.6%) Agree on principals may create the roles and tasks/ objectives for teachers but

also seeks idea and suggestions from teachers. It was interpreted the majority of the respondents were agreed. As, MOE (2002) the basic roles of school principals to organize the activities of different committee and clubs in the school and follow up their implementation and provide support for their effectiveness. This implies that as the same as MOE School principals may create the roles and tasks/ objectives for teachers but also seeks idea and suggestions from teachers.

With regarded to items 9, the respondents on School principals who work on an individual's teacher's development as well as job or task related skills were 23(32.9%)Disagree, 20(28.6%) Neutral and 27(38.6%) Agree on principals who work on an individual's teacher's development as well as job or task related skills. It implies that the majority of the respondents were agreed on School principals who work on an individual's teacher's development as well as job or task related skills. According to Bass, (1990) describes as, leaders have a variety styles; leaders may be task-oriented, relationship-oriented or both; effectiveness of style is based on flexibility; both high task and high relationship emphasis is preferred in leaders; and effectiveness of style is also dependent on follower's maturity and organizational life cycle. Another respondent explained their view as follows:

*In our school we give the tasks for the teachers, as checklist show the way them to do it right, and hears their ideas and suggestions while the teacher maintain control of taking decisions them self (code, February 8/06/2015).*

This result show that school principals works with teachers to develop or encourage job related skills /knowledge.

As can be seen from items 10 above, the respondents 26(37.1%) Disagree, 21(30%) Neutral and 25(35.7%) Agreed on School principals still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed. It was interpreted the majority of the respondents were Disagreed on school principals still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed. This results shows that school principals not still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed. Another item 4, the respondents of teachers on school principals

give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation. Accordingly, 22(31.4%) Disagree, 16(22.9%) Neutral and 32(45.7%) Agree on principals give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation. It was interpreted the majority of the respondents were agreed on school principals give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation. As, Hersey and Blanchard, 1988, p. 178) in coaching or selling situations, guidance is provided by the leader, while encouraging interaction, dialogue, and participative discussion with the followers. It shows that principal good on give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation.

As the same as, from items 12 the respondents' view 18(25.7%) Disagree, 23(32.9%) Neutral and 29(41.4%) Agree on principals provide guidance and direction for others using the skills of team members effectively. It was interpreted the majority of the respondents Agreed on the School principals provide guidance and direction for others using the skills of team members effectively. The result show that principals good for give guidance and direction for others using the skills of team members effectively. With regarded to items 13, the respondents 23(32.9%) Disagree, 23(32.9%) Neutral and 24(34.3%) agreed on School principal's models openness to change and collaboration that improves practices and teachers performance. This implies that the majority of the respondents Agree on the school principals models openness to change and collaboration that improves practices and teachers performance. As, Hersey & Blanchard developed effective situational leadership model by combining the level of maturity of subordinates with the behavior patterns of their leaders. This information shows that the school principals develop ideas for change, in building effective personal and institutional relationships for change, in encouraging innovative and creative thinking.

Accordingly items 14, table4, 8, the respondents' opinions on whether their School principals are most appropriate when the teachers have high willingness but low ability for the task at hand were 23(32.9%) Disagree, 22(31.4%) Neutral and 25(35.7%) Agree on principals are most appropriate when the teachers have high willingness but low ability for the task at hand. It was interpreted the majority of the respondents agreed on School principals are most appropriate when the teachers have high willingness but low ability for the task at hand. The results shows that principals

flexible based on the willingness to listen, and understanding of relationship dynamics, and openness, opportunities to learn, are important qualities.

**Table4. 9. Responses Situational leadership practice on participating**

No	Variables	Frequency			Mea n	St.D
		DA	N	A		
1	School principals focus on sharing, facilitating and more on relationship and less on direction	28(40%)	18(25.7%)	24(34.3%)	2.90	1.144
2	School principals works with the teams and shares decision making responsibilities	28(40%)	17(24.3%)	25(35.7%)	2.93	1.094
3	The school principals participate with, support and no longer needs to gives detailed instructions and follow up.	22(31.4%)	15(21.4%)	33(47.1%)	3.21	1.089
4	School principals believe that working together has greater potential than working individual.	18(25.7%)	14(20%)	38(54.3%)	3.41	1.210
5	School principals create opportunities to bring individuals and groups together to achieve goals and promote the sharing of information and resources.	19(27.1%)	15(21.4%)	36(51.4%)	3.30	1.184
6	School principals recognize the common purpose of the team and respect team decisions.	9(12.9%)	18(25.7%)	43(61.4%)	3.59	0.985
7	School Principals increases the communication and decision making skill of teachers.	22(31.4%)	11(15.7%)	37(52.9%)	3.09	1.087

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

As indicated in item 1, table4.9, all respondents' were asked 28(40%) Disagree, 18(25.7%) Neutral 24(34.3%) Agree, on School principals focus on sharing, facilitating and more on relationship and less on direction. It implies the majority of the respondents Disagreed on School principals focus on sharing, facilitating and more on relationship and less on direction. As, Hersey and Blanchard ,(1988 ) defined that their Style 3 of “participating” or “supporting” as including

“collaborating, facilitating, or committing.’ They emphasize encouragement and communication with employees for a supportive leadership style. This result shows that principals not focus on sharing, facilitating and more on relationship but, they focus on direction.

Similarly in items 2, all respondents’ were asked to hold on School principals works with the teams and shares decision making responsibilities were 28(40%) Disagree, 17(24.3%) Neutral and 25(35.7%) Agree on principals works with the teams and shares decision making responsibilities. It was interpreted the majority of the respondents Disagreed on School principals works with the teams and shares decision making responsibilities. The results shows that principals not good at work with cooperatively and share decision making responsibilities. In the items 3 the respondents 22(31.4%) Disagree, 15(21.4%) Neutral and 33(47.1%) Agree on the school principals participate with, support and no longer needs to gives detailed instructions and follow up. It was interpreted the majority of the respondents Agreed on this items. As, (Lynch 2015) stated that supporting when the leader Provides high supporting, low directing leadership behavior and empowers the follower who is able of delivering effective person-centered care to the resident but remains careful about making decisions and problem-solving. This shows that school principals participate with, support and no longer needs to gives detailed instructions and follow up.

As the same as in items 4 tables 4.9, the respondents’ views on School principals believe that working together has greater potential than working individual were 18(25.7%) Disagree, 14(20%) Neutral and 38(54.3%) Agree on principals believe that working together has greater potential than working individual. It was interpreted the majority of the respondents Agreed on items. Another respondent said that;

*When we working together it helps create a more efficient working in schools by allowing teams members by collaborate problem solving and encourage personal growth, increase job satisfaction and reduces risks(code, February 8/06/2015).*

This result shows that school principals believe that working together has greater potential than working individual.

As can be seen from item 5 table 4, 9, above, the respondents 19(27.1%) Disagree, 15(21.4%) Neutral 36(51.4%) Agree on school principals create opportunities to bring individuals and groups together to achieve goals and promote the sharing of information and resources. It implies the majority of the respondents Agreed on school principals create opportunities to bring individuals and groups together to achieve goals and promote the sharing of information and resources. According to, Zigarmi and Roberts, (2017) stated that all of the listening, sharing information about self, rationale building, sharing information about the organization, encouraging and asking for input, facilitation of problem-solving are actions for supporting. This shows that it was agreement with above author school principals create opportunities to bring individuals and groups together to achieve goals and promote the sharing of information and resources.

As the same as in items 6 all the respondents on School principals recognize the common purpose of the team and respect team decisions were 9(12.9%) Disagree, 18(25.7%) Neutral and 43(61.4%) Agree, It shows that the majority respondents Agreed on School principals recognize the common purpose of the team and respect team decisions. . The mere teachers are participated in the process of decision making; the more likely they are to make initiative in accomplishing their roles effectively and efficiently (Ezewu, 1990:97). This information shows that as the same as above idea School principals good to recognize the common purpose of the team and respect team decisions.

As indicated in item 7, the respondents 22(31.4%) Disagree, 11(15.7%) Neutral and 37(52.9%) Agree on school Principals increases the communication and decision making skill of teachers. It was interpreted majority respondents Agreed school Principals increases the communication and decision making skill of teachers. As, Chandan (1987) stated that, 'effective management is a function of effective communication.' This shows that communication is one of the duties of the leader to integrate organized activities and to change people's behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well. The result shows that school Principals believes communication is central for every activities of the organization and it is essential for the survival of the system.

**Table4. 10. Responses Situational leadership practice on participating**

No	Variables	Frequency			Mean	St.D
		DA	N	A		
8	The school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner.	26(37.1%)	14(20%)	30(42.9%)	3.01	1.136
9	School principals are cooperative to work with school community for good relationship among themselves.	24(34.3%)	18(25.7%)	28(40%)	3.04	1.256
10	School principals' works cooperatively with teachers for solving problems and making participatory decision making.	13(18.6%)	25(35.7%)	32(45.7%)	3.43	1.098
11	The school principals maintain a friendly working relationship with teachers.	21(30%)	16(22.9%)	33(47.1%)	3.26	1.188
12	School principals works when the teachers can do the job, but is refusing to do it or showing a lack of commitment.	22(31.4%)	21(30%)	27(38.6%)	3.06	1.128
13	School principals facilitate team-building for the teacher team and model effective teamwork and professional conduct for other teams within the schools	22(31.4%)	10(14.3%)	38(54.3%)	3.26	1.259
14	School principals are willing to lead a team, involving the right people at the right time at right job.	30(42.9%)	14(20%)	26(37.1%)	2.89	1.222

Source: Own Survey 2023

As indicated in item 8, above the respondents' views on the school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner. Consequently, 26(37.1%) Disagree, 14(20%) Neutral and 30 (42.9%) Agree on school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner. It was interpreted majority respondents Agreed on the school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner. Interpersonal skill is a

fundamental aspect of motivation; it is the ability to show concern, trust and respect for other staff in the school. Socializing and connecting with staff tend to give them the confidence to follow the principal and do what the principal assigned them to do Memisoglu (2015). This show that as same as author school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner. As it is revealed in above item 9 as respondents' view on school principals are cooperative to work with school community for good relationship among themselves were 24(34.3%) Disagree, 18(25.7%) Neutral and 28(40%) Agree on items. It was interpreted majority respondents Agreed on school principals are cooperative to work with school community for good relationship among themselves. The government of Ethiopia put a great responsibility on the shoulder of principals to create strong relation between the school and the community. for instance, the national professional standard for school principals (2012) Defined that the following responsibilities: principals are expected to connect the school with the community, involve parents and community members in improving student learning, use community resources to improve student learning, establish expectations for the use of culturally responsive practices that acknowledge and value diversity. One respondent said as the following;

*In my opinion, building a connected school community enhances out comes and support, collaborate and wellbeing for the enter school. So, community involvement in school greatly benefits students, parents and teachers (code, February 8/06/2015).*

Therefore, from the data obtained principals good at work with school community for good relationship among themselves to involve community in the school activities.

According to item 10 of table4, 10 all respondents' views 13(18.6%) Agree, 25(35.7%) Neutral 32(45.7%) Agree on Schools principals works cooperatively with teachers for solving problems and making participatory decision – making. It was interpreted majority respondents Agreed on Schools principals works cooperatively with teachers for solving problems and making participatory decision making. As, Wadesango ,Bayaga, 2013; and Ndu, 2004) find out that when the teachers are allowed to participate actively in the decision-making, it will foster unparalleled commitment from the staff .Allowing teachers to take part in decision-making exercise ensures that the decisions made are most likely to be implemented. One respondent said that:

*“In my idea the school principal works with the team, and shares decision-making responsibilities”.*

This implies that as the same as above researcher Schools principals works cooperatively with teachers for solving problems and making participatory decision making. It also show that works with teams and share decision making greater potential than working individual.

As it is revealed in above item 11 as respondents' views 21(30%) Disagree, 16(22.9%) Neutral and 33(47.1%) Agree, on the school principals maintain a friendly working relationship with teachers it was interpreted more of the respondents Agreed on the school principals maintain a friendly working relationship with teachers. One popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classroom (Smylie2010). This shows that the school principals maintain a friendly working relationship with teachers.

Similarly in items 12, above the respondents on School principals' works when the teachers can do the job, but is refusing to do it or showing a lack of commitment were 22(31.4%) Disagree, 21(30%) Neutral and 27(38.6%) Agree on principal work when the teachers can do the job, but is refusing to do it or showing a lack of commitment. It was interpreted majority respondents Agreed on school principals works when the teachers can do the job, but is refusing to do it or showing a lack of commitment. As, Michaelis, et. al. (2009) stated that personal supports enhance the follower's commitment to change effectively. This information shows that school principals work when the teachers can do the job, but is refusing to do it or showing a lack of commitment.

As above items 13 the respondents' views 22 (31.4%) Disagree, 10(14.3%) Neutral, and 38(54.3%) Agree on School principals facilitate team-building for the teacher team and model effective teamwork and professional conduct for other teams within the schools. It implies more of the respondents Agreed school principals facilitate team-building for the teacher team and model effective teamwork and professional conduct for other teams within the schools. Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. (Northouse, 2010).This

shows that as the same as author School principals facilitate team-building for the teacher team and model effective teamwork and professional conduct for other teams within the schools.

Another item 14 respondents' views on School principals are willing to lead a team, involving the right people at the right time at right job were 30(42.9%) Disagree, 14(20%) Neutral and 26(37.1%) Agree on principals are willing to lead a team, involving the right people at the right time at right job. It was interpreted majority respondents Disagree on school principals are willing to lead a team, involving the right people at the right time at right job. On interviewer said that;

*In my idea I focus more on the relationship and less than on direction and works with the team, and shares decision-making everyday jobs. Contributing addresses the follower, who is now competent at the job, but remains somewhat inconsistent and is not yet fully committed.*

This results show that school principals are not willing to lead a team, involving the right people at the right time at right job.

**Table4. 11. Responses situational leadership practice on delegating**

No	Variables	Frequency			Mean	St.D
		DA	N	A		
1	School principals ask teachers From time to time to help with decision making.	30(42.9%)	14(20%)	26(37.1%)	2.90	1.131
2	School principals compensate the teachers when the teacher ability and willingness to do the job.	14(20%)	12(17.1%)	44(62.9%)	3.51	1.126
3	School principals' work with teachers' when teacher is highly competent, highly committed, motivated and empowered.	12(17.1%)	10(14.3%)	48(68.6%)	3.64	1.050
4	School principals use non directive/delegate control Behavior, when the teacher/ group is functioning at high developmental level.	14(20%)	16(22.9%)	37(52.9%)	3.33	1.073
5	School principals letting others to do it.	20(28.6%)	20(28.6%)	30(42.9%)	3.19	1.081
6	School principals pass most of the responsibility onto the teacher and monitor the progress.	17(24.3%)	21(30%)	32(45.7%)	3.21	1.089
7	School principals are responsible for the teacher, but provide minimum guidance to workers or help to solve problems.	29(41.4%)	14(20%)	27(38.6%)	2.93	1.012

Source: Own Survey 2023

According to items 1 table 4, 11 all respondents' on School principals ask teachers from time to time to help with decision making were 30(42.9%) Disagree, 14(20%) Neutral and 26(37.2%) Agree on principals ask teachers from time to time to help with decision making. It was interpreted more respondents Disagreed on School principals ask teachers From time to time to help with decision making. As, Wadesango and Bayaga,( 2013), Ndu, (2004) Find out that Sharing information with teachers, delegating duties to them, empowering them and showing them that their efforts contributed to successes, creates an enabling environment for cross fertilization of ideas are all ways of involving the teachers in decision making. This result show that school principals not encourage or participated teachers on decision making in schools.

Similarly, in items 2 above respondents' idea 14(20%) Disagree, 12(17.1%) Neutral and 44(62.9%) Agree, on school principals compensate the teachers when the teacher ability and willingness to do the job. It was interpreted majority respondents Disagreed on School principals compensate the teachers when the teacher ability and willingness to do the job. As, Robbins, (2001:325) stated that whenever a leader wants to compensate for a lack either in a worker or the work setting, it influences workers' job performance positively. One Interviewer said that as the follow;

*In my opinion I compensate the teachers when the teacher/ the group possesses most of the knowledge & expertise about the tasks , full responsibility for carrying out the decision and teacher is committed to solving the problem or if teachers want to act .*

The result show that School principals compensate the teachers when the teacher functioning at high developmental level and ability and willingness to do the job.

As it is revealed in above item 3 as respondents' view 12(17.1%) Disagree, 10(14.3%) Neutral and 48(68.6%) Agree on school principals' work with teachers' when teacher is highly competent, highly committed, motivated and empowered. It implies that more of the respondents Agreed on view school principals' work with teachers' when teacher is highly competent, highly committed, motivated and empowered. The result show that school principals' good to work with teachers' when teacher is highly competent, highly committed, motivated, empowered and act independently with the appropriate resources to get the job done.

As, the same as in items 4 the respondents' views on school principals use non directive/delegate control Behavior, when the teacher/ group is functioning at high developmental level were 14(20%) Disagree, 16(22.9%) Neutral and 37(52.9%) Agree school principals use non directive/delegate control Behavior, when the teacher/ group is functioning at high developmental. It was interpreted majority respondents agree on above items. In this item the teacher is highly competent, highly committed, motivated, and empowered. The leader can now delegate tasks to the follower and observe with minimal follow up, knowing that acceptable or even excellent results will be achieved. There is a low focus on tasks and a low focus on and a low focus on relationships. There is no need to compliment the follower on every task, although continued praise for out-stand performance must be given as appropriate (Hersey and Blanchard,

1982). This shows that respondents the principals good on use non directive/delegate control Behavior, when the teacher/ group is functioning at high developmental level.

In items 5 the respondents' views on school principals letting others to do it were 20(28.6%) Disagree, 20(28.6%) Neutral and 30(42.9%) Agree on principals letting others to do it. It was interpreted majority respondents Agree on school principals letting others to do it. Principals transfer responsibility for a task or situation to teachers or group of followers. The result shows that the leader may not be able to transfer authority or ultimate responsibility, but they can at least transfer partial responsibility to the persons given the task or assignment. According to items 6 table 11 the respondents' views 17(24.3%) Disagree, 21(30%) Neutral and 32(45.7%) Agree on school principals pass most of the responsibility onto the teacher and monitor the progress. It was interpreted majority respondents Agree on School principals pass most of the responsibility onto the teacher and monitor the progress. This shown that the teachers are encouraged to use their creativity and initiative in handling their assigned tasks. Teachers can be basically self directed and creative at the work if they are properly motivated and policies remain open to group discussion and decision. Moreover, teachers are considered socially equals and are respected for their deep knowledge and ideas.

As it is revealed in above item 7 as respondents' view on school principals are responsible for the teacher, but provide minimum guidance to workers or help to solve problems were 29(41.4%) Disagree, 14(20%) Neutral and 27(37.6%) Agree on principals are responsible for the teacher, but provide minimum guidance to workers or help to solve problems. It was interpreted majority respondents Disagree on school principals are responsible for the teacher, but provide minimum guidance to workers or help to solve problems. A democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to take responsibilities and asking for a vote to get a consensus or a majority decisions (Adane et.,al 2003 and Goel 2009).The result show that principals are not good to give responsible for the teacher, but provide minimum guidance to workers or help to solve problems.

**Table4. 12. Responses situational leadership practice on Delegating**

No	Variables	Frequency			Mean	St.D
		DA	N	A		
8	School principals are most appropriate when the teachers have high willingness and high ability.	21(30%)	18(25.7%)	31(44.3%)	3.14	1.040
9	School principals give complete freedom to the teacher.	29(41.4%)	13(18.6%)	28(40%)	2.99	1.123
10	School principals empowering the teacher to do task both confidentially and motivated.	30(42.9%)	16(22.9%)	24(34.3%)	2.83	1.090
11	The flow of the communication from teacher to the school principals.	41(58.6%)	14(20%)	15(21.4%)	2.56	1.163
12	School principals allow the teachers to demonstrate high degree of innovativeness, initiatives and creativity in decision making process of the school.	30(42.9%)	15(21.4%)	25(35.7%)	2.83	1.179
13	School principals are not cooperative to work with school community for good relationship among themselves.	29(41.4%)	21(30%)	13(18.6%)	2.83	1.191
14	School principals respect the ideas of others and express a Willingness to learn from them.	18(25.7%)	21(30%)	31(44.3%)	3.16	1.099

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

In items 8 above tables all respondents on School principals are most appropriate when the teachers have high willingness and high ability were 21(30%) Disagree, 18(25.7%) Neutral and 31(44.3%) of teachers show agree. The results implies that school principals are good at most appropriate when the teachers have high willingness and high ability. One interviewer said that as the follow;

Other items 9 all respondents' views 29(41.4%) Disagree, 13(18.6%) Neutral and 28(40%) Agree on school principals give complete freedom to the teacher. It was interpreted majority respondents Disagree on school principals give complete freedom to the teacher. The school principal tries to satisfy everybody in the system. The type of leadership style the leader prefers to solve problems

by him/her in rather than allowing the group to participate. The leader gives very little or no direction and allows his subordinates a great deal of freedom. It's obvious that, this style cannot be useful in most of cases (As, Goel, 2009). These shows that school principals not give complete freedom to the teacher to do their jobs. Similarly, in items 10, respondent views on school principals empowering the teacher to do task both confidentially and motivated were 30(42.9%) Disagree, 16(22.9%) Neutral and 24(34.3%) shows agree. It was interpreted majority respondents Disagree on school principals empowering the teacher to do task both confidentially and motivated. One interviewer said that as the follows

*In my idea we empowering teachers to do tasks which we gives as checklist and as the plan of the school only, but we not give freedom to create new thinks and tasks.*

This concluded that school principals not empowering the teacher to do task both confidentially and motivated.

According to items 11 table 4, 12 all respondents' on the flow of the communication from teacher to the school principals were 41(58.6%) Disagree, 14(20%) Neutral and 15(21.4%) shows Agree. It was interpreted majority respondents Disagree on the flow of the communication from teacher to the school principals. According to, Blatchford and Mann, (2006) communication is multi directional. It involves speaking, encouraging, listening, interpreting, consulting, debating, understanding, acknowledging and verifying. The researchers' identified the pre-requisite to communicate effectively as an educational leader. Consequently, leaders who delivered and encouraged effective communication among staff were found to be capable of ensuring that the vision of the setting in regards to practice, policy and processes infiltrated the whole ethos of a center; promoting consistency between staff working. This shows that school principals not good on the flow of the communication from teacher to the school principals only the flow of the communication from principals to teachers.

In items 12the respondents on School principals allow the teachers to demonstrate high degree of innovativeness, initiatives and creativity in decision making process of the school were 30(42.9%) Disagree, 15(21.4%) Neutral and 25(35.7%) show Agree. It implies majority respondents Disagree on school principals allow the teachers to demonstrate high degree of innovativeness,

initiatives and creativity in decision making process of the school. Teachers can be basically self directed and creative at the work if they are properly motivated and policies remain open to group discussion and decision. As, Adane et. al. 2003 & Goel, (2009) stated that encouraging others to take responsibilities and asking for a vote to get a consensus or a majority decisions. This response is shown that the teachers are not encouraged to use their creativity and initiative in handling their assigned tasks. Similarly in items 13 respondents' views 29(41.4%) Disagree, 21(30%) Neutral and 13(18.6%) Agree, on school principals are not cooperative to work with school community for good relationship among. It was interpreted majority respondents Disagree on school principals are not cooperative to work with school community for good relationship among themselves. This shows that school principals are good cooperative to work with school community for good relationship among themselves.

Other items 14 all respondents on school principals respect the ideas of others and express a Willingness to learn from them were 18(25.7%) Disagree, 21(30%) Neutral and 31(44.3%) show Agree. It was interpreted majority respondents Agree on school principals respect the ideas of others and express a Willingness to learn from them. The result concluded that school principals well to respect the ideas of others and express a compliance to learn from them.

#### 4.4. Challenge of Situational school leadership

**Table4. 13. Responses on Challenge of situational School leadership.**

N o	Variables	Frequency			mea ns	St.d
		DA	N	A		
1	School principal don't encourage interpersonal skills/ group readiness, group based decision making and problem solving.	12(17.1%)	12(17.1%)	46(65.7%)	3.83	1.167
2	School principals have not the ability to delegate and share responsible.	17(24.3%)	15(21.4%)	38(54.3%)	3.57	1.246
3	School principals not consider when teachers lack of self-confidence, Commitment, capacity for planning and evaluating educational activity.	12(17.1%)	6(8.6%)	52(74.3%)	3.81	1.158
4	School principals lack of training on the educational management to give professional support to teacher.	11(15.7%)	10(14.3%)	49(70%)	3.96	1.173
5	School principals un able to create team building for collaborative work in the school.	15(21.4%)	13(18.6%)	42(60%)	3.66	1.250
6	School principals do not facilitate effective social relationship among teachers.	16(22.9%)	13(18.6%)	41(58.6%)	3.61	1.254
7	School principals make decisions openly.	29(41.4%)	10(14.3%)	31(44.3%)	2.87	1.329
8	Absence of educational background related to school leadership management.	7(10%)	8(11.4%)	55(78.6%)	4.11	1.057

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

According to above table item 1 the respondents views 12(17.1%) Disagree, 12(17.1%) Neutral and 46(65.7%) show Agree on School principal don't encourage interpersonal skills/ group readiness, group based decision making and problem. It was interpreted majority respondents Agree on the School principal don't encourage interpersonal skills/ group readiness, group based decision making and problem solving. According to Wadesango and Bayaga, (2013) defined

when the teachers are allowed to participate actively in the decision-making, it will foster unparalleled commitment from the staff. This result shows school principals don't encourage interpersonal skills/ group readiness, group based decision making and problem solving. In items 2 tables 4, 13 respondents on the school principals have not the ability to delegate and share responsible were 17(24.3%) Disagree, 15(21.4%) Neutral and 38(54.3%) show Agree. It was interpreted majority respondents Agree on the School principals have not the ability to delegate and share responsible. Delegating is leader depends on the team and gives them the authority and responsibilities for performing and doing the tasks, leader withdraws from regular support minimize his control and encourage team results, empower team decision making. The delegation of decision making implies that the decision making is lowered to a hierarchical level that is closer to where the decisions will be implemented. Such delegation is consistent with the encouragement of self-planning, self-direction and self-control. (Bass, 1990,) This finding is not agreement with above researcher because; in my finding School principals have not the ability to delegate and share responsible.

Other items 3 the respondents on the School principals not consider when teachers lack of self-confidence, Commitment, capacity for planning and evaluating educational activity according to the school situation were 12(17.1%) Disagree, 6(8.6%) Neutral and 52(74.3%) shows Agree. It implies majority of the respondents Agree on the School principals not consider when teachers lack of self-confidence, commitment, capacity for planning and evaluating educational activity according to the school situation. As, Memisoglu,( 2015), Socializing and connecting with staff tend to give them the confidence to follow the principal, and do what the principal assigned them to do. It centers on helping people to see that they can meet their needs while contributing to the aims of the organization where they are working. This result implies School principals not think when teachers lack of self-confidence, Commitment, capacity for planning and evaluating educational activity according to the school situation.

As the same as in item 4 the respondents views 11(15.7%) Disagree, 10(14.3%) Neutral and 49(70%) Agree, on the School principal lack of training on the educational management to give professional support to teacher. It was interpreted majority respondents Agree on the school principal lack of training on the educational management to give professional support to teacher. Principals are selected from teachers. All of them have barely any leadership experience or prior

training in school administration and management (Bennars 1994). Another author stated that Training oneself first before leading others is essential, this way one will learn the strength and weakness he/she possess and act on weakness (Northouse 2007). This results not agreements with above idea because all respondents agreed on the School principals lack of training on the educational management to give professional support to teacher.

According to item 5 table 4, 13 respondents on the school principals unable to create team building for collaborative work in the school were 15(21.4%) Disagree, 13(18.6%) Neutral and 42(60%) shows Agree, It was interpreted majority respondents Agree the school principals unable to create team building for collaborative work in the school. Based on the importance of building teams, Bennet et al. highlight the importance of individual members of team, sharing a common understanding of the early childhood setting, and possessing a common understanding of its aims and ways of working (Bennet et al. 2003). This research shows that school principals unable or not knowledge to create team building for collaborative work in the school.

Another item 6 respondent on school principals do not facilitate effective social relationship among teachers were 16(22.9%) Disagree, 13(18.6%) Neutral and 41 (58.6%) shows agree. This interpreted majority respondents Agree on school principals do not facilitate effective social relationship among teachers. According to Davis, (1981), the principal's large time should be allocated to mutual relationship with teacher, students' parents and superiors. Without effective and continues communication it is therefore, very difficult for school. This result is not agreement with researcher, because the respondents agreed on school principals do not facilitate effective social relationship among teachers.

Similarly, in item 7 the respondents view 29(41.4%) Disagree, 10(14.3%) Neutral and 31(44.3%) Agree on school principals make decisions openly. The data shows majority respondents Agreed on school principals make decisions openly. "To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students, (Gorton 1987:102). This results agreement with above researcher because, school principals make decisions openly. In item 8 the respondents on Absence of educational background related to school leadership management were 7(10%) Disagree, 8(11.4%) Neutral and 55(78.6%) shows agree. it was interpreted majority respondents Agreed on Absence of educational background related to school leadership management. The major

professional obligation of all school administrators and other educator is to obtain and use the necessary educational back ground that are knowledge and skills required to maximize the school activities (server, 1983; 41). According to MOE, (1996: p.7),Has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor. Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, As, MOE (1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. This shows that the result not agreement with MOE, because all school principals were not qualified in Educational planning and management, but they qualified by another subject area.

**Table4. 14. Responses on Challenge of situational School leadership.**

No	Variables	Frequency			Mean	St.D
		DA	N	A		
9	Absence of clear understanding of the educational policy to carry out the leadership activities.	4(5.7%)	7(10%)	59(84.3%)	4.20	0.987
10	Lack experienced teachers by subject matter/Lack of subject area teacher.	15(21.4%)	9(12.9%)	46(65.7%)	3.73	1.250
11	Lack of finance and infrastructure to training teachers and to improve interpersonal skills.	6(8.6%)	5(7.1%)	59(84.3%)	4.36	0.993

Source: Own Survey 2023

Key; DA=SDA+DA, N, A=A+SA

According to items 9 table4, 14 respondents views 4(5.7%) Agree, 7(10%) Neutral and 59 (84.3%) shows agree on Absence of clear understanding of the educational policy to carry out the leadership activities. It was interpreted majority respondents Agreed on Absence of clear understanding of the educational policy to carry out the leadership activities. According to MoE (2013) It describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate and also the part of performance management systems. This result implies that school principals not clearly understanding of the educational policy to carry out the leadership

activities. As the same as in item 10 respondents on the lack experienced teachers by subject matter/Lack of subject area teacher were 15(21.4%) Disagree, 9(11.9%) Neutral and 46(65.7%) shows agree. It was interpreted majority respondents agree on the lack experienced teachers by subject matter/lack of subject area teacher. The last one is item 11 the respondent on the lack of finance and infrastructure to training teachers and to improve interpersonal skills were 6(8.6%) Disagree, 5(7.1%) Neutral, 59(84.3%) show agree, It was interpreted majority respondents agree on the lack of finance and infrastructure to training teachers and to improve interpersonal skills. The interviewer said that;

*Lack of financial, physical, or human can be a serious obstacle to carry out our task effectively. However, if resources necessary to implement our leadership are inadequate, the principal will face a significant impediment (code, February 8/06/2015).*

This result shows that school principals have lack of finance and infrastructure to training teachers and to improve interpersonal skills.

## **CHAPTER FIVE**

### **4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Summary of Finding**

The purpose of this study was to investigate the situational leadership practices and challenge of Secondary Schools in Degem Woreda. To achieve this purpose, the following basic questions were raised.

1. What are the current practices of leadership in Degem Woreda secondary schools?
2. What extent was situational leadership model practiced in secondary schools?
3. What are the common challenges faced by school leaders in the daily practice of situational leadership?

To these summaries mixed design combining, both qualitative and quantitative components. The study was conducted in 2 secondary schools that are selected Availability in Degem Woreda North Shewa Zone. Both closed and open ended types of questions were used to obtain necessary data for the analysis. The research was analyzed by using frequency, percentage, mean and standard deviation. The participate of the study were included 70(100%) of teachers and 2(100%) of principals from the sample schools, 3(100%) vice principals and 1(100%) Supervisor was responded. As a result the major findings are summarized as the follows;

#### **1. Back ground information of respondents**

The gender of respondents indicates that majority of teachers were males and female of the teachers were few. In addition, all of principals vice principals and of secondary school supervisors were males. Regarding the characteristics of respondents, it was found that the participants' age was ranging from 21 – 49 years. As, regarding the educational qualification of respondents, the information on the part of teachers make known that greater part of teachers were 1<sup>st</sup> degree and were 2<sup>nd</sup> degree holders. This is reflected all of the teachers were 1<sup>st</sup> degree and 2<sup>nd</sup> degree in secondary school. In addition, all of the principals, vice principals and supervisor were 2<sup>nd</sup> degree holder.

Concerning to the work experiences of the respondents, majority of teachers 6-10 years and 1-5 were few. In addition all of principals, vice principals and supervisor were 11-21 years work

experiences. These implies most of the respondents were experienced enough to run school activity functions. According training majority of teachers and all principal and all vice principals were trained in SIP and TDP respectively. However, respondents were trained in leadership and none teaching were few.

In the same way the majority of teachers had their teaching load ranging from 4 – 25 loading period. This means that majority of secondary school teachers in Degam Woreda need to meet the required teaching load; a maximum of 18 and 24 lessons per week to teach at higher and normal level sections respectively, as for each the recommendations by the Ministry of Education of Ethiopia.

## **2. Situational leadership practice in schools**

The majority of the teacher 44 (62.9%) Agree on items one principal inform the teacher about what needs to be done and how it needs to be done. But the 12(17.1%) teachers disagree on the item one. The current study result similar with the result of Raza & Sikandar (2018), Stated that directing as when the leader clarifies what, where, when, how, and by whom the task should be done.

On item 3, the 28 (40%) of participants Agree on school principals use directive control behavior. But 17(24.3%) respondents disagree on item. The current study result the same as the result of Sims, et. al. (2004), the directive when the objectives are clear when the leader is more experienced than the followers.

On item 5, the majority of participants 30(42.9%) Disagree on school principals rely much on Punishment. The current finding in agreement with Bush et.al. (2006:258), Autocratic leader can be regard as one that cares little for the feeling of others, personality over see administration and excludes others from decision making.

On item2, the majority of participants 34(48.6%) Agree on principals tell the teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed. The current study result similar to the result of Wanjiru (2008), stated that here the leader informs the employees that what they should do and how should they accomplish the task.

On item 3, majority of the respondents 48(68.6%) agreed on the flow of communication from the school principals to teachers. The present study not similar with the study result of Blatchford and Mann (2006), communication is multi directional.

Regarding items 6, 31(44.3%) of respondents agree on all important decisions are made by school principals and announced to the teachers. The current study result not agreement with the study result of Ezewu (1990:97), the simple teachers are participated in the process of decision making, and the more likely they are to make initiative in accomplishing their roles effectively and efficiently.

On item 7, 26(37.1%) of respondents agree on principals encourage continual improvement in teachers' performance. But 20(28.6%) disagree on the items. The current result similar to the result of MoE (2004), CPD have the opportunity to develop and improve teachers professional skills and knowledge in a system way.

On item 3, on the same table, the majority of the respondents were 26(37.1%) disagreed on school principals still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed.

On item 1, Table 4, 9 the majority 28(40%) of the respondents disagreed on School principals focus on sharing, facilitating and more on relationship and less on direction. The current result not agreement with the result of Hersey and Blanchard ,(1988 ), defined that their Style of 3 “participating” or “supporting” as including “collaborating, facilitating, or committing.

On item1, table 4.10, the majority (30 (42.9%)) agree on school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner. The present result agreement with the result of Memisoglu (2015), Socializing and connecting with staff tend to give them the confidence to follow the principal and do what the principal assigned them to do.

On item 7, the majority of respondents disagree on school principals are willing to lead a team, involving the right people at the right time at right job. The present result the same with the result of Ezewu (1990:97), the mere teachers are participated in the process of decision making. According to items 1 table 4.11, more respondents disagree on School principals ask teachers from time to time to help with decision making. The recent finding in agreement the finding of

Wadesango and Bayaga,( 2013), Ndu, (2004), find out that Sharing information with teachers, delegating duties to them, empowering them and showing them that their efforts contributed to successes, creates an enabling environment for cross fertilization of ideas are all ways of involving the teachers in decision making.

On item 2, table 4.12, the 29(41.4%) of respondents Disagree on school principals give complete freedom to the teachers. The current finding not similar to the finding of Goel (2009), the leader gives very little or no direction and allows his subordinates a great deal of freedom.

On item 2, table 4.13, the 46(65.7%) respondent Agree on School principal don't encourage interpersonal skills based decision making and problem. But, 12(17.1%) Disagree on item. The current finding not similar to the finding of Wadesango and Bayaga (2013), the teachers are allowed to participate actively in the decision-making, it will foster unparalleled commitment from the staff.

On item 4, the same table 49(70%) of respondent Agree on the School principal lack of training on the educational management to give professional support to teacher. But, 11(15.7%) Disagree on item. The current finding not similar to the finding of Northouse( 2007), Training oneself first before leading others is essential, this way one will learn the strength and weakness he/she possess and act on weakness.

On item 6, table 4.13 the 41 (58.6%) of respondent agree on school principals do not facilitate effective social relationship among teachers. But, 16(22.9%) Disagree on item. The present finding not the same to the finding of Davis (1981), the principal's large time should be allocated to mutual relationship with teacher, students' parents and superiors.

On item 8, the same table, the 55(78.6%) of respondent agree on absence of educational background related to school leadership management. But, 7(10%) Disagree, on item.

The present finding not the same to the finding MOE (1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. On table 4, 14, item 3 the 59(84.3%) respondent agree on the lack of finance and infrastructure to training teachers and to improve interpersonal skills.

## 5.2. CONCLUSIONS

The finding of above problem arises from different information these are: from teachers, principals, vice principals and supervisors in education system. This point to respondent participation is very crucial to make principals serve their tasks in a way that to implement situational leadership more successful.

It is understandable that the advantages of participative decision making are: self-reliance on the parts of teachers' professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what problems exist. However, as the finding shows that all important decisions are made by school principals and announced to the teachers and they use PTA only for discuss when the problem was happened.

It is truth that in situational leadership school principals using Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels and when the teachers have high willingness but low ability for the task at hand. But the finding shows that school principals not consider interpersonal skill or who teachers have unable& unwilling, unable &willing, able & unwilling and ability & willingness because school principals use in the form of friendship.

There should be clear that situational leadership also stated that the vision of heads must be flexible; its flexibility level also depends upon the situation. As research finding indicates school principals to increase the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain was very low and not facilitate resource persons to build skill gap among teachers

The criteria for selection of school principals must be who required at least five vice principals and educational attainment and qualification all principals must be qualified in educational planning and management, training on the educational management to give professional support to teachers and understanding the educational policy to carry out leadership activity. The finding of research shows that on school principals not good at, training on the educational management to give professional support to teachers and understanding the educational policy to carry out leadership activity.

### 5.3. RECOMMENDATIONS

Based on the main findings and conclusion drawn with respect to situational leadership practices and challenges the following recommendations are suggested.

✎ In secondary school all important decisions are made by school principals and announced to the teachers and they use PTA only for discuss when the problem was happened. Therefore the researcher recommended that all stakeholders' participate in decision making and problem solving. Furthermore, woreda education office should provide appropriate support for school leader ship like short term training and workshop.

✎ Regarding to in situational leadership school principals not consider interpersonal skill or who teachers have unable& unwilling, unable &willing, able & unwilling and ability & willingness because school principals use in the form of friendship. Therefore the researcher recommended that give awareness for principals about situational leadership and how implement it.

✎ In addition based on educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal depend on directives of MOE (1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management .

✎ The school principals not facilitate resource persons to build skill gap among teachers. So, the researcher recommended that school principals create opportunities to bring individuals and groups together to exchange experiences and promote the sharing of information and resources.

✎ Result of finding the school principals not of clear understanding of the educational policy to carry out the leadership activities. For this reason the true solution of the problems was training leadership. They have to get educational policy training on school leadership by government and non government organization school principals' leadership capacity to guarantee of quality education.

✎ Based finding of the study lack of finance, infrastructure to training teachers and improve interpersonal skills. Therefore, school principals should found income generating mechanism by promotes collaboration between the school committee and the local community, participate parent, NGO, Donors to generate additional income to cover some expenses not covered by the regular budget.

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# APPENDICES A

ADDIS ABABA UNIVERSITY

Postgraduate Program Directorate  
Department of Educational Planning and Management

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

**Dear Respondents:** I am a post graduate (Master) student of Addis Ababa University, Ethiopia. I am carrying out a study **on the topic: Situational Leadership Practices and Challenges in Secondary school Degen Woreda, North Shewa Zone Oromia Regional State.** For which I warmly invite you to complete this survey questionnaire. Your participation in this study will not affect your present status in anyway. You will remain anonymous and your answer will be kept strictly confidential and the data is used only for the research purpose. The success of this study directly depends upon your honest and genuine response to each question. Filling the questionnaire will take approximately **30** minutes.

## Directions:

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

## Part I: Background Information

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

1.1 .Name of your Secondary School : \_\_\_\_\_

1.2. Sex:    A. Male                      B. Female

1.3. Age in Years

- A. 20-29    B. 30-39    C. 40-49    D. 50 and a above

1.4. Educational Qualification

- A. Certificate    B. Diploma    C. 1<sup>st</sup> Degree    D. 2<sup>nd</sup> Degree

E. Any other specify \_\_\_\_\_

1.5. Work Experience in year

- A. 1-5    B. 6-10    C. 11-15    D. 16-20 E. 21 and above

1.6. Your current position

- A. Teacher    B. Principal    C. Vice principal    D. Supervisor

E. Any other specify \_\_\_\_\_

1.7. Have you trained in one or more of the following?

- A. Leadership    B. School Improvement Program    C. Teachers' professional development  
D. Non-Pedagogical (Non-Teaching) Training.

1.8. Teaching period per week: A.4-10, B. 11-17, C. 18-24 D. 25 and above

1.9. Field of specialization: -A. leadership, B. Social science, E. Natural science F. Languages,

G. Physical Education, H. Any other specify \_\_\_\_\_

**Part II: To extent to which situational Leadership is practice in schools.**

Please read each item carefully and hold your position by putting a check mark "√" in to the response that best reflects your opinion about extent to which **situational Leadership practices** based on the following statements using a scale of 1-5. The number indicates:

1. Strong Disagree =SD, 2. Disagree =D, 3. Neutral =N, 4. Agree= A, 5.Strong Agree =SA

A	<b>TELLING</b>	1	2	3	4	5
1.1	School principals inform the teacher about what needs to be done and how it needs to be done.					
1.2	School principals focus highly on tasks, rather than a relation with the teacher, as a relationship does not yet exist.					
1.3	School principals use directive control behavior/telling when teachers are functioning at a very low developmental levels					
1.4	School principals use telling style when teachers are lack the knowledge, Skills, confidence to work on their own, and they often need to be pushed to take the task on.					
1.5	School principals rely much on Punishment					
1.6	School principals have directive character					
1.7	School principals define the roles and tasks for each teacher and then supervise them very closely.					
1.8	School principals tell to teachers to follow standard rules and regulations					
1.9	School principals tell the teachers what to do, how to do it, by whom to be done, where it needs to be done and when it needs to be completed.					
1.10	The flow of communication is from the school principals to teachers					
1.11	School principals provide specific guidance and close supervision to teacher					
1.12	School principals tell to teacher when teacher lack of skills about the job					
1.13	All important decisions are made by school principals and announced to the teachers.					
1.14	School principals' use directing style is with new hires/ inexperienced teachers.					

<b>B</b>	<b>SELLING/EXPLAINING</b>	1	2	3	4	
1.15	school principals works to ensure coaching and counseling					
1.16	School principals still provide information and direction learning the job to be done by teachers.					
1.17	School principals spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time.					
1.18	School principals still focus highly on tasks and this still requires much of the leaders, time but the focus also includes developing a relation with teachers.					
1.19	School principals use Directive informational behaviors/selling when the teacher is functioning at fairly low developmental levels.					
1.20	School principals increases the self-confidence of teachers to attain their goals when the task is complex and the environment is uncertain					
1.21	School principals encourage continual improvement in teachers' performance.					
1.22	School principals may create/defines the roles and tasks/ objectives for teachers but also seeks idea and suggestions from teachers.					
1.23	School principals who work on an individual's teacher's development.					
1.24	Principals' still maintains decisions rights regarding what the teacher needs to be doing, how they should be doing it and when it needs to be completed.					
1.25	School principals give opportunity for discussion of why the task is important and when it fits into the overall scheme/system of operation.					
1.26	School principals provide guidance and direction for others using the skills of team members effectively					
1.27	School principals models openness to change and collaboration that improves practices and teachers performance					

1.28	School principals are most appropriate when the teachers have high willingness but low ability for the task at hand.					
<b>C</b>	<b>PARTICIPATING</b>	1	2	3	4	5
1.29	School principals focus on sharing, facilitating and more on relationship and less on direction					
1.30	School principals works with the teams and shares decision making responsibilities					
1.31	The school principals participate with, support and no longer needs to gives detailed instructions and follow up.					
1.32	School principals believe that working together has greater potential than working individual.					
1.33	School principals create opportunities to bring individuals and groups together to achieve goals and promote the sharing of information and resources.					
1.34	School principals recognize the common purpose of the team and respect team decisions.					
1.35	Principals increases the communication and decision making skill of teachers.					
1.36	The school principals concern for people and interpersonal relationships and acts in a friendly and supportive manner.					
1.37	School principals are cooperative to work with school community for good relationship among themselves.					
1.38	Schools principals works cooperatively with teachers for solving problems and making participatory decision – making.					
1.39	The school principals maintain a friendly working relationship with teachers.					
1.40	School principals works when the teachers can do the job, but is refusing to do it or showing a lack of commitment.					

1.41	School principals facilitate team-building for the senior leadership team and model effective teamwork and professional conduct for other teams within the school.					
1.42	School principals are willing to lead a team, involving the right people at the right time at right job.					
<b>D</b>	<b>DELEGATING</b>	1	2	3	4	5
1.43	School principals ask teachers from time to time to help with decision making.					
1.44	School principals compensate the teachers when the teacher ability and willingness to do the job.					
1.45	School principals' work with teachers' when teacher is highly competent, highly committed, motivated and empowered.					
1.46	School principals use non directive/delegate control Behavior, when the teacher/ group is functioning at high developmental level.					
1.47	School principals letting others to do it.					
1.48	School principals pass most of the responsibility onto the teacher and monitor the progress.					
1.49	School principals are responsible for the teacher, but provide minimum guidance to workers or help to solve problems.					
1.50	School principals are most appropriate when the teachers have high willingness and high ability.					
1.51	School principals give complete freedom to the teacher					
1.52	School principals empowering the teacher to do tasks both confidentially and motivated					
1.53	The flow of the communication from teacher to the school principals					

1.54	School principals allow the teachers to demonstrate high degree of innovativeness, initiatives and creativity in decision making process of the school.					
1.55	School principals are not cooperative to work with school community for good relationship among themselves					
1.56	School principals respect the ideas of others and express a Willingness to learn from them.					
<b>2</b>	<b>CHALLENGES OF SITUATIONAL SCHOOL LEADERSHIP</b>					
2.1	School principal don't encourage interpersonal skills/ group readiness, group based decision making and problem solving.					
2.2	School principals have not the ability to delegate and share responsible.					
2.3	School principals not consider when teachers lack of self-confidence, Commitment, capacity for planning and evaluating educational activity according to the School situation to work.					
2.4	School principals lack of training on the educational management to give professional support to teacher.					
2.5	School principals un able to crate team building for collaborative work in the school.					
2.6	School principals do not facilitate effective social relationship among teachers.					
2.7	School principals make decisions openly.					
2.8	Absence of educational background related to school leadership management.					
2.9	Absence of clear understanding of the educational policy to carry out the leadership activities.					
2.10	Lack experienced teachers by subject matter/Lack of subject area teacher.					
2.11	Lack of finance and infrastructure to training teachers and improve interpersonal skills.					

## **APPENDICES B**

### **ADDIS ABABA UNIVERSITY**

#### Postgraduate Program Directorate

Department of Educational Planning and Management

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

**Dear Respondents:** I am a post graduate (Master) student of Addis Ababa University, Ethiopia.

The main objectives of this interview guideline are to collect extensive information about **Situational Leadership Practice and Challenge in Secondary school Degem Woreda, North Shewa Zone Oromia Regional State**. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

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

1. Sex \_\_\_\_\_ 2. Age \_\_\_\_\_ 3. Qualification \_\_\_\_\_
4. Experience: As a teacher \_\_\_\_As a principal and/or vice principal\_\_\_\_\_5. Present position --

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

1. How do you explain situational leadership practices in the schools?
2. What do you think school principals consider interpersonal skill or ability and willingness of teacher?
3. What are the common challenges faced by secondary school principals in implementation of the situational leadership?
4. What major issues and lacks of school leaders have you observed?
5. What do you think the solution to improve the challenge of situational leadership?