



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICE AND CHALLENGES OF SITUATIONAL LEADERSHIP IN  
PRIVATE HIGH SCHOOLS OF ADDIS ABABA**

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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**

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### **Declaration**

I the under signed, declare that this thesis entitled: *“The Practice and Challenges of Situational Leadership in Private High School of Addis Ababa”* 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.

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### **Certification**

This is to certify that the thesis prepared by Mr. Zelalem Tesfaye, entitled “**The Practice and Challenges of Situational Leadership in Private High School of Addis Ababa**” and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts in Educational Leadership and management in Addis Ababa University complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## Acronyms

MoE: Ministry of Education

UNICEF: United Nations Children's Emergency Fund

PTSA: Parent-Teacher-Student Association

MDG: Millennium Development Goals

NGOs: Non-Governmental Organizations

**Abstract**

*The main objective of this study was to investigate the actual practice and challenges of situational leadership in private high schools of Addis Ababa. Specifically, the study examined the leadership exercise in the private high school leadership practices; attempted to identify the challenges faced by private high school leaders and provided possible alternative solutions that might help to control challenges and get better leadership practice. To this end, descriptive research design was used. The research also mixed approach. The study used both primary and secondary sources of data. Purposive sampling technique was employed to select sample schools, school principal's students and PTSA. In addition, random sampling technique was used for student and teacher respondents. The data analysis and interpretation were carried out by using STATA, percentage, standard deviation and grand mean values as deemed appropriate. Accordingly, it was found out that the practice of situational leadership in private high school was moderate and similar. The findings also indicated that the major challenges in the practice of situational leadership in private high school are lack of trained, experienced and competent human resource, employees' resistance to change, frequent turnover of employees, lack of incentives for employees, slow decision-making habit, increasing rate of rental buildings and shortage of vehicles. On the basis of these findings the researcher provided such recommendations as high schools leaders should engage in various income generating endeavors involving different stakeholders such as parents, donors and non-government organizations.*

**Key term:** - Leadership practice, challenges situational leadership

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

The 21<sup>st</sup> century world of education is experiencing rapid development and progress with various innovations and the results of scientific research that groups various approaches in leadership theory. The role of a good and competent leader in carrying out his/her leadership is needed to realize the vision and mission of an institution. The leader is expected to be able to direct and move all his subordinates in order to carry out their duties optimally and clearly in accordance with the responsibilities of each individual or group of organizations. Likewise, the personality of a leader determines a good policy direction for the organization, internal and external factors that must be possessed by the visionary principal.

Education is a primary indicator of development and a sign for the quality of growth in a given society. Tackling poverty and sustaining development is also unthinkable without sound education system. The centrality of education as a core and principal engine for development and nation building is unquestionable. However, in Ethiopia, despite a long tradition of education and a century old history of modern schooling, the education system remains backward and far behind the expectations. The 1999 UNICEF report ranked Ethiopia as the third to last country in primary education enrollment in the world, leave alone high and tertiary education. (MoE, 2002)

Specifically, the effectiveness of school principals determines the pace of institutional change as well as competitive innovation efforts in future global competition. In the context of schools, principals need to give clear instructions to his/her subordinates so that the subordinates will voluntarily and responsibly carry out their duties (Hamdi, 2014). The headmasters understand the development of the condition of his organization that enables them to adapt to the leadership style to be applied. One of the leadership approach implemented in the world of education nowadays is referred to as situational leadership. This approach examines the characteristics of members to match leadership behavior with the maturity level of their subordinates.

Effective leadership behavior depends on a variety of variables which help the leaders adapt to the conditions of the situation contained in the organizational environment. Likewise, the implementation of leadership style depends on the factors of the situation, the characteristics of organizational members and the organizational environment (Handoko, et al., 1992). The

contingency approach enables one to analyze each existing situation as an effective reference for leaders in determining their leadership style (Stoner et al, 1992).

Leadership is a topic with universal appeal. In the academic research literature and even in popular press, much has been written about leadership and its role in developing knowledge in society (Northouse, 2012). In the context of education, leadership is important given the role that it plays in improving the quality of schools. Although leadership is sometimes equated with management, there are differences between these concepts. They are different in that management traditionally focuses on the activities of staffing, organizing, controlling, and planning, whereas leadership emphasizes the general influence process (Northouse, 2012). According to some researchers, management is concerned with creating order and stability (Arnett, 1997), whereas leadership is about adaptation and constructive change (Hogan, Hogan, and Kaiser, 2010). According to Northouse (2012), the overlap between leadership and management is centered on how both involve in influencing a group of individuals in goal attainment.

Situational leadership uses existing leadership models to achieve leadership goals appropriate to the desired situation and achieve maximum goals. This concept focuses on adjusting the force to the reality of the actual conditions on the ground. Some situational approach models that have been developed by experts include: (a) continuum model; (b) contingency model; (c) life cycle; and (d) path goal theory (Steinbach, 1999). The principal's personality and social skills are needed to influence the behavior of others in order to improve the performance competencies of educators in achieving common goals. In a word, leadership style is intended to influence, direct and control the behavior of others to achieve common goals.

This paper will present an analysis of leadership in the context of private high schools, particularly in three areas: 1) how school leaders use situational leadership to handle interaction with different kinds of people and solving different kinds of problems, 2) how the organizational structure of their school supports or hinders leaders in using situational leadership, and 3) how much leaders delegate decision-making or involve others in the decision-making process. This analysis will involve case studies of some selected private high schools in Addis Ababa.

## **1.2 Statements of the problem**

Education is the vital aspect of developmental process which contributes to the social, cultural and economic development of the society. To this effect, the Ethiopian government has put in place the comprehensive education program to satisfy the economic and social demand for skilled human power (MOE, 2001).

However, according to the ESDP III (2005), education and training emphasize theoretical instruction, missing lifelong learning and company-based training. Furthermore, as indicated in the same document, there is inefficient leadership practice, insufficient number of qualified teachers, limited funding and poor curriculum implementation. In fact, the overall implementation of the program is meant to enable the students to develop skill, knowledge and attitude which would help them secure wage employment or create their own job (MoE, 2006).

As stated by Stoner (1995), effective leadership practice has significant impact on influencing others, take intention and convince followers, shared purpose, change maker, personal responsibility, integrity, directing, motivating employees towards the organizational mission, vision and perform essential task in continuous base. In actual fact, leading ensures and gets the people work for them and satisfy their customer in their assigned duties and responsibilities.

Most of the time the service and related sector is dynamic. In the past, the emphasis was more on the leader as “boss”. Today, however, leaders are viewed as partners with their people; they can no longer lead with positional power alone. Leaders must move away from the “command-and-control” role of judging and evaluating to a role of ensuring accountability through supporting, coaching, and cheer leading (Larraine, Goldsmith, and Belasco, 2003). To implement this kind of modern leadership practice, leaders encounter challenges to practice effective communication of their vision and mission, create and maintain a diversified team, inspiring others, facilitating open and clear communication among coworkers, empowering to take action, delegation of authority, coaching, inspiring of employees by leaders of the organization (Baxter, 2006). To that end, an organization needs visionary, committed and capable leaders in accordance with its mission.

This research aimed to examine the present leadership practice in some selected private high school in Addis Ababa. To this effect, it is found to be important to conduct reasonable research

that helps to identify the actual situation and to recommend some possible policy alternatives on leadership practice on high school leadership in private schools in Addis Ababa.

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

#### **1.3.1 General objective of the study**

The general objective of this study is to investigate the actual practice and challenges of situational leadership in private high school of Addis Ababa.

#### **1.3.2 Specific objectives of the study**

- To examine the leadership exercise in the private high schools
- To identify challenges faced by private high school leaders in the implementation of situational leadership
- To give possible recommendation that might help to control challenges and get better leadership practice.

### **1.4 Research questions**

- 1) To what extent do school leaders exercise situational leadership in their respective institution?
- 2) What are the most common challenges encountered by school leaders in their day to day practice of situational leadership?
- 3) What should be done to minimize the challenges?

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

The findings of the study are believed to provide data based information concerning the current leadership practices and challenges of leadership in the private schools. Accordingly, it would enable the leaders of the private high schools improve their leadership practices and effectively lead their respective schools. To this end, all the school employee, customers, top, middle and lower level leaders would benefit from the findings of the study.

The result of the study could also provide the private school leaders with feedback on areas of strengths and weaknesses so that they could plan ways to improve their performance. Further still, it could raise the leaders' awareness regarding the need to improve their leadership

competence to meet the mounting challenges of their jobs. It might also serve as a springboard for the future researchers.

### **1.6 Scope of the study**

This study will specifically focus on investigating the situational leadership practice and challenges in private high school. From the other activities are performed in the school, the study will particularly deal with issues related with situational leadership practices. Moreover, among the private schools four schools were selected to make assessment. This is because total populations of high schools too many to handle with resources at the disposal of the researcher.

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

It is obvious that research work cannot be totally free from limitation. In view of this, the study was confined only to private high school among other education organizations which might be practicing situational leadership. That is to mean, due to time and financial constraints, the researcher found it impossible to consider all the schools employing the stated approach.

### **1.8 Definitions of key terms**

**Practice:** the process of repeating something many times in order to improve performance

**Leadership:** the process of influencing group activities toward the achievement of goals

**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

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

This study included five chapters. The first chapter is an introduction which consists of background of the study, statements of the problem, research questions, objectives, scope of study, significance of the study and limitation of the study. The second chapter presents review of related literature and the third chapter deals with 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 of findings, conclusion, recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

Education systems, schools boards, and even classes can all benefit from effective leadership to improve staff, motivate students, and keep everyone up-to-date with methods of achieving a common goal. Glickman and colleagues (2001) believe successful school supervisors need certain knowledge and skills. The knowledge component includes the potential or preferred state that teachers and school could reach, the current state of the teachers and school, and how to transform the teachers and school so that the potential state can be reached.

To achieve this transformation, supervisors need interpersonal skills - to effect positive change in others - and technical skills in observing, analyzing, evaluating, and planning. When framed this way, the necessary knowledge and skills can be thought of as divided into five necessary processes. According to Glickman and colleagues (2001), these five processes are: creating a vision for success, building the capacity for leadership, raising expectations for student achievement, instructional leadership, and situational leadership.

The necessary knowledge of a supervisor is needed for the first two processes (creating a vision and building capacity), while the interpersonal and technical skills are part of the remaining three processes (raising expectations, and instructional and situational leadership).

The process for creating a vision for success is important since successful leaders have the ability to articulate an explicit vision for their school system (Jones, 2004). Leaders understand where they want their school system to go, can explain this goal, and have a plan to reach that goal. When this vision is clearly shared with others in the school system, everyone will then have a common goal and can cooperate more effectively for any required changes. Successful leaders will also consider the risks involved and help others be willing to work with these risks, since risk is inherent in any kind of change.

The process for building capacity for leadership is important because educational leaders have a wider responsibility for building relationships with people who are inside and outside the school (Arnett, 1997). Klein (1991) pointed out in developed organizations with knowledgeable staff; top-down decision-making is not a motivational approach. The true community of a school system is composed of students, parents, teachers, leaders, and other stakeholders. The

fundamental duty of the educational leadership is to incorporate the community to support and achieve the visions and missions of the school. It shows why communication skills are significant for administrators (Arnett, 1997). According to this scholar, an effective leader in the education system is able to understand the school board's opinion and work with the board to achieving the common vision.

The process for raising student expectations is important because one of the educational leadership responsibilities needed in a school or district is the ability to realize balance between needs of different stakeholders such as parents, politicians, and other constituents (Duignan, 2006). Jones (2004) emphasizes that even though success of the traditional method depends on issues such as school buildings, budgets, and facilities, recent definitions of success emphasize managing the needs of their community and being able to communicate effectively.

## **2.1 The Concept of Leadership**

### **2.1.1 Overview**

Leadership is one of the most widely studied area in business as well as academic arena and it has been significantly evolved in recent years (Kumar 2018). A lot has been written on leadership like from different perspectives including whether leaders are born or made, how followers could impact the successful leaders, can charisma have impact on the success of leaders, the impact of technology on leadership and group and individual performance (Avolio, Walumbwa, Weber, 2009).

According to the literature in the area, leadership has long been topic of discussion long before the Egyptian and Arabian civilization. For instance, during the 20<sup>th</sup> century, a wide range of attempt was made by researchers to classify different dimensions of leadership. Since then scholars have made it an issue to explore and understand leadership theories on trait, behavior, styles, and development of leaders.

A look back on shows that leadership theory began with leadership traits, which makes the difference to the functioning and approach of the leader towards his followers. This approach dominated research up to the late 1940's. Later studies, however, asserted that traits do not always predict leadership effectiveness, and so researchers have shifted to look at the behavior,

style, and development of the leader and its effectiveness (Amabile, Schatzel, Moneta & Kramer, 2004 & Khan, et, al 2016). In other words, leadership literature reveals that with a passage of time the theories have been modified and refined by researchers and practitioners.

As to Fisher (1985) & Chowdhury (2014), leadership is probably the most written about the social phenomenon of all time and they wondered how it is not yet well understood. Almohaimed (2014) also assert, leadership is nowadays the most studied and least understood topic, since we assume that it's a life's phenomenon which is complex and mysterious.

Since the early 20th century, leadership has constantly been redefined by a number of leadership theories having been proposed based on different theoretical perspectives by various researchers.

### **2.1.2 Leadership Defined**

One may find it difficult to get one specific or single definition for leadership as it is a complex and fluid term. Different literature and research studies on leadership are varied and there is no definition that is accepted universally (Kumar, 2018)). However, most definitions have such common theme as directing a group towards a goal. The following are some of the definitions of leadership forwarded by prominent scholars in the area: most

Leadership could be defined as:

- *The relationship between an individual and a group based on common interest and they behave as per the directions of the leader (Shastri, Shashi Mishra & Sinha, 2010 & Keskes, 2014))*
- *The process of influencing followers (Yukl 1994)*
- *A dynamic process whereby one man influences other to contribute voluntarily to the realization and attainment of the objectives towards the common goal (Cole, 2005 & Chowdhury, 2014).*

### **2.1.3 The Role of Leadership in an Organization**

It has been emphasized by quite a number of scholars that leadership could play critical role for the smooth-running and successful realization of organizational goals. According to Harper (2012) the very essence of leadership is to help a group or an organization to attain sustainable

development and growth. As pointed out by Aldoory and Toth (2004), leadership brings in the required change to influence learning and development of necessary skills, performance and creates a platform for individual growth in an organization.

The ultimate aim of leadership is creating ownership and accountability targeting the attainment of organizational objectives (Amanchukwu, Stanley, & Oloolube, 2015). To this end, as to these same scholars, it is crucial to apply the available resources and ensure a cohesive organization where an individual influences a group to accomplish the objectives the organization is set to achieve.

In general, leadership interventions have an impact on a variety of outcomes. Yet, leadership interventions appear to differ in terms of their impact based on the theoretical focus of the leadership models.

#### **2.1.4 Leadership Theories**

There are different leadership theories developed over the years. Great Man theory, Trait theory, Behavioral theory, Participative leadership theory, Situational leadership theory, Contingency theory, Transactional theory, Transformational theory etc. re but to mention the most widely studied ones. More recently developed theories include Servant Theory, Strategic Theory and Positive Theory.

##### **2.1.4.1 Great-Man Theory or Trait Theory**

This theory one of the earliest leadership theory and it is basically concerned with the effort exerted for explorations for common traits of leadership which has been lasted over centuries (Carlyle, 1874 & Khan, et, al, 2016). Advocates of this theory believed in leader's traits and theory talks about how leaders are distinct from their followers because of their physical features, confidence, personality attributes and social characteristics. These researchers further state that most societies look for a leader or heroes to define their successes and to justify their failures. In a word, Great-Man Theory claims leaders are born and people with heroic potentials can become the leaders.

The reliability of this theory was put in question by many writers on the ground that many great people or heroes have failed. A case in point is the failure of two of the great men Napoleon

Bonapart, Adolf Hitler (MacGregor, 2003). Trait theory was also sharply criticized for the fact that it failed to explain whether leadership traits are genetic or acquired.

Trait theory failed since it was difficult to detect the common traits of every effective leader. It also failed to produce consistency in the finding and sometimes degenerated into unreasonable speculation.

#### **2.1.4.2 Behavioral Theory**

According to this leadership theory, behavior patterns are determining factors for being leader or follower. This theory is of the view that the leader who displays job centered behavior pays attention to the activities of followers by focusing mainly on performance, whereas the leader who engages in employee centered behavior focuses at developing a cohesive work group towards employee satisfaction.

Blake and Mouton (1964) developed a framework for examining types of leadership known as the Managerial grid. The grid consists of two dimension concern for production and concern for people. Despite the fact that the grid was popular in the eyes of researchers, it was challenged by many for certain shortcomings. Accordingly, the critics of this grid attest while trying to study a specific set of behavior in all situations; it overlooked the complexities of individual behavior in an organization. They went on to say a different approach was needed to look at the intricacy of leadership,

#### **2.1.4.3 Contingency Theory**

Developed by Fried Fiedler (1967), contingency theory claims that leadership effectiveness depends on the situation. By implication, as to this theory, leaders' effectiveness differs from situation to situation, i.e. a leader may be effective in one situation but not in another). The theory explains why discrepancy occurs and identifies leader-situation matches that result in effective performance. And effectiveness of a leader depends on his personality and situation.

Contingency theory was found to be more advanced than the previous leadership approaches because of its explicit consideration towards situations in the organization and its role in effective leadership. Hersy and Blanchard's Situational theory (1977) is based on the notion that leader's behavior depends on maturity (competence, motivation, accountability) of leaders

followers. As follower's maturity increases from low to high, the leader needs to move gradually from high task-oriented behavior to low task-oriented behavior.

#### **2.1.4.4 Charismatic Leadership Theory**

This theory assumes that charisma is an individual characteristic of a leader. For this theorists charisma an important ingredient for interpersonal attraction that inspires supports and acceptance from followers. They hold the view that a charismatic leader is likely to be more successful in influencing follower's behavior. The theory also suggests the traits and behavior of charismatic leaders and its contribution is its ability to explain charismatic leadership in terms of a set of testable propositions.

#### **2.1.4.5 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).

#### **2.1.4.6 Transformational Leadership**

Yukl (2011) seeks to “raise the consciousness of the followers by appealing to the ideals and moral values rather than to materialistic desire’s or negative emotions”. On the basis of agreement to involve followers in the process (activities) towards organization to achieving common goals and returns distinguishes transformation leadership from other previous and contemporary theories.

This style helps followers to accomplish their commitment and renew them (Avolio 2007& Afshinpour 2014).The leader motivates, inspires and transforms followers to perform while transcending self-interest for the betterment of the organization (Avolio et al., 2009 & Samad.et.al, 2015).

Burns(1978) & Obiwuru.et.al. (2011) inspires his followers to go and achieve goals beyond their personal interest for the benefit of the group or organization. He also identified this style as a process where people engage with others in such a way that they raise their level of motivation and morality.

They promote intellectual development, confidence in the team; build team-spirit and enthusiasm by motivating and encouraging the followers towards achieving organizational goals (Aydin, Sarier, &Uysal, 2013, Cho & Dansereau, 2010 & Samad.et.al, 2015).

#### **2.1.5 Leadership Styles**

For a leader to be effective among his followers is to consciously explore one’s personal mastery of different approaches and adapt to various approaches based on the situation. Task and relationship behavior is central to the idea of the leadership style of individual leaders and their effectiveness depends on how they use their styles to the situation (Bruno, 2013). As such, leadership style is a significant factor for the success or failure of the organization. It is the behavioral approach of the leader to provide motivation and direction to his people (Ojokuku, Odetayo & Sajuyigbe, 2012).

After the emergence of behavioral theory, three major leadership styles were formed: democratic, autocratic and laissez-faire styles. Leadership style is regarded as key factor for enhancing employee motivation. This implies that leadership styles can affect the employees

positively (reward) and negatively (punishment) and also has its own consequences on the employee behavior.

Autocratic leaders make a decision without involving their followers and laissez-faire leaders allow followers to make a decision by not being part of the process and democratic leaders involve their followers before making his decision (Ryan & Tipu, 2013). Khan, et, al (2016). It is also one of the factors that intensify the commitment of the individuals towards the organization (Obiwuru et al., 2011 & Ojokuku, et.al., 2012).

#### **2.1.5.1 Autocratic Leadership**

Autocratic leaders are Strong-willed, domineering & to some extent aggressive. Usually, don't listen to views and suggestions of others if they offer different opinions. The followers of autocratic leaders have a low level of job satisfaction because they assert absolute power and influence (Kerfoot, 2013 & Afshinpour 2014). They have their own ways of exercising their authority and look at followers or team members as mere functionaries (Michael, 2010 & Ojokuku, et.al 2012) their followers are waiting for the inevitable failure to happen, so the leader can be changed. There is shared vision and little motivation beyond coercion however autocratic leader is unable to stimulate the feelings of helping others due to its task-oriented nature (Malik et, al., 2016).

#### **2.1.5.2 Democratic Leadership**

In this style decision making is decentralized, the leader includes his followers in the decision-making process of planning and execution. The leader is concerned with maintaining group effectiveness and encourages members to express their ideas for task accomplishment. While democratic leadership sounds good in theory, but often is bogged down in its own slow process and workable results usually require an enormous amount of effort (Ojokuku, et.al 2012).

Democratic leadership style stimulates more organizational citizenship behavior among the employees (Malik et, al., 2016). Bureaucratic leaders believe in the policies and process. They are driven by the organizational policies and practices to execute the tasks. They are committed to procedures, systems and believe the same from their followers. Certain aspects of leadership

like motivating and developing people are ignored by bureaucratic leaders (Michael, 2010 & Ojokuku R. et.al).

### **2.1.5.3 Laissez-Faire Leadership**

These leaders practice the art of delegation, in which the leaders are hands –off and allow group members to take a decision. There is not much interference between leaders and followers, they usually avoid responsibility, don't have feedback mechanism and delay the decision making (Bass & Riggio, 2006 & Samad.et.al, 2015).

This style of functioning doesn't involve in the meaningful transaction and does nothing to affect the follower's behavior outcomes. They usually avoid getting involved in the decision making and work progress and allow things to happen (Chowdhury 2014) and also have a weak relationship with organizational citizenship behavior (Malik et, al., 2016).

There are also other styles exercised by different leaders in different contexts over the years. Some of these leadership styles are presented here under:

### **2.1.5.4 Servant Leadership styles**

While servant leadership is a timeless concept, the phrase “servant leadership” was coined by Robert K. Greenleaf in "The Servant as Leader", first published in 1970. Chanakya, 4th century BCE, wrote in his book Arthashastra: “the king (leader) shall consider as good, not what pleases himself but what pleases his subjects (followers). The king (leader) is a paid servant and enjoys the resources of the state together with the people”. Servant leadership can be found in many religious texts, though the philosophy itself transcends any particular religious tradition.

Servant leadership is based on concepts taken from religious faith (Sendjaya. et, al., 2008 & Samad.et.al, 2015). Larry Spears (2010) identified ten characteristics of servant leaders (i.e. listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community in the writings of Greenleaf. Joe Iarocci (2017) author of Servant Leadership in the Workplace, identifies 3 key priorities (developing people, building a trusting

Brown (2006) put forward value-based servant leadership and transformational leadership styles are appropriate for academic institutions. The major difference between the transformational leadership and servant leadership is based on the focus of the two kinds of leadership. It is debated that transformational leaders focus on organization and organizational goals, whereas the servant leaders focus on followers (Greenleaf, 1977a, 1977b & Graham, 1991 & Samad.et.al, 2015).

#### **2.1.5.5 Strategic Leadership**

House and Aditya (1997) & Oзера, et. al. (2014) describe the research on strategic leadership is mostly theoretical and case studies, not much work is done using empirical studies. Based on recent researches on the leadership behavior, many styles are relevant to strategic leadership. Gardner, et. al. (2010) & Oзера et al (2014) have called for more research on strategic leadership in a recent review. The Strategic leader needs to influence others to enhance their performance towards the success of long-term organizational goals by managing change, handling ambiguity and providing right direction to the group by aligning workgroups to implement change.

#### **2.1.5.6 Spiritual Leadership**

Yukl (2011) looks at how leaders enhance the meaning of spirituality in their day to day work involving the followers. Spiritual leadership is a blending of natural and spiritual qualities utilized for influencing God's people to accomplish God's purposes. Spiritual leadership doesn't focus on leader-centric approaches but more on "engaging all group members to meet spiritual needs to enhance organizational commitment and performance" (Fry. et, al., 2011 & Samad.et.al 2015).

Besides the spiritual aspect, engaging followers to achieving the desired goals is the key feature, which is common with both the transformational and servant leadership theory (Samad.et.al, 2015). Authentic & Ethical Leadership Authentic leadership is another emerging and ethical leader behavior which focuses on positive values. The theories talk about consistent values and behavior of leaders. They include honesty, altruism, compassion, optimism and resilience (Yukl 2011).

## **2.2 Situational Leadership**

The situational leadership theory is a resource to explain why one leader is effective under certain situation but not others. Additionally, it is important that a person who has a very charismatic personality does not simply use his or her preferred leadership style in a new situation (Fairholm and Fairholm, 2009). To determine the best approach to some situation, it might seem reasonable to just look at the approach taken by other successful and unsuccessful leaders in a similar situation. However, differences in organizational complexity between situations will often make this impossible. Hence, leaders need to be able to adapt to the situation instead of just copying other supposedly successful strategies.

Hersey and Blanchard proposed the situational theory based on the appropriate leader behavior depending on the maturity (degree of motivation, competence, and accepting responsibility) of the leader's followers. As the follower's maturity increases from high to low, the leader needs to move gradually from high task-oriented behavior to low task-oriented behavior.

The theory claims that it's possible for a task-oriented leader to change his style to become employee oriented leader based on the situation. Peretomode (2012) argues that effectiveness of successful leaders is those who can change their style according to the situation and their effectiveness depends on identifying the level of follower's maturity and adapt to their leadership style. Farmer (2012) & Afshinpour (2014) leaders can use this style for learning and development, as it develops independence and competence among employees to communicate openly to fulfill organizational goals and employee satisfaction. Graeff (1997) concludes in his critical review of evolution of

Situational leadership theory that the multiple version of situational leadership may be more beneficial to practitioners and if these versions are combined and fine-tuned into a single theoretical approach it will be less confusing to researchers.

It is true that a style of leadership does not work in all situations, hence a successful leader should work with diverse styles of leadership based on "the appropriate" time and place. In other words, as to the above scholars, effective leaders in all parts of organizations are able to "master" all leadership styles, and recognize where and when they should be used.

Using Goleman's emotional intelligence model, six situational leadership styles can be identified (Kubiak, 2012):

**1. Visionary or authoritative:** in which an expert with enough knowledge, experience, and knows how to achieve objective results that he/she can help organizations improve themselves based on market needs. When leaders encounter with a workgroup who is inexperienced; the authoritative leadership style is the most effective one.

**2 Coaching style:** In which the tasks and roles of followers have been defined clearly. Two-way communication is the fundamental part of effective coaching style leadership when followers have enough experience and accept what needs to be done.

**3 Affiliative:** in which the responsibility for team building when followers' morale is low is crucial. The Affiliative leader can act toward promoting harmony and help to get real data about problems to assist in trying to solve them.

**4 Democratic:** This is required when followers are knowledgeable. This style of leadership has a democratic approach and gives their followers equal opportunity for decision making.

**5 Pacesetting:** This is best when followers of an organization are skilled and their motivation is high. The pacesetting leader is suggested because they have high work standard for themselves and for subordinates.

**6 Commanding/Coercive:** This is contrary to the democratic one. Leaders using this style prefer getting results by non-democratic and bullying means. In organizations that require a fast turnaround, the coercive leaders are successful at least in the short term. In the long term this style can damage the subordinates' morale.

One of the strengths of situational leadership theory is the test of time in the marketplace. Situational leadership is meant for training leaders within organizations (Hersey and Blanchard, 1993). Being practical is the second strength of situational leadership, and it is easy to intuitively understand, and apply in a diversity of settings. Unlike situational leadership, some leadership approaches purvey sophisticated ways and are complex for assessing administrators own leadership behavior, such as the decision-making approach suggested by Vroom and Yetton (1973).

A third strength of situational leadership is its prescriptive value. Even though some leadership theories are descriptive in their nature, situational leadership is a prescriptive one. A fourth strength of situational leadership emphasizes leader flexibility in different situations (Yukl, 1998). As pointed out by Yukl (1998), Leaders prefer and need to find out their subordinates' needs then their leadership model can be matched with them. Finally, situational leadership reminds us to select diverse style of treatments based on the subordinates' task, responsibility, and new skills which help them to become more confident in their work (ibid).

One of the criticisms of situational leadership is the number of research studies conducted on it. According to Vecchio, Bullis and Brazil, (2006), only a few studies have so far been carried out to justify the propositions and assumptions. The vague conceptualization of the subordinates' development levels can be the second criticism of this approach. The authors in this field do not talk clearly about how competence is incorporated with commitment to form six distinct levels of development (Yukl, 1998). As to Northouse (2012), this theory does not illustrate the theoretical foundation for changes between each of the development levels. Finally, typical questionnaires analyze diverse job situations and try to determine the perfect leadership style for each by just asking respondents. Yukl (1998) asserts this is not an effective means of determining the appropriate leadership style.

### **2.3 Situational Leadership Models**

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

#### **2.3.1 Continuum Model – Tannenbaum and Schmidt**

The continuum model leadership is based on the pattern of decision making. Decision-making behavior departs from the following views: first, leader-oriented; second, oriented towards subordinates/members. Seven leadership patterns were identified by Tannenbaum and Schmidt (1973) include:

- (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 leaders 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 (joining) (Mustiningsih, 2013).

The Continuum model has three main factors which form the basis for the choice of leadership patterns. First, 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. Second, strength from below the leader in this case is a member in an organization. Third, 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.

### **2.3.2 Contingency Model – Fiedler**

The contingency leadership model emerged after the behavioral approach. Contingency 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 (Soetopo, 2010). This leadership model seeks to predict which types of leaders are effective in different types of situations.

This 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. First, the task structure; Second, leader member relationship; Third, 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. First, the leader is well received by subordinates, the task is clearly structured, and the leader's strength is also good in actualizing his leadership. Second, 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. Third, the situation is in the middle between accepted and not accepted by his subordinates.

### **2.3.3 Life Cycle Theory – Hersey and Blanchard**

Hersey & Blanchard (1973) developed an effective situational leadership model by combining the level of maturity of subordinates with the behavior patterns of their leaders. The 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 (Mustiningsih, 2013).

Hersey & Blanchard also developed four styles of leader behavior in problem solving and decision making. The four styles include,

Style 1 (Telling): the leader gives instructions and oversees his subordinates in carrying out their duties;

Style 2 (Selling): the leader explains his decision and opens up opportunities for his subordinates to ask questions when things are unclear;

Style 3 (Participating): the leader provides an opportunity for subordinates to convey ideas as material for consideration in decision making; and

Style 4 (Delegating): the leader gives decisions and executes tasks to his subordinates because the ability and enthusiasm of his subordinates to have a great deal of accomplishing tasks (Haris, 2013).

### **2.3.4 Path Goal Theory – House and Mitghell**

This theory explains the influence of leadership behavior on the expectations of subordinates. The expectations of subordinates often relate to the level of morale, motivation, satisfaction and pride in their work. Subordinates often hope that the leader can help him in achieving his goals (Mustiningsih, 2013).

Path Goal Theory visualizes the four leadership orientations as follows: (1) instrumental, this instructive or directive leadership is the same as an autocratic type of leadership. The leader will convey to his subordinates the rules, decisions and tasks that must be completed; (2) supportive, supportive leadership. A leader will show concern for his subordinates in all matters aimed at facilitating subordinates in completing their duties; (3) participative, participatory leadership, i.e. leaders will ask for and provide opportunities for their subordinates to make decisions; (4) achievement oriented, leadership oriented to achievement, a leader will set all forms of rules and limit subordinates in participating with the aim that the subordinates can be convinced to be able to carry out their duties and achieve goals to the maximum.

#### **2.4 Implementation of Situational Leadership in Education**

Leadership in organizational institutions requires a pattern or style of a leader to be able to achieve the goals set by the institution in the future. Each educational institution has different views in dealing with various organizational problems, so leadership is needed to achieve the main goal with the assumption that the behavior and characteristics of leadership can influence and invite others. The headmaster tries professionally to improve teacher performance through ideas, participative, giving understanding, motivation and straightening misunderstanding directly or non-directly (Rohmah and Karwanto, 2014).

Leaders' skills are needed in implementing various styles so that all subordinates are able to work in accordance with established procedures, applied leadership style in terms of several aspects such as the environment, work spirit and characteristics of each subordinate who have various backgrounds that vary from one another, so that the merits of an organization can be an indicator value for the success of various style concepts that are applied in its leadership.

A good leader can diagnose all the conditions and circumstances of his subordinates in order to be able to direct and guide them effectively. Understanding a leader of the needs can foster subordinates to work more optimally also helps a leader in choosing the most appropriate leadership style which is an influential aspect in making decisions for the achievement of organizational goals.

Situational leadership theory is based on the leadership style where a leader must pay attention to the situation of his subordinates in an organization; the application of leadership strategies is

based on the situation in the field because the leadership style must be adapted to the different situations in each organization (Purwanto, 2016). This model is a certain key factor in determining the situation and circumstances of followers who must be encouraged. Contingency also determines certain factors from several leadership approaches that produce specific combinations of predictable outcomes, including member involvement, dependence, creativity and psychological empowerment (Jeffery and Yoho, 2005).

Leadership using a situational approach can also influence 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.

According to Yogyakarta (1986), leadership style can be identified through several factors that will affect a leader, including: (1) the personality of the leader, (2) the personality of subordinates, (3) personality between leaders, (4) organizational structure, (5) organizational vision, (6) organizational activities, (7) experiences, norms and values contained in the culture of the organization, (8) level of graduate education, (9) organizational policies, (10) technology, (11) applicable laws and regulations, and (12) economic, political and security conditions that are found in the organization.

Furthermore, leadership style with situational approach focuses on applying the most effective style to a particular situation (Cipta, Restu and Fellynda, 2012). In other words, the organizational situation faced by the leader becomes an important aspect in the success of a leadership. In general, a situational approach is applied by a leader because there are various possibilities of different situations that must be faced by adjusting the leadership behavior with the situation of the organization they lead.

The leader influences the success factor of the sustainability of the education process, the ability and skills of the principal will determine the policy achievement of the goals of the educational institution. Principals are required to be able to apply situational leadership in the educational institutions they lead so that the working mechanism of the teachers becomes more optimal, the guidance and direction provided by the leader becomes a relationship that affects the level of readiness of the teachers in carrying out their duties.

Situation analysis and identification of the characteristics of the teachers will be the basis for the application of situational leadership theory so that it can overcome various forms of problems with the right decision. The results of the study indicate that the implementation of situational leadership style by the headmaster of Wamena 1 Junior High School where this situational style helps the principal in embracing all parties, being fair and providing motivation to teachers in accordance with established competency standards so that the impact on improving the quality of education in the school (Cipta, Restu and Fellynda, 2012).

## **2.5 Factors Affecting Leadership Effectiveness**

The success and effectiveness of a leader depends up on several factors. According to Allio (1999), the following are factors that affect leadership effectiveness:

1. **Arrogance:-** the most important contributor to leadership failure is pride and arrogance. Leaders are invariably fatter when they step over the line between passionate commitment to a great and obsessive monomania or excessive ambition. Autocracy, false, heroism, and excessive egotism all contribute to failure.
2. **Loss of Focus:** Complacency and Failure to keep an eye on the ball are cardinals in world in which competitors show no mercy and the pace of change is rapid. But even leaders who stick to their knitting can lose if they do not adapt to new challenge.
3. **Lack of character, integrity, ethics and value:** providing moral leadership is just as important as providing strategic leadership. counterfeit leaders-those who have assumed positions of authority without understanding what leaders do how they must behave, and how they must relate to their followers-or abundant. Some people lull followers into euphoria, seduce them into blindly following like lemming over the cliff. In many cases, ironically, the followers must share the blame for the failure of their leaders. Simply watching as the organization deteriorates, abdicating personal responsibility for decisions-these are the symptom of a conspiracy between leader and followers.

## **2.6 Leadership and decision-making delegation**

Regardless of the structure of an organization, leaders can still choose how much authority and control they have over decision-making processes. The Tannenbaum and Schmidt Leadership Continuum is a simple model to describe the degree of authority delegated to the team by the

leader for the purposes of making decisions (Tannenbaum and Schmidt, 1973). This delegation can be modeled as an inverse relationship between freedom given to a team and authority that the leader retains. When more freedom is given, the leader is delegating more authority and personally exercising less of it. However, since the leader made the decision to delegate his or her authority, the leader is still responsible for the outcome.

According to Tannenbaum and Schmidt (1973), the leadership model has seven levels, from level one with no delegation to level seven with the most delegation. In level one, leaders perform no delegation and retain full authority over their decisions. They identify the problem, consider possible solutions, choose one, and then tell everyone else which solution they are going to follow. Although they may consider the opinions of others, often they do not.

In level two, leaders operate the same as in level one but try to persuade others in the organization that their decision is a good one. This differs from level one, where the leader simply requires others to accept it and level two leaders realize that others on their team will act on the decision more readily if they agree with it.

In level three, leaders make decisions in the same way as level one but also create opportunities for the team members to examine and discuss the solution chosen. This is different from level two because leaders not directly trying to persuade others in the team but engage with them in discussion about the solution. This can also provide more information for leaders about the situation, which could improve their decisions in the future.

In level four, leaders still identify the problem, consider possible solutions and choose one of them, but then have discussions with the team about the solution. Unlike in level three, the purpose of this discussion to have team input and discussion about whether this solution is acceptable. This level of leadership represents opportunity for team members to be more directly involved in the decision making process even if they are not choosing solutions.

In level five, leaders identify the problems but not the solutions. Instead, they oversee discussions with the team to debate what solutions are possible for this problem. Other team members can share ideas, information, and opinions on what choices are available and which one would be best. Although leaders still ultimately make the decision and choose one of the

discussed solutions, everyone on the team is involved in debating the possibilities and presenting evidence for which solution is best.

In level six, leaders act as they did in level five except that the team makes the decision. After discussing the possible solutions, leaders work with the group to decide which solution is chosen such that at least a majority of the group chose that solution. Leaders may or may not be involved in the actual decision, but accept whatever the group decides.

In level seven, leaders only define the boundaries of acceptable solutions and leave the team to discuss and debate the rest. Thus, the team (which may or may not include their leader) identifies problems, debates possible solutions, and then chooses which solution is best. Leaders in this level only help to define what solutions can actually be implemented in the organization, and that is all.

## **2.7 Leadership Development**

In recent years leadership has become one of the most researched subjects in the field of management and many researchers have worked on leadership development to understand the dynamics of the human behavior. Leadership development is becoming vital component for organizations in the current business setting (Sheri-Lynne, Parbudyal 2007 & Abbas & Yaqoob. 2009). It is an important area in today's competitive world to increase the capability of individuals to gain competitive advantage.

Leadership development can be carried out with regular job responsibilities for the individual development and organizational growth (Yukl, 2002). These developments can be used to develop leadership and managerial skills as per current job requirements and can also be used to undertake new tasks. Development programs are important and play a pivotal role in developing individual and organizational performance and also motivate employees (Klagge, 1997 & Abbas et al 2009).

Performance is an important feature of an organization's development and growth. So, development programs can be helpful in identifying and managing teams, guiding the managers to learn and adopt the attributes required for the job for effectively executing his performance towards organizational growth. Leadership development process intends not only to develop

leaders but also to improve the overall development of the organization to achieve objectives (Hamilton and Cynthia, 2005. & Abbas, et.Al, 2009).

As opposed to the wide-ranging research on leadership development not much progress has been observed in the area (Goldstein, 1980&Collins, 2002). In other words, even though leadership development interventions are much talked about, research indicates that corporate are spending little time to evaluate the effectiveness of their interventions and more specifically, evaluate whether the programs are improving the organization's performance (Sogunro, 1997& Collins, 2002). Lynham (2000) & Collins (2002), indicated that managerial leadership development should not be confused with leadership education as it involves a person's career throughout their lifetime and not a short term event towards learning and development.

## **2.8 The Leadership Challenge**

The leadership challenge is about how leaders mobilize others to want to get extraordinary thing done. It's about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It is about a climate in which people turn challenging opportunities into remarkable successes (Kouzes and Posner, 2012). According to William and et al (2016) last updated a survey conducted at the Center for Creative Leadership, involving 763 leaders, across seven countries from India, China/Hong Kong, Egypt, Singapore, Spain, United Kingdom and United States: there are six leadership challenges they are:-

**Challenge-1 Developing managerial effectiveness:** - The challenge of developing the relevant skills - such as time management, prioritization, strategic thinking, decision-making, and getting up to speed with the job - to be more effective at work.

**Challeng-2 Inspiring others:** - The challenge of inspiring or motivating others to ensure they satisfied with their jobs and motivated to work smarter.

**Challeng-3 Developing Employees:-** The challenge of developing others, especially through mentoring and coaching.

**Calleng-4 Leading a team:-** The challenge of team building, team development, and team management.

**Challeng-5 Guiding change:** The challenge of managing, mobilizing, understanding, and leading change, including mitigating the impact of change, overcoming resistance to it, and dealing with employees' reaction to change.

**Challeng-6 Managing internal stakeholders and politics:** The challenge of managing relationships, politics, and image, such as gaining managerial support and managing up and getting buy-in from other departments, groups, or individuals.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 The Research Design**

Due to the nature of this study, the researcher used descriptive research design. Such design is often used to present full description the practices, challenges or situation of the issues understudy.

### **3.2 Research Approach**

The research approach of this study was mixed approach. That is, both quantitative and qualitative approaches will be employed to probe the required data for the study. The researcher used this approach to find out the challenges of situational leadership in private high school of Addis Ababa by observing appropriate samples and to assess the leadership practices and challenges of the private high school obtained by interviews.

### **3.3 Sources of Data**

The study has used both primary and secondary sources of data.

**Primary sources of data:-**The major primary data sources for the study are principals, teachers/students in the schools. Principals, teachers and students are included because they are the front line respondents and able to share their experiences on the existing problems.

**Secondary sources of data:-** Secondary sources such as different documents such as school policies, rules and regulations as well as minutes, reports, related literatures and other relevant materials were used as the source of secondary data particularly documents from selected private education bureau and analyzed in order to substantiate the information gathered from primary sources.

### **3.4 Population and Sampling Techniques**

#### **3.4.1 Population of the study**

Currently, there are 75 (seventy five) private high schools in Addis Ababa city. Among these, four private high schools were selected using purposive sampling technique. The sample high schools were Saint Mary's and One Plant, Magic Carpet and Radical. They were selected for

various reasons among which are convenience to collect data, their relatively high number of staff and their rich experience in the business.

### 3.4.2. Sampling Techniques

The sampling technique for this study was purposive and random sampling technique. Purposive sampling technique was used for private high schools. This technique was chosen because of its relative advantages to collect relevant and detailed information from respondents who can share their experiences and insight to the study due to their involvement in issuing instructions and facilitations of the teaching learning.

In addition, random sampling technique was used for private high school teachers and students so as to give each student and teacher an equal chance to be selected from the study. The table below shows selected sample size by using Purposive sampling techniques.

No	Name of school	Principal	Teachers	Students			PTSA	Total
				Grade 9	Grade 10	Total		
1	Saint Mary's High School	2	10	6	7	13	3	28
2	One Plant High School,	2	10	8	5	13	3	28
3	Magic Carpet School	2	10	7	6	13	3	28
4	Radical High School	2	10	5	8	13	3	28
<b>Total</b>		<b>8</b>	<b>40</b>	<b>26</b>	<b>26</b>	<b>52</b>	<b>12</b>	<b>112</b>

### 3.5 Data source and collection instrument

To get reliable and adequate information, different kinds of instruments were used. These were questionnaires composed of both open ended and close ended items, and interview. The questionnaire was developed by the researcher and the reliability of the questionnaire was tested. The questionnaire was prepared for students and teachers. The interview was prepared for PTSA and principals and the information was captured by taking note.

**Questionnaires:**-were used as data collection instrument because of their appropriateness to obtain relevant information, opinions and attitudes from large population within short period of time. Depending on the types of question items, choices and rating scales were used as response alternatives.

**Interviews:** were employed with the view to triangulate the information obtained through questionnaires.

### **3.6 Procedures of Data Gathering**

To prevent possible misunderstanding and misinterpretation on the parts of the respondents the researcher got the English version of the data collection tools to clarity to respondent during data collection. In addition to this the researcher clarified some items to the participants while administering the questionnaire.

In order to assess the practice and challenges of situational leadership in private high school in Addis Ababa City Administration, first, relevant literatures were reviewed to see what is going on in relation to the problem. Second, data gathering tools were prepared. After improving the questionnaires, it was administered to the respondents with the necessary explanations on how to complete it. Finally, the questionnaires were collected and the data analysis made using appropriate statistical tools.

### **3.7 Techniques of Data Analysis**

The raw data collected from the field were organized and systematically framed with tables according to the similarities of issues raised in the questionnaires. The data analysis and interpretation was carried out by using STATA, percentage, standard deviation and grand mean values as appropriate.

To analyze the quantitative data, some data analysis techniques such as frequency distribution, percentage and mean were used. Percentage was used to explain the characteristics of respondents. Means, percentage, standard deviation were employed to see the rate of significant relationship between the respondents on the leadership practice and the factors that influence the leadership practice.

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.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

A total of 112 copies of the questionnaire were prepared and distributed to the sampled respondents. Out of these, 40 teachers and 52 students participated. Besides, interview was held with 5 school principals and 12 PSTA to triangulate the data collected through questionnaire. The data obtained from interview and document analysis were also narrated as it was stated in the methodology.

Data collected on private high school leadership practice and challenges of private high school were organized by comparing statistical mean of the groups and interpretation of the five-point Likert Scale. For this section, analysis was made based on the following: Average Mean score ranges: mean=1(very low) mean=2 (Low), mean=3 (Moderate) and mean=4 (High) mean=5(very High).

### 4.1 Background Information of the Respondents

The purpose of this section is to provide some basic background information about the characteristics of the selected sample respondents on their sex, age, educational level, and student training level, knowledge of how leadership position placed and years of service.

#### 4.1.1 Teachers Background Information

Table 1 Tabulation of teacher's background

<b>Sex of Respondent</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
Male	24	60.00	100.00
Female	16	40.00	40.00
<b>Age of Respondents</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
21-25	11	27.50	27.50
26-30	15	37.50	65.00
31-40	14	35.00	100.00
<b>Work Experience</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
1-5	12	30.00	30.00
6-10	17	42.50	72.50
11-15	8	20.00	92.50
16-20	3	7.50	100.00
<b>Educational Level</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum.</b>
Degree	31	77.50	77.50
Master	9	22.50	100.00

According to the table above, the gender distribution of respondents was dominated by male (60%), which shows that the higher proportions of the teacher's private high school are male.

With regards to age distribution, most respondents (37.50 %) were in the age category of 26–30 years old followed by the age group 31-40 with (35.00 %). There were 27.50% teachers in the age 21-25 year. Thus, from the analysis we could decide that the majority of the teachers in private high schools were very young while the other teachers were matured enough. This implies that it needs different conventions to share experiences from well experienced to young teachers.

As presented in Table above, when general work experience of teachers assessed, 42.50 % of respondents have 6–10 years of work experience, 30.00 % of them worked from 1–5 years, 20.0% of respondents have 11–15 years of experience and 7% of respondents have 16 - 20 years of work experience. The majorities of the respondents have less than 10 years of experience as a person in back office department employee.

Data of educational qualification of respondents also shows that most of them (77.5 %) are BA and BSC Degree holders whereas 22.5 % of the employees are Masters' Degree holders. This shows that the staff in private high school fulfilled the requirement to the level of high school set by MoE.

#### 4.1.2 Students Background Information

Table 2 Tabulation of student background

Sex of Student	Freq.	Percent	Cum.
Male	25	48.08	48.08
Female	27	51.92	100.00
age of students	Freq.	Percent	Cum.
13-15	17	32.69	32.69
16-20	35	67.31	100.00
student grade	Freq.	Percent	Cum.
9 <sup>th</sup>	19	36.54	36.54
10 <sup>th</sup>	33	63.46	100.00

The table above presents data on gender of students in the private high school under study. The table shows that the female respondents formed majority of the target population with a total of 27 representing 51.92%, while 25 respondents were male representing 48.05%. This implies that the numbers of female students in private high schools are slightly greater than males.

As can be seen on the table above, out of total students 19 (36.54%) were grade 9<sup>th</sup> and 33 (63.46%) were grade 10<sup>th</sup>. This indicates that the research finding was included both grade level even if grade ten slightly greater than grade nine.

As indicated on the table above out of total high school students 58 (32.69%) were within the age group of 13-15 years and (67.31%) were within the age group of 16-20 years. This indicates that in private high schools the majority age of student were fulfill the requirements in which states in the Ministry of Education for the grade level. This implies the Millennium Development Goals (MDG) of the Ministry of Education seems to be in the right track towards realization.

#### 4.2 Data Analysis and Interpretation

This section focuses on the results of the study in line with the research questions and objectives. The collected data was duly analyzed using appropriate mathematical instruments. Accordingly on the basis of Burns & Burns’ (2008) assumption the calculated average mean values were interpreted as 1.00-1.50=very low, 1.51-2.50=low, 2.51-3.50=moderate, 3.51-4.50=high and above 4.50=very high. Based on the above assumption the mean scores have been computed for each indicators of practice and challenges of situational leadership. The average mean results together with their respective indicators were presented analyzed and interpreted.

##### 4.2.1 Analysis of teacher responses on the practice of situational leadership

**Table 3: Descriptive statistics of teachers’ responses on practice and challenges**

Variable	Obs	Mean	Std.Dev.
vision and goal settings	40	3.356	.577
risk taking and decision making	40	2.775	.296
instructional leadership	40	3.825	.549
people leadership	40	3.045	.266
Leaders performance	40	3.125	.202
leadership behaviors	40	2.875	.317
Leaders competencies	40	2.84	.231
Effective leaders practice	40	2.583	.583
Types of leadership	40	2.78	.407

For **vision and goal settings** the grand mean value of private high school teachers on vision were rated with grand mean and standard deviation of 3.356 and .577 respectively. This implies that private high schools rated moderate and moderately established clear and concrete strategic goals of the school with participation of the staff.

Concerning risk taking and decision making the private high school teachers respondents were asked to rate on risk taking and decision making. Accordingly they rated themselves with the grand mean and standard deviation value of 2.775 and .296 respectively. This implies that private high schools rated moderate in risk taking and decision making. This in turn shows the private high schools leaders moderately solve most of problems according to the stipulated policies of the schools so as to achieve the goals.

Regarding instructional leadership, as indicated in the table above private high school teacher respondents were rated with the grand mean and standard deviation value of 3.825 and .549 respectively. This implies that private high schools rated high which indicates private high school leaders highly work closely with teachers, to enhance the teaching learning progress of the schools and make teachers to involve directly in the design of the school curriculum, instruction and assignment practice.

Concerning people's leadership in private high schools teacher's respondents rated themselves with the grand mean and standard deviation value of 3.045 and .266 respectively and there is moderate people's leadership of private high schools. These shows of private high schools leaders moderately maintain open and open lines of communications with staff on various important issues; the school leaders appreciate teacher's participation in the school activities and coordinate teachers and staff members for effective student's results.

With respect to leadership performance, private high schools teachers respondents were rated with the grand mean and standard deviation value of 3.125 .202 respectively. The teacher rated the private high schools leaders in leadership performance as moderate. This shows on average, the private high schools leaders are cooperative to work with school community for good relationship among themselves; the leaders invite the community to the school activities, to improve student's academic achievements and the school leaders work for change and development.

In regards of leadership behavior, private high schools teacher respondents rated with the grand mean and standard deviation value of 2.84 and .317 respectively. The teacher rated the private high school leaders in leadership behavior as moderate. This implies that private high school leaders work on follower's attitude toward the achievement of organizational goals; are fairly

capable of overcoming the challenge in the organization and proactive to works with the staffs. They were also found to have moderate affiliation with community of the organizations.

Regarding, the respondents also rated the leadership competencies in their schools with the grand mean and standard deviation value of 2.84 and .231 respectively and there is moderate leadership competencies in private high schools. This implies that leaders of private high schools have moderate capability to criticize themselves before criticizing other staffs; to lead groups and organizations in a modern way and moderate ability to encourage continual learning, decisiveness and self-motivation.

As to the view of the teacher respondents, effective leadership practice is witnessed moderately in the sample private schools with the grand mean and standard deviation value of 2.583 and .583 respectively. This implies that leaders of private high schools moderately enhance problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way.

Finally, regarding type of leadership it is the opinion of teachers that there is moderate type of leadership in their schools. This was shown by the grand mean and standard deviation value of 2.78 and .407 respectively. This implies that the leaders of private high schools are moderately concerned with teaching and learning, including the professional learning of teachers as well as student growth.

#### 4.2.2 Analysis of students' responses on practice of situational leadership

Table 4 Descriptive statistics of student respondents on practice of SL

Variable	Obs	Mean	Std.Dev.
vision and goal settings	52	2.582	.401
risk taking and decision making	52	3.165	.365
instructional leadership	52	3.702	.709
people leadership	52	2.982	.231
Leaders performance	52	2.861	.194
leadership behaviors	52	2.667	.23
Leaders competencies	52	2.409	.205
Effective leaders practice	52	2.428	.503
Types of leadership	52	2.888	.383

As indicated in the table above, private high school student respondents rated on the extent of vision and goal setting. The grand mean value was found to be 2.582 and standard deviation .401

and there is moderate practice of setting vision and goals. This implies that leaders of private high schools moderately discuss the school academic goals with students and stakeholders by organizing different meetings and encouraging students to relate their lesson with students' expectation and establishing concrete goals.

Concerning risk taking and decision making the private high school students respondents were asked to rate on risk taking and decision making with the grand mean and standard deviation value of 3.165 and .365 respectively. The students rated their school leaders in risk taking and decision making as moderate. This implies that private high school leaders moderately involve students in decision making and encourage student to feel secure in taking risks so as to innovate ideas.

Respondents rated the instructional leadership in their schools with the grand mean and standard deviation value of 3.702 and .709 respectively. From this, one may deduce that private high schools leaders highly work closely with student unions and students in general to enhance the teaching-learning process of the school.

With respect to people leadership, the student respondents rated the practice with the grand mean and standard deviation value of 2.982 and .231 respectively and there is moderate people's leadership. This shows the presence of moderate practice of coordinating students and student unions for effective student's results; developing effective means for students to communicate with one another and appreciating students' participation in the school activities.

As far as leadership performance is concerned, students viewed the practice to be moderate with the grand mean and standard deviation value of 2.861 and .194 respectively. On the basis of this, one can say with reasonable confidence that, leaders of private high schools moderately give attention for student's academic achievements; for the provision of various non- academic programs for students and handling problems that occur within the students.

As could be vividly seen in the above table, responding students are of the view that the school leaders are at low level in terms of leadership competencies with the grand mean and standard deviation value of 2.409 and .205 respectively. One may say from this that private high school leaders are not well-positioned in their ability to recognize groups processes and dynamics for effectiveness and in their capability to develop strategic directions.

As far as leadership behaviors are concerned, it was rated, by students, to be moderate with grand mean and standard deviation value of 2.667 and .23 respectively. This shows that the sampled school leaders are average in their capability to build strong school culture and capacity to challenge and change the status quo.

The school leaders were also rated low in the eyes of the students in terms of effective leadership practice. That is, as can be seen in the table above, they were rated with the grand mean and standard deviation value of 2.428 and .503 respectively. One can tell on the basis of this that private high school leaders exhibit underperformance in enhancing problem solving and decision making by the group, and in helping to resolve disagreements and conflicts in a constructive way.

Finally, as to the type of leadership practiced by the school leaders, students claim the leaders were rated with the grand mean and standard deviation value of 2.888 and .383 respectively. This suggests the leaders moderately apply such leadership types as managerial, transformational, instructional, contingent and participative leadership.

#### **4.3 Interview Analyses and Interpretation**

With the view to support the findings obtained from the questionnaire, the researcher interviewed three PTSA and two school principals. Accordingly, the result of the interview data is presented here under in the form of narrations.

As could be understood from the interview with members of the PTSA, the school leader biddings with the community to the school activities and the meeting between leaders and follower must depend on shared vision, mission and values of the school. This means the school society is governed by its mission, vision and objectives and they plan, execute and evaluate together. Therefore, from the interview, it was found out that there seems to exist good relationship with all private high school stakeholders. Moreover, to enhance the relationship they collect a series of feedback and strive to improve the relationship.

Furthermore, according to members of PTSA and school principals, the leadership practice of the schools, the type of leadership the managers followed were transformational leadership and participative leadership. It has been discussed earlier that these types of leadership invite other members of the team to contribute to the decision-making process and various comments.

Employees are free to fervor their opinion, request, complain, suggest and comment without restriction. Corrective actions are also taken if deemed necessary. So, all the school members are motivated to work hard by something more than just a financial reward.

As per PTSA and school principals, they have to face quite a number of challenges in private high school. Lack of trained, experienced and competent human resource, employee resistance to change, frequent turnover of employees, lack of incentives for employees, slow manner of decision-making, increasing rate of rental buildings, shortage of vehicle are but to mention the major challenges of private high schools under study.

#### **4.4 Discussion of Result**

According to Ubber and Hughes (1997), good leaders seem to know when it is more important to take a risk than to ask permission. According to the scholars in educational leadership, risk-taking and immediate decision-making on problems is what is expected of the school principals. As this finding shows both student and teacher respondents rated leaders of private high schools moderately take risk and make decision in school issues.

Leadership is often seen as a key factor in coordinating and aligning organizational processes as with any aspect of organizational functioning (Lewis, Packard, & Lewis, 2007). It should focus on organizational performance, and most important, effectiveness in achieving desired outcomes. In these findings, student responded leaders of private high schools have moderate performance with regard to paying attention to students' academic achievements and provide various non-academic programs for students. Also, teachers rated the leaders in leadership performance was moderate.

According to House (1971), goal- path theory upholds the proposition that leaders are to be effective, engage in behaviors that complement the environments and abilities of subordinates in a manner that compensates for deficiencies in individual and work unit performance, and is instrumental to subordinate satisfaction. The theory identifies four leader behaviors, achievement-oriented, directive, participative, and supportive, which are dependent on situational factors and follower characteristics. This study, however, found out moderate leadership behavior based on the responses by teachers as well as students.

The students rated leadership competencies of school leaders as low. This shows underperformance in leaders' ability to recognize groups processes and dynamics for effectiveness and low leadership competencies in capability to develop strategic directions. A study by Mumford, Campion & Morgeson (2007) underscores the fact that leadership competencies can be used to effectively select, develop and promote leaders in an organization. Certain factors such as business strategy and future trends should be taken into account when creating leadership competencies. All business strategies are different and the leaders should use the business strategy, including the global business strategy, to drive the use of competencies in selecting and developing leaders. By effectively building a unique set of skills for the organizations, leaders could make the firm sustain competitive advantage

Early research on leadership sought to identify a list of personal characteristics that set effective leaders apart from other people. However, despite lacking 100% generalizability, contemporary leadership scholars have recognized that personal characteristics are important to effective leadership. Intelligence and aspects of personality such as dominance, extraversion, sociability, self-confidence, high levels of energy could particularly make a difference (Australian Leadership Development Centre, 2007). But in this study, students rated leaders low with respect to leadership practice in enhancing problem solving and decision making by the group, and helping to resolve disagreements and conflicts in a constructive way.

The finding from the interview also indicates that there is good relationship with all the stakeholders. And with the purpose of enhancing such relationship, school leaders collect a series of feedback and make efforts to improve the rapport. This is basically supported by management study guide (2009) that established that human relations represent the relations between the leader and the followers (subordinates). An efficient leader can develop the skill of the followers and promote self – confidence apart from motivation. Next, the leader creates opportunity to show their abilities and induces the followers to work towards the accomplishment of goals. In this way, the leader promotes the co-operative attitude of workers and maintains better relations with them.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The main objective of this study was to investigate the actual practice and challenges of situational leadership in private high school of Addis Ababa. Specifically, the study examines the leadership exercise in the private high school leadership practices; identify the challenges faced by private high school leaders and to make possible suggestions that might help to control challenges and get better leadership practice.

The researcher used descriptive research design. The research approach of this study was mixed approach. The study used both primary and secondary sources of data. Private schools were selected based on purposive sampling technique. More specifically, school principals and PTSA were selected using purposive sampling technique. On the other hand, random sampling technique was employed for teachers and students. The data analysis and interpretation was carried out by using STATA, percentage, standard deviation and grand mean values as appropriate.

As descriptive statistics shows, educational qualification of teachers consists of 77.5 % BA and BSc degree holders whereas 22.5 % of the employees are Masters' Degree holders. This show the teachers are up to the requirements set by MoE.

### **5.1 Summary of Findings**

Regarding vision and goal setting private high school teachers and students rate with grand mean and standard deviation of 3.356 and 2.582 and .577 and .401 respectively. This implies there is moderate setting of vision and goal in private high schools.

Concerning risk taking and decision making the private high school teachers and students were placed at moderate level by both teachers and students. Likewise, regarding, instructional leadership, the schools under study were found to be moderate. The same is true with people leadership.

As regards leadership performance, private teachers and students rated moderate level of performance. The same holds true to leadership behavior of school leaders.

In terms of leadership competencies, private high school leaders were found to be low-performing by students. However, private high schools teachers rated the leadership competencies as being moderate.

Concerning effective leadership practice private high schools teachers viewed school leaders as average whereas students rated the leaders low in this regard. With regard to type of leadership, both teachers and students rated the leaders moderate. By implication, private high schools leaders moderately apply managerial leadership, transformational leadership, Instructional leadership, contingent leadership and participative leadership type in average.

Accordingly, the finding indicated the major challenges in private high school for the situational leadership are lack of trained, experienced and competent human resource, employee resistance to change, frequent turnover of employees, lack of adequate incentives for employees, slow manner of decision-making, increasing rate of rental buildings, shortage of vehicles. Besides, most (78%) of the private principal and PSTA in interview session responded that the rigid financial and accounting procedure was one of the major obstacles for effective leadership practice.

## **5.2 Conclusions of study**

Based on findings of the study, one may conclude, private high schools leaders have medium leadership competencies manifested in their ability to recognize groups processes and dynamics for effectiveness and develop strategic directions.

It is clear that strong instructional leaders should involve the academic staff in designing curriculum instruction and assignment, closely work with department heads teachers and students, school stakeholders, PTSA and check the conformity of teachers' activity with the plan, discuss the feedback with teachers and students. However, as the finding shows the private high school leaders do not involve the teaching staff in designing curriculum instruction and checking conformity of every teacher's activity.

The fact that the school leaders were found to have limited use of situational leadership may have negative impact on the accomplishment of tasks with the required degree of efficiency and effectiveness.

It could also be safely concluded that the leaders of the private schools under study were faced with a great deal of challenges that prevented them from exercising situational leadership in its full extent in their respective schools. From this one may say with reasonable confidence that the practice of situational leadership in the private schools under investigation is quite below expected level.

Hence, one may safely conclude from this that a lot has to be done to enable school leaders to fruitfully implement situational leadership for effective realization of the goals the schools have set out to achieve.

This may call for concerted effort of various stakeholders of the education sector to minimize the challenges of school leaders so that they could implement situational leadership with the expected degree of efficiency and effectiveness.

### **5.3 Recommendations**

As presented in the previous section, it was found out that the practice of situational leadership was not as satisfactory as might be expected by the various stakeholders of the school activities. It was reported by teachers and students that the school leadership is not where it is supposed to be in terms of implementing the principles of situational leadership.

Based upon the results obtained from this study and conclusions drawn, the following recommendations are made.

Everything is changing very fast these days within very short period of time. The knowledge someone has become obsolete within short period of time. This is also true for the high school principals with leadership training. They have to get continuous and professional training on school leadership by in collaboration with stakeholders, NGOs, and financing in building of t school principals' leadership capacity to assure of quality education.

The high schools should establish income generating mechanism by building school lounge, different mini shops, by making project proposal and preparing concrete and functional plan. The school leadership has to work hand-in-hand with different stakeholders like parents, donors and non-government organizations to generate additional income to cover some expenses not covered by the regular budget.

It is clear that successful high schools and educational institutions are mainly the result of competent and well-qualified leaders. If the leaders are not qualified and not well-trained the high schools cannot be successful. So, to build the capacity of school principals, leadership knowledge through in-service training, workshop, seminars have to be arranged by such key partners of the education sector as school owners, city/sub-city/woreda level education bureau, school leaders and teachers. This would be helpful to bridge their leadership gap.

#### **5.4 Areas of further study**

This study was conducted on the actual practice and challenges of situational leadership in private high school of Addis Ababa and excluded the government high school as a result of which the generalizability of the findings may be affected. Hence, it is advisable for future researcher to investigate practice and challenges of situational leadership in government high school.

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**APPENDIX A**  
**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

**Questionnaire for Teachers**

Dear Teachers!

The purpose of this questionnaire is to examine the leadership practice in the private high school in Addis Ababa. The questions are formulated on the current leadership practice of high schools principals.

This questionnaire has three parts; part one is on background information of the respondents, part two is rating items on leadership practice of the principals and part three is open-ended questions. Your willingness in providing frank response to every item is valuable for the success of the research.

Thank you in advance for your kind cooperation

**Part I**

**General information**

1. Sex a) Male \_\_\_\_\_ b) Female \_\_\_\_\_

2. Age a) 21-25 \_\_\_\_\_ b) 26-30 \_\_\_\_\_ c) 31-40 \_\_\_\_\_ d) 41-50 \_\_\_\_\_

e) 51-55 \_\_\_\_\_ f) 56 and above \_\_\_\_\_

3. Years of experience in teaching

a) 1-5 \_\_\_\_\_ c) 11-15 \_\_\_\_\_ e) 21-25----- g) 31 and above \_\_\_\_\_

b) 6-10 \_\_\_\_\_ d)16-20 \_\_\_\_\_ f) 26-30 \_\_\_\_\_

4. Your highest level of education

a) BA/BSC/BED \_\_\_\_\_ b. MA/MSC \_\_\_\_\_ c) other specifies \_\_\_\_\_

**Part II**

Below are some statements that refer the engagements of principals of high school in Addis Ababa. Please rate by putting tick mark “√” in given agreement scale, to what extent leaders of high schools demonstrate leadership practice. **Likert scale 1= Very Low, 2= Low 3= Moderate, 4= High 5= Very high**

No	Item on Leadership Practice	5	4	3	2	1
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**I. Vision and goal settings**

1	Establish clear and concrete strategic goals of the school with participation of the staff					
2	Discuss the school goals with teachers ,students and stakeholders by assigning different meetings					
3	Encourage teachers to relate their lesson with student expectation and establish concrete goals					
4	Formulate and demonstrate vision long range planning of the schools					

**II. Risk taking and decision making 5-10)**

5	Secure to take risk to accomplish right things which are not stated in their duties and responsibilities					
6	Encourage staff to feel secure in taking risks so as to innovate ideas that contribute the schools development					
7	Solve most of problems according to the stipulated policies of the schools so as to achieve the goals					
8	Decide on raising problems immediately and systematically					
9	Use on group decision making					
10	Initiate individuals or groups to make decision within their scope of authority					

### III. Instructional Leadership

11	Directly involve in the design of the school curriculum, instruction and assignment practice					
12	Closely works with teachers , students to enhance the teaching learning progress of the schools.					
13	Check the conformity of departments work with the school overall plan by receiving progress report monthly and quarterly					

### IV. People Leadership

14	Establish a set of standard operating procedures and routines with participation of teachers ,students ,stakeholders in line to the existing school policy					
15	Introduce routines and procedures regarding the running of the school to be understood and followed by the staff and students					
16	Provide teachers with the necessary teaching materials for the successful execution of teaching learning process					
17	Coordinate teachers and staff members for effective students results					
18	Monitor the practice of the school and their impact on teaching learning					
19	Ensure the teachers have the necessary staff development opportunity which directly enhances the teaching learning process					
20	Easily accessible to teachers and staff					
21	Develop effective means for teachers to communicate with one another					
22	Maintain open and well lines of communications with staff on various important issues					

23	Demonstrate an awareness of the personal aspect of teachers and staff					
24	Ensure that departments and staff are aware of the most current theories and practices and make the discussion of those a regular aspect of the school culture					
25	Systematically and fairly recognize and fairly recognize and celebrate accomplishment of teachers and students					
26	Use hardworking, performance and results as the basis for reward ,recognition and advance					
27	Recognize teachers as colleagues and respect					
28	Appreciate teachers participation in the school activities					
29	Encourage the staff to assume certain responsibilities					

#### V. Leaders Performance

30	The school leader works for change and development					
31	The leader's be in touch students at their troubles properly					
32	The leader is cooperative to work with school community for good relationship among themselves					
33	The leader is provide various non- academic program for students					
34	The leader is giving a great attention for student's academic achievements					
35	The leader works to empower students and invite them to take a part in the school leadership activities.					
36	The leader works with great attention to improve student's disciplinary affairs.					

37	The leader invites the community to the school activities, to improve student's academic achievements.					
38	The leader is handle problems that occurs within the students					

**VI. Leadership Behaviors**

39	The leader has ability to organize until performance task successfully and attain the goals of the organization's					
40	The leader works on follower's attitude toward organizational goal achievements					
41	The leader works that innovation is a part of everyday life at the school					
42	The leaders capable to challenge the hindrance appearing in the organization					
43	The leader is capable to perform passion, energy to works with the staff towards goal achievement					
44	The leader is capable to build strong organizational culture					
45	The leader is proactive to works with the staffs, and has affiliation with community of the organizations.					
46	The ability to create new better way of doing things, take advantage of windows for success in the present or the future.					
47	The leader having capacity to challenge and change the statuesque					
48	Leader concentrated on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment, and technical assistance.					
49	The leader used participative leadership, more group supervision instead of supervising each subordinate separately.					

50	The leader concern for people and interpersonal relationships and acts in a friendly and supportive manner and shows concern for the needs and feelings of subordinates. that is consideration					
51	The leader concern for accomplishing the task, the leader defines and structures his or her own role and the roles of subordinates toward attainment of task goals that is initiating structure					

**VII. Leaders Competencies**

52	The leader has courage to lead himself before leading others firstly					
53	The leader has capability to criticize himself before criticize other staffs					
54	The leader has ability to lead groups and organizations in a modern way					
55	The leader encourages creative and innovative strategic thinking					
56	The leader makes confidence, sensitivity and tolerance of ambiguity within the organization					
57	The leader encourages continual learning, decisiveness and self motivation					
58	The leader encourage interpersonal skills, group based decision making and problem solving.					
59	The leader works to ensure coaching and counseling.					
60	The leader has ability to motivating others, and managing power.					
61	The leader has capability to develop strategic directions.					
62	The leader works to ensure managing change in the school					
63	The leader has ability to produce strategic analysis.					
64	(Effective leaders practice 68-70)					

	The leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objective					
65	The leader enhances problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way					
66	The person serve a full term in a leadership position, or is he or she removed or forced to resign					

### VIII. Types of Leadership

67	The focus of leaders ought to be on functions, tasks and behaviors and that if there functions are carried out completely the work of others in the organization will be facilitated.(managerial leadership) focused on managing existing activities successfully					
68	High levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (transformational leadership) Demonstrating high performance expectations, Creating a productive school culture and Developing structures to foster participation in school decisions.					
69	The leader concerned with teaching and learning, including the professional learning of teachers as well as student growth. (Instructional leadership).					
70	The leader assumes that what is important is how leaders respond to unique organizational circumstances or problems; there are wide variations in the contexts for leadership (contingent leadership)					
71	It assumes that the decision making process of the group ought to be the central focus of the group (participative leadership)					

APPENDIX B

Addis Ababa University

College of Education and Behavioral Science

Department of Educational Planning and Management

QUESTIONNAIRE FOR STUDENTS

A questionnaire to be filled by high school students

Part I: General information

- 1. Sex a) Male\_\_\_\_\_ b) Female \_\_\_\_\_
- 2. Age a) 13-15\_\_\_\_\_ b) 16-20\_\_\_\_\_ c) above 20\_\_\_\_\_
- 3. Your current level  
a) 9th b) 10th

Part II

Below are some statements that refer the engagements of schools principals in the schools. Please rate by putting tick mark “√” in given agreement scale, to what extent leaders of your schools demonstrate leadership practice. **Likert scale 1= Very Low, 2= Low 3= Moderate, 4= High 5= Very high**

I. Principals’ Vision and goal settings

No	Items	5	4	3	2	1
1	Establish clear and concrete strategic goals of the school with participation of the students					
2	Discuss the school academic goals with students and stakeholders by assigning different meetings					

3	Encourage students to relate their lesson with students expectation and establish concrete goals					
4	Formulate and demonstrate vision long range planning of the schools.					

## II. School Principals' Risk taking and decision making

5	Secure to take risk to accomplish right things which are not stated in their duties and responsibilities					
6	Encourage student to feel secure in taking risks so as to innovate ideas that contribute the school development					
7	Solve most of problems according to the stipulated policies of the school so as to achieve the goals					
8	Decide on raising problems immediately and systematically					
9	Use on students participation decision making					

## III. School Principals' Instructional Leadership

10	Directly involve in the design of the school curriculum, instruction and assignment practice					
11	Closely works with students union and students over all to enhance the teaching learning process of the school.					

## IV. School Principals' People Leadership

12	Establish a set of standard operating procedures and routines with participation of teachers students ,stakeholders in line to the existing school policy					
13	Coordinate students and students union for effective students results					
14	Monitor the practice of the school and their impact on teaching learning					

	process					
15	Check the school facilities are properly handled and utilized					
16	Easily accessible to students and students union.					
17	Develop effective means for students to communicate with one another					
18	Maintain open and well lines of communications with staff on various important issues					
19	Ensure that departments and teachers are aware of the most current theories and practices and make the discussion of those a regular aspect of the school culture					
20	Systematically and fairly recognize and fairly recognize and celebrate accomplishment of teachers and students					
21	Use hardworking, performance and results as the basis for reward ,recognition and advance					
22	Appreciate students participation in the school activities					
23	Encourage the students to assume certain responsibilities					

#### V. School Leaders' Performance

24	The school leader works for change and development					
25	The leader is in touch with students at their troubles properly					
26	The leader is cooperative to work with school community for good relationship among themselves					
27	The leader provides various non- academic program for students					
28	The leader is giving a great attention for student's academic achievements					

29	The leader works to empower students and invite them to take a part in the school leadership activities.					
30	The leader works with great attention to improve student's disciplinary affairs.					
31	The leader invites the community to the school activities, to improve student's academic achievements.					
32	The leader is handle problems that occurs with in the students					
33	<b>(Items on leadership behaviors 33-44)</b>  The leader has ability to organize until performance task successfully and attain the goals of the school's					
34	The leader works on follower's attitude toward school goal achievements					
35	The leader works that innovation is a part of everyday life at the school					
36	The leaders capable to challenge the hindrance appearing in the school					
37	The leader is capable to perform passion, energy to works with the staff towards goal achievement					
38	The leader is capable to build strong school culture					
39	The leader is proactive to works with the staffs, and has affiliation with community of the school.					
40	The leader having capacity to challenge and change the statuesque -*					
41	Leader concentrated on task-oriented functions such as planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment, and technical assistance.					
42	The leader used participative leadership, more group supervision instead					

	of supervising each subordinate separately.					
43	The leader concern for people and interpersonal relationships and acts in a friendly and supportive manner and shows concern for the needs and feelings of students. that is consideration					
44	The leader concern for accomplishing the task,the leader defines and structures his or her own role and the roles of subordinates toward attainment of task goals that is initiating structure					
45	<b>(Items on Leaders competencies 45-58)</b> The leader has courage to lead himself before leading others firstly					
46	The leader has capability to criticize himself before criticize other staffs					
47	The leader has ability to lead groups and schools in a modern way					
48	The leader encourages creative and innovative strategic thinking					
49	The leader makes confidence, sensitivity and tolerance of ambiguity within the school					
50	The leader encourages continual learning, decisiveness and self-motivation					
51	The leader works to ensure implementing the vision in the way of structure tactical, communication and delegation.					
52	The leader has ability to recognize groups" processes and dynamics for effectiveness.					
53	The leader encourage interpersonal skills, group based decision making and problem solving.					
54	The leader works to ensure coaching and counseling.					

55	The leader has ability to motivating others, and managing power.					
56	The leader has capability to develop strategic directions.					
57	The leader works to ensure managing change in the schools					
58	The leader has ability to produce strategic analysis.					
59	(Effective leaders practice 62-65)  The leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objectives					
60	The leader enhances problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way					
61	The leader contribute to the efficiency of role specialization, the schools of activities, the accumulation of resources, and the readiness of the group to deal with change and crises?					
62	The person serves a full term in a leadership position, or is he or she removed or forced to resign					
63	<b>(Types of leadership 66-70)</b>  The focus of leaders ought to be on functions, tasks and behaviors and that if there functions are carried out completely the work of others in the school will be facilitated.(managerial leadership) focused on managing existing activities successfully					
64	High levels of personal commitment to schools goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (transformational leadership) Demonstrating high performance expectations, Creating a productive school culture and Developing structures to foster participation in school					

	decisions.					
65	The leader concerned with teaching and learning, including the professional learning of teachers as well as student growth. (Instructional leadership).					
66	The leader assumes that what is important is how leaders respond to unique school circumstances or problems; there are wide variations in the contexts for leadership (contingent leadership)					
70	It assumes that the decision making process of the group ought to be the central focus of the group (participative leadership)					

**APPENDIX C: Interview**

This guided interview questions will be responded by the PSTA (Parent-Student-Teacher-Association) and Addis Ababa city education officers

**PART 1: Demographic Information**

1. School Name: \_\_\_\_\_

2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

3. Age: Below 30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 51 & above \_\_\_\_\_

4. Educational Level:

High Education \_\_\_\_\_ Diploma \_\_\_\_\_ BA/BSC/BED \_\_\_\_\_ MA/MSc Others \_\_\_\_\_

5. Work Experience (except students): 1-5 \_\_\_\_\_ 6-10 \_\_\_\_\_ 11-15 \_\_\_\_\_ 16 & above \_\_\_\_\_

**PART 2: Guiding interview Questions regarding on practices and the challenges of leadership of private high school at Addis Ababa city**

- 1 How do you see the leadership practice of private high school according to students result?
2. Have you ever been invited been to take part in any decision making?
3. What are the practice and challenges of leadership in school?
4. Do you know how the principals come to their leadership position?
5. How do you see leader invites the community to the school activities, to improve student's academic achievements?