



THE IMPACT OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' PERFORMANCE AND STUDENTS' ACHIEVEMENT IN KOLFE KERANIYO SUB CITY GOVERNMENT SECONDARY SCHOOLS

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ADDIS ABABA, ETHIOPIA

AUGUST 2017 E.C



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Declaration

I declare that this Thesis of Masters of School Leadership at Addis Ababa university, hereby submitted by me, is my original work and has not been presented for a degree in any other universities, and all sources of materials used for this thesis have been duly acknowledged.

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Acknowledgements

First and for most, I give thanks to God, whose guidance and strength have carried me through this journey. Without His blessings, this work would not have been possible. I am deeply grateful to my research advisor, Dr. Dejene Nigussie, for his unwavering support, insightful guidance, and encouragement throughout every stage of this study. Your expertise and patience have been invaluable.

My heartfelt appreciation goes to my family, my mother W/ro Yeshe Negasa, my wife W/ro Netsanet Abebe and my son Hundaoli Habtamu for their love, understanding, and constant motivation. To my parents, thank you for believing in me and providing the foundation for my education and dreams.

Lastly, I extend my gratitude to all the teachers, school leaders, and students who participated in this research. Your openness and cooperation made this study meaningful.

Thank you all for being part of this journey.

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Abstract

This study examines the impact of leadership styles and practices on teacher performance and student achievement in secondary schools and identifies challenges affecting leadership practices. using a mixed-methods design, data were collected from 260 teachers, 20 school leaders, and 356 grade 12 students. Descriptive statistics (mean and standard deviation) summarized key variables, while inferential analyses (correlation and regression) assessed relationships between leadership practices, teacher performance, and student achievement. Thematic analysis of qualitative data and document analysis of grade 12 university entrance exam results (2014–2016 Ethiopian Calendar.) complemented the quantitative findings. Results indicate that transformational and instructional leadership styles significantly correlate with improved teacher motivation and student academic success. Regression analyses confirmed leadership practices as strong predictors of student achievement. Despite positive leadership effects, challenges such as socioeconomic disadvantages, limited resources, and gaps between policy and practice persist, hindering progress. Recommendations emphasize strengthening visionary and supportive leadership, investing in teacher professional development, and addressing systemic barriers through collaborative policies. Future research should explore longitudinal impacts of leadership interventions and the role of community engagement in sustaining school improvements. The study demonstrates that principals' leadership styles and practices are not isolated administrative choices but pivotal drivers of school effectiveness. when principals adopt collaborative and instructional leadership approaches, teachers show higher levels of motivation, professional commitment, and instructional quality. In turn, these improvements in teacher performance directly contribute to measurable gains in student achievement. Therefore, the conclusion is clear: effective leadership at the school level creates a cascading impact that strengthens teaching and learning, ultimately advancing overall student success.

Key Terms: Principals' Leadership Styles, Leadership practices, Teacher Performance, Student Achievement

CHAPTER ONE

1. INTRODUCTION

This chapter provides an overview of the study, outlining the background, problem statement, objectives, research questions, and significance of the research. It also highlights the scope and limitations of the study, offering a foundation for understanding the relationship between leadership styles, teacher performance, and student achievement. Leadership in educational institutions plays a crucial role in shaping the overall performance of teachers and the academic success of students. The effectiveness of a school largely depends on the leadership style adopted by its administrators, as it influences motivation, instructional quality, and institutional culture. Various leadership styles—such as transformational, transactional, and laissez-faire—impact teachers' job satisfaction, commitment, and effectiveness, which in turn affect student outcomes

1.1 Background of the study

Leadership is vital for any organization. Leadership sets the conditions and expectations for excellent instruction and the building of a culture of ongoing learning for educators and learners in a school (Kyla and Karen, 2010). Leadership is a process where by an individual influences a group of individuals to achieve a common goal; for instance, school leaders should develop the skill of influencing others and the ability of engaging stakeholders to achieve common goals (Begley, 2010). School leadership is the process of directing and guiding teachers, students and parents to achieve educational goals. (Wachira et al., 2017).

Educational leadership plays a vital role in ensuring the effectiveness of schools by influencing teacher performance and student achievement. Effective leadership styles contribute to teacher motivation, job satisfaction, and instructional quality, which ultimately impact students' academic success (Leithwood & Jantzi, 2006). Research indicates that transformational leadership fosters a positive school climate, enhances teacher commitment, and improves student outcomes (Hallinger & Heck, 1998). Similarly, instructional leadership emphasizes curriculum development and teacher supervision, directly influencing student learning and achievement (Robinson, Lloyd, & Rowe, 2008). Given these insights, understanding the role of leadership

styles in shaping teacher performance and student achievement is essential for improving educational quality.

The education and training policy of Ethiopia stated that, the main objective of teaching and learning process is to enable the learner to acquire knowledge and skills to solve problem. This objective is realized only if the students get quality education that makes them competent in the world of competition. So, effective school leaders are one of the way through which education quality is assured.

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2005) stated that, the principals as educational leader plays a pivotal role for the success of the school leaders. Providing effective leadership for school leaders in secondary schools is necessary to improve better job performance of teachers and the academic achievement of students, create a strong sense of vision and mission, plan to facilitate work, build a strong culture of teamwork and creative problem solving, set appropriate curriculum implementation mechanism, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members, monitor students learning progress and closely work with parents, and community members (MoE, 2005). Crum and Sherman, (2008) stated that, the principal needed to provide highly valued insights into their daily styles that promote school environment for high teachers' performance.

Leadership style plays a crucial role in school administration, as principals influence resource allocation, teacher motivation, and overall school performance, ultimately impacting student achievement (Adeyemi, 2004). While traditional classifications of leadership include autocratic, democratic, and laissez-faire styles (Lunenberg & Ornstein, 1991), recent studies highlight additional leadership approaches such as transformational, transactional, instructional, and distributed leadership, all of which significantly influence teacher performance and student outcomes (Leithwood & Jantzi, 2006; Hallinger & Heck, 1998). Transformational leadership, for instance, fosters a collaborative school culture and enhances teacher commitment, while instructional leadership focuses on curriculum and teaching effectiveness, directly affecting student learning (Robinson, Lloyd, & Rowe, 2008). Given the diverse nature of leadership, understanding its multifaceted impact is essential for improving educational quality.

Autocratic Leadership style generally describe that all activities are centered on the leader, and little freedom of others to create and act is permitted. The democratic leadership style in which the leadership style departs from a consultative style that can develop into mutual trust between leaders and subordinates. Leaders are more likely to trust the ability and skills of staff to complete the job description that they provide as their responsibility. Laissez-faire leadership style gives authority and encourages staff's ability to take the initiative because they are considered to have the skills, discipline and are trusted to assume responsibility for exerting its ability to determine decision making steps (Salusu, 2000). Thus, there are several factors related to a leadership style that need to be considered simultaneously (Winardi, 2000). In Ethiopia, the education sector has undergone significant reforms aimed at improving quality and accessibility (MoE, 2010). Despite these efforts, challenges persist in ensuring that leadership practices align with policies that promote teacher effectiveness and student success. The role of school principals in managing resources, supporting teachers, and fostering a conducive learning environment is critical in achieving national education goals. However, in many cases, leadership decisions are made without a clear understanding of their impact on teacher motivation and student learning outcomes.

Given the mounting pressure on government secondary school principals to improve educational performance, it is essential to examine how different leadership styles influence teacher performance and student achievement. Effective school leadership not only coordinates school programs and staff development but also ensures a positive learning environment where teachers feel supported and students are motivated to excel. By identifying the leadership styles that best enhance educational outcomes, this study seeks to provide insights that can inform leadership practices and policy improvements in secondary schools. Based on the Millennium Development Goals (MDGs) of 2000, the Ethiopian government set a national goal to reduce poverty through education, aiming for a better quality of life by 2025—comparable to that of middle-income countries. Additionally, Ethiopia strongly committed to the Dakar Framework, which sought to ensure basic education for all by 2015. Achieving these ambitious educational targets relies heavily on the role of teachers and school principals, whose leadership directly impacts teacher performance and student achievement.

Among school leaders, principals play a multifaceted role in fostering educational success. According to Wilmore (2002), they are responsible for creating a conducive school climate that supports both teachers and students. A positive learning environment enables effective teaching and enhances student engagement. Furthermore, principals play a key role in promoting high-quality teaching and learning by setting academic expectations, monitoring instructional practices, and ensuring that students receive meaningful education. Another essential function of school principals is building strong school-community relationships, as collaboration with parents, local organizations, and other stakeholders contributes to overall school improvement. In addition to leadership in the classroom, principals oversee staff development by providing teachers with opportunities for continuous professional growth. They also manage school resources, including finances and property, ensuring that educational facilities and materials are used efficiently to enhance student learning. Furthermore, school principals are responsible for monitoring student progress through assessment and evaluation strategies that help track academic performance and address learning gaps. Their leadership extends to setting school goals that align with national education policies, guiding and encouraging staff toward achieving these objectives. Beyond administrative responsibilities, principals play a crucial role in maintaining a child-centered approach to education. They act as advocates for students, ensuring that their needs, rights, and well-being are prioritized within the school system. Additionally, they foster positive staff relationships and maintain harmony within the school environment, which contributes to a collaborative and motivated teaching workforce. Given these diverse responsibilities, effective leadership in schools is essential for enhancing teacher performance and improving student outcomes. The ability of school principals to successfully fulfill these roles determines the overall success of educational institutions and the achievement of national educational goals.

The effectiveness of these roles largely depends on the leadership style adopted by school principals. Research suggests that teacher performance and student achievement are strongly influenced by the quality of leadership within an educational institution, as effective leadership fosters a goal-oriented and motivating environment (Hayward, 2005:26-28). Teachers, in their professional roles, rely on their principals for guidance, encouragement, and motivation. In this regard, principals are expected not only to lead but also to support teachers through training and

professional development, particularly for new and less-experienced educators. Providing such support ensures that teachers are well-prepared to deliver quality education. Furthermore, strong leadership promotes active participation among all members of the school community, fostering collaboration and enhancing both individual and organizational performance (Mullen, 2004:275-285). Leadership, therefore, plays a critical role in shaping school effectiveness by creating a supportive and engaging learning environment. This study focuses on the impact of educational leadership styles on teacher performance and student achievement in secondary schools in Addis Ababa, with a specific emphasis on Kolfe Keranio Sub-City. By examining this relationship, the research aims to provide insights into how different leadership styles influence school outcomes and contribute to educational success.

1.2 Statement of the Problem

This study was undertaken to examine the leadership styles of principals and their impact on teacher job performance and student achievement in government secondary schools, with a specific focus on Grade 12 in Kolfe Keranio Sub-City. The independent variable in this investigation is leadership style, while the dependent variables are teacher performance and student achievement. The central aim is to determine the extent to which different leadership approaches influence educational outcomes at this critical stage, where student performance directly affects university entrance and career opportunities.

Globally, the importance of effective school leadership has long been recognized. The 2000 World Education Forum in Dakar emphasized that achieving the Millennium Development Goals required attracting and retaining qualified teachers, with school leadership identified as a crucial factor in creating supportive environments, fostering motivation, and ensuring professional growth. Principals, as the highest-level leaders in schools, make decisions that directly shape teacher performance and student achievement. However, teacher effectiveness is influenced not only by leadership styles but also by factors such as teacher qualifications, access to resources, and availability of teaching materials.

In Ethiopia, student enrollment has been increasing annually, yet research indicates that expanding access alone does not guarantee improved educational outcomes (Oduro, Dachi, &

Fertig, 2008). Rapid expansion can even strain the quality of education and leadership effectiveness. Studies highlight that principals' leadership styles significantly affect teacher morale, instructional quality, and student achievement. For instance, Tesfaye (2014) and Mekonnen (2017) found that participatory and instructional leadership fostered stronger teacher engagement and higher student performance in Addis Ababa secondary schools. Alemu (2019) similarly reported that leadership styles directly influenced teacher job satisfaction in Oromia Region, which in turn enhanced classroom effectiveness. These findings underscore the need to examine leadership practices within the Ethiopian context, particularly in Kolfe Keranio Sub-City, where rising enrollment intensifies demands on teachers and school leaders.

Teachers often expect principals to lead in ways that align with their professional needs, yet the leadership styles they experience may differ from these expectations. When such gaps occur, dissatisfaction with school leadership and the broader system can result (Drago-Severson & Pinto, 2006). Research further shows that leadership styles determine how effectively schools achieve their objectives (Hoy & Miskel, 2001), and that poor leadership—not just limited resources—often explains weak teacher performance and low student achievement (Nsubuga, 2008). Thus, the research problem centers on whether principals are applying the most appropriate leadership styles to enhance teaching and learning quality in their schools.

International studies reinforce the significance of leadership. Leithwood and Jantzi (2000) demonstrated that transformational leadership strengthens teacher commitment and student outcomes, while Hallinger (2011) found that instructional leadership fosters collaboration and improves achievement. However, these studies were conducted in developed contexts, raising questions about their applicability to Ethiopia's government schools. Local research has addressed leadership in primary schools (Amare, 2014), teacher motivation in high schools (Teferi, 2017), and leadership training for principals (Mesfin, 2020), but few have examined how specific leadership styles influence teacher performance and student achievement in Grade 12 secondary schools.

Several gaps emerge from the literature. First, while leadership studies exist in Ethiopia, few have focused on Addis Ababa's rapidly urbanizing secondary schools, particularly Kolfe Keranio Sub-City, which faces challenges such as overcrowded classrooms, resource limitations, and

diverse student backgrounds. Second, prior research has generally examined leadership impacts across different education levels, but specific attention to Grade 12 is lacking, despite its critical role in determining students' future opportunities. Third, many studies analyze leadership styles in isolation without exploring the mechanisms through which they influence teacher behavior and student performance. Finally, Ethiopia's unique socio-economic and policy context—marked by centralized curriculum development, teacher incentives, and school inspections—has not been

This study seeks to address these gaps by employing a mixed-methods approach that combines surveys, interviews, and performance data analysis. By focusing on Grade 12 in Kolfe Keranio Sub-City, it aims to provide a comprehensive and context-specific understanding of how principals' leadership styles mediate teacher motivation, instructional quality, and student achievement. The findings are expected to generate valuable insights for policymakers, educators, and administrators, contributing to improved leadership practices and enhanced educational outcomes in Ethiopia's secondary schools.

1.3 Basic Research Questions

The study sought to address the following basic research questions:

1. To what extent do school leadership styles influence teacher performance and student achievement in government secondary schools of Kolfe Keranio Sub-City?
2. What challenges do school leaders encounter in their efforts in practicing leadership styles in government secondary schools of Kolfe Keranio Sub-City?
3. Which specific leadership styles demonstrate a positive effect on teacher performance and student achievement in government secondary schools of Kolfe Keranio Sub-City?

1.3 Objective of the Study

1.3.1. General Objective of the Study

The general objective of this study was to assess the impact of leadership styles adopted by school leaders and their effect on teacher performance and student achievement in Government Secondary Schools of Kolfe Keranio Sub-City.

1.3.2 Specific Objective of the Study

The specific objectives of this study were to:

1. Identify the extent to which school leadership styles influence teachers' performance and students' achievement in government secondary schools of Kolfe Keranio Sub-City.
2. Examine the challenges school leaders face in practicing leadership styles to improve teacher performance and student achievement in government secondary schools of Kolfe Keranio Sub-City.
3. Determine which leadership styles have a positive effect on teacher performance and student achievement in government secondary schools of Kolfe Keranio Sub-City.

1.4 Significance of the Study

This study provides valuable insights into the impact of principals' leadership styles on teacher performance and student achievement in government secondary schools. By focusing on Grade 12, it expands existing knowledge and serves as a reference for teachers, supervisors, and education officers seeking to understand the extent to which leadership practices are effectively implemented. The findings are expected to raise awareness among stakeholders about how leadership styles shape educational outcomes and to identify which approaches—directive, supportive, participative, achievement-oriented, or combinations thereof—have the greatest influence on teacher effectiveness and student success.

The Ethiopian government has prioritized educational quality through the introduction of six quality assurance packages (MoE, 2005: 60–64), with leadership identified as a central factor.

These packages emphasize curriculum implementation, teacher professional development, school management, student assessment, and community participation. Leadership is the mechanism through which these initiatives are realized, as principals are responsible for guiding teachers in curriculum delivery, ensuring professional growth opportunities, managing resources, monitoring student progress, and fostering collaboration with parents and stakeholders. By examining leadership styles in practice, this study directly supports national priorities and contributes evidence to ongoing reforms such as decentralized management (Van der Naald, 2003: 11–20).

Beyond its alignment with government initiatives, the study offers practical guidance for improving principals' leadership effectiveness. It highlights how different leadership approaches can either facilitate or hinder the successful implementation of quality assurance measures, thereby influencing both teacher performance and student achievement. The lessons derived from this research are expected to provide insights for educational leaders, policymakers, and researchers in Ethiopia and beyond, while also serving as a springboard for further studies in related fields across diverse contexts. Ultimately, the study strengthens the link between leadership practices and educational quality, demonstrating that effective leadership is a critical lever for school improvement.

1.5 Delimitation of the Study

A study can be successfully conducted when its focal area is clearly defined. As a result, the researcher can effectively manage the work and address the research problem. This study was delimited in three main aspects. The scope of this research was defined by three key aspects. Geographically, the study was confined to government secondary schools in Kolfe Keranio Sub-City, Addis Ababa, with a specific focus on Grade 12. Conceptually, it concentrated on examining the impact of principals' leadership styles on teachers' performance and students' achievement, a relationship that has not been extensively studied in the selected area. From a practical and resource perspective, the choice of study location was influenced by time and financial considerations, as well as the availability of sufficient data to meet the research objectives.

1.6 Organization of the Study

The paper was structured into five chapters: Introduction, Literature Review, Research Design & Methodology, Data Presentation & Analysis, and Conclusion & Recommendations. Each chapter addresses specific aspects of the research topic, culminating in a comprehensive analysis of the impact of school staff incentive package management practices on teachers' motivation and Grade 12 students' academic achievement.

1.5 Delimitation of the Study

A study can be successfully conducted when its focal area is clearly defined. This research was geographically delimited to government secondary schools in Kolfe Keranio Sub-City, Addis Ababa, with a specific focus on Grade 12. The selection of this study area was based on its relevance to the research objectives and the availability of sufficient data. Time and financial considerations also influenced the choice of location. Conceptually, the study was limited to examining the impact of principals' leadership styles on teachers' performance and students' achievement, as this aspect has not been extensively studied in the selected area.

1.5.1 Limitation of the Study

In addition to the delimitations, the study faced certain limitations. First, the research was confined to one sub-city, which may limit the generalizability of findings to other regions of Ethiopia. Second, the study relied on self-reported data from teachers, principals, and students, which may be subject to bias. Third, resource and time constraints restricted the scope of data collection. Despite these limitations, the study provides valuable insights into the relationship between leadership styles, teacher performance, and student achievement.

1.6 Organization of the Study

This thesis is organized into five chapters. Chapter One introduces the study, presenting the background, problem statement, objectives, research questions, significance, delimitations, and limitations. Chapter Two reviews related literature, including theoretical perspectives, empirical studies, and the conceptual framework. Chapter Three outlines the research design and methodology, describing the data sources, sampling techniques, instruments, and analysis

methods. Chapter Four presents and discusses the results, integrating both quantitative and qualitative findings. Chapter Five provides the summary, conclusions, and recommendations.

1.7 Definitions of Key Terms

- **Leadership:** In this study, leadership refers to the ability of school principals to guide, influence, and support teachers and students toward achieving educational goals.
- **Leadership Styles:** Leadership styles refer to approaches such as transformational, transactional, situational, distributed, democratic, autocratic, and laissez-faire leadership that principals use to manage and lead teachers and students.
- **Leadership Practices:** Leadership practices refer to the specific actions and behaviors principals employ in their daily work, such as instructional supervision, resource management, teacher support, and stakeholder engagement. These practices were introduced in the abstract and measured in the questionnaire.
- **Teacher Performance:** Teacher performance is defined as the effectiveness of educators in delivering lessons, engaging students, maintaining discipline, and achieving learning objectives.
- **Student Achievement:** Student achievement refers to the academic performance of Grade 12 students in government secondary schools in Kolfe Keranio Sub-City, measured through examination results, classroom assessments, and overall learning progress

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a comprehensive review of the theoretical and empirical literature related to staff school principals' leadership styles and their impact on teacher performance and student academic achievement. The findings from this literature review inform the subsequent chapters, guiding the research design, data collection, and analysis in exploring the specific context of Kolfe Keranio sub-city government secondary schools, grade 12, in Addis Ababa.

2.2 Theoretical Review

This chapter outlines the theoretical foundation for understanding the relationship between leadership styles, teacher performance, and student achievement. In educational leadership, several theories explain how principals' approaches influence teachers and students. Transformational leadership emphasizes inspiring and motivating teachers, which enhances their performance and contributes to improved student outcomes. Transactional leadership highlights supervision, rewards, and corrective actions that strengthen teacher accountability and classroom effectiveness. Instructional leadership focuses on the principal's role in guiding teaching and learning processes, directly shaping student achievement. Finally, distributed leadership underscores the importance of shared responsibilities, fostering collaboration among teachers and promoting overall school performance. Together, these theories provide a comprehensive lens for examining how leadership styles adopted by principals in Kolfe Keranio Sub-City affect both teacher performance and student achievement.

2.2.1 Transformational Leadership Style

The transformational leadership style emphasizes motivating and inspiring followers to exceed expectations by fostering a sense of shared purpose and vision. In education, **transformational leadership** is thought to positively affect teacher performance by encouraging professional growth and innovation, which ultimately contributes to improved student outcomes (Bass, 1985). This style posits that leaders who demonstrate charisma, intellectual stimulation, and

individualized consideration can boost teacher morale and effectiveness, leading to enhanced academic achievements among students. While some studies have suggested that transformational leadership practices primarily emphasize relationships (Leithwood & Jantzi, 2000), it is clear from this body of literature that effective transformational leaders also place an emphasis upon promoting better student outcomes through the use of pedagogical/instructional leadership, also sometimes referred to as ‘leading for learning.’

This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organisation; developing staff and curriculum; and involvement with the external community (Hallinger, 2011). Transformational leaders motivate followers by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization (Bass & Riggio, 2006). Much of what has been discovered about such leadership in this body of research reinforces the validity of the following four core sets of leadership practices:

1. Building vision and setting directions

This category of practices carries the bulk of the effort to motivate leaders’ colleagues. It is about the establishment of shared purpose as a basic stimulant for one’s work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals, and demonstrating high-performance expectations (Leithwood & Jantzi, 2000).

2.2.2 Transactional Leadership Style

The transactional leadership style is centered on exchanges between leaders and followers. Leaders provide rewards for meeting specific goals and punishments for failing to meet expectations (Burns, 1978). While this style of leadership helps maintain order and can produce short-term results, its impact on long-term teacher motivation and student achievement is less significant compared to transformational leadership. Nonetheless, in environments where structure and routine are important, transactional leadership can help in setting clear expectations and maintaining consistency in teacher performance.

2.2.3 Distributed Leadership Style

The distributed leadership style, as proposed by Spillane (2006), suggests that leadership is not confined to the principal but is shared among various school members. This style advocates for collaboration and collective responsibility, where teachers, principals, and other school staff work together to achieve common educational goals. In schools where distributed leadership is practiced, there tends to be more shared decision-making, which improves the school climate, teacher morale, and student academic performance.

Distributed leadership is not a ‘model’ in itself, but rather represents both a concept and set of practices that lie implicitly within the successful application of both the transformational and instructional models of leadership. In terms of origin, the idea of distributed leadership has been derived from cognitive and social psychology, drawing particularly upon distributed cognition and activity theory. It is suggested that cognition is better understood as a distributed phenomenon across individuals, artefacts, and internal and external representations (Spillane, 2006).

2.2.4 Situational Leadership Style

The situational leadership style posits that effective leadership is contingent upon the situation and the readiness level of followers (Hersey & Blanchard, 1969). In schools, principals who adapt their leadership style based on the needs of their teachers and the challenges they face can effectively enhance both teacher performance and student achievement. Leaders who are flexible and responsive to the evolving needs of their staff can cultivate an environment conducive to better academic results.

2.2.5 Democratic Leadership Style

The democratic leadership style, also known as participative leadership, emphasizes collaboration and shared decision-making. Leaders who adopt this style actively involve teachers and staff in the decision-making process, fostering a sense of ownership and commitment among team members (Lewin, Lippitt, & White, 1939). In schools, democratic leadership has been shown to improve teacher morale and job satisfaction, as it creates an inclusive environment where teachers feel valued and heard. Research indicates that this style enhances teacher

performance and, by extension, student achievement, as it encourages innovation and collective problem-solving (Somech, 2005).

2.2.6 Autocratic Leadership Style

The autocratic leadership style is characterized by centralized decision-making, where the leader retains full control and authority over all decisions (Lewin, Lippitt, & White, 1939). In educational settings, autocratic leaders often dictate policies and procedures without consulting teachers or staff. While this style can lead to quick decision-making and efficiency in certain situations, it often results in low teacher morale and resistance, as teachers may feel disempowered and undervalued (Bass, 1990). Studies have shown that autocratic leadership can hinder teacher performance and student achievement, as it discourages creativity and collaboration (Somech, 2005).

2.2.7 Laissez-Faire Leadership Style

The laissez-faire leadership style is characterized by a hands-off approach, where leaders provide minimal guidance or direction to their followers (Lewin, Lippitt, & White, 1939). In schools, laissez-faire leaders often delegate responsibilities to teachers without providing adequate support or oversight. While this style can foster autonomy and creativity among teachers, it can also lead to a lack of accountability and coordination, resulting in inconsistent teaching practices and poor student outcomes (Bass, 1990). Research suggests that laissez-faire leadership is generally less effective in promoting teacher performance and student achievement, as it fails to provide the necessary structure and support for success (Somech, 2005).

2.3 Leadership Styles and Teacher Performance

Teacher performance refers to the actions, behaviors, and strategies employed by teachers in the classroom to facilitate student learning. It encompasses aspects such as instructional effectiveness, classroom management, student engagement, and the ability to adapt teaching strategies to meet diverse student needs (Darling-Hammond, 2000). Teacher performance plays a critical role in the academic success of students. The way teachers execute their roles in the classroom—through instruction, student engagement, and professional development—directly

influences the learning outcomes of students. Research has shown that leadership styles have a significant impact on teacher performance. Transformational leaders inspire teachers to take ownership of their professional growth, resulting in higher levels of teaching quality. For instance, transformational leadership fosters an environment where teachers feel supported in their development, which leads to greater job satisfaction and improved teaching practices (Leithwood & Jantzi, 2000). On the other hand, transactional leadership may lead to compliance-based performance, but without fostering long-term professional growth, teachers may feel less motivated (Bass & Riggio, 2006). In the Ethiopian context, studies have shown that principals who adopt participatory leadership practices—such as involving teachers in decision-making—can significantly enhance teacher performance (Amare, 2014). Similarly, Kiggundu and Nayimuli (2009) found that leadership that encourages autonomy and professional development leads to improved teacher performance in Ugandan schools.

2.4 Leadership Styles and Student Achievement

Student achievement refers to measurable academic performance, often quantified through test scores, graduation rates, and other assessments (Meyer, 2006). In secondary schools, achievement is typically gauged by national exam results, GPA, and acquisition of critical skills for higher education or employment. Recent research confirms that leadership styles directly influence student achievement by shaping the instructional environment and teacher effectiveness. Transformational leadership has consistently been linked to higher student outcomes. Hallinger (2011) and more recent studies by Ng (2019) and Al-Mahdy (2021) show that transformational leaders foster teacher motivation, professional development, and collaborative cultures, which translate into improved student performance. Distributed leadership also enhances achievement by promoting shared decision-making and collective responsibility; Harris (2009) and Spillane (2018) found that schools with distributed leadership practices achieved stronger exam results due to cohesive instructional strategies. Transactional leadership, while effective in ensuring compliance and meeting minimum standards, has limited long-term impact; however, recent evidence from Okeke (2016) in Nigeria suggests it can stabilize performance in resource-constrained schools. Instructional leadership remains critical: Robinson, Lloyd, and Rowe (2008), and more recently, Bush (2018), demonstrated that principals who

prioritize curriculum, supervision, and teacher support directly improve student learning outcomes.

2.5 The Relationship between Teacher Performance and Student Achievement

The relationship between teacher performance and student achievement is widely recognized in educational research. Teachers are the primary agents in facilitating student learning, and their performance significantly impacts student success. Effective teachers can adapt their instructional methods, engage students, and create an environment conducive to learning, all of which directly influence academic outcomes (Darling-Hammond, 2000). Leadership styles play an intermediary role in this relationship. Research by Leithwood and Jantzi (2000) demonstrated that effective leadership can foster a supportive environment that empowers teachers to perform at their best. In turn, this positive teacher performance translates into better student outcomes. In Ethiopia, Amare (2014) found that principals who adopt supportive leadership styles contribute to higher teacher motivation and, by extension, better student achievement. This finding aligns with global studies, which suggest that leadership practices that prioritize teacher development and support lead to improved teaching quality and student success.

2.6 Empirical Review

This study builds on previous research in Ethiopia but diverges in several important ways. Existing studies have provided valuable insights into the role of principals' leadership styles, yet most have focused on primary schools or general high school contexts rather than Grade 12, where student performance directly determines university entrance and career opportunities. For example, Amare (2014) investigated leadership in primary schools and found that supportive leadership styles contributed to higher teacher motivation and improved student achievement. Similarly, Teferi (2017) explored teacher motivation and leadership in high schools but did not examine how leadership styles specifically influence teacher performance and student outcomes. Mesfin (2020) assessed leadership training for principals in Addis Ababa, while Tesfaye (2014), Mekonnen (2017), and Alemu (2019) emphasized participatory and instructional leadership as drivers of teacher engagement. However, these studies did not focus on Grade 12, leaving a critical gap in understanding how leadership practices affect outcomes at this decisive stage of schooling. More recent Ethiopian research underscores the importance of leadership styles in

shaping school outcomes. Diriba et al. (2021) found that principals' leadership styles significantly influenced school improvement initiatives and student achievement in Oromia Regional State. Likewise, Tarekegn et al. (2025) reported that instructional leadership in Wolaita Zone secondary schools enhanced teacher efficacy, which in turn improved student performance. Gatluak (2021) highlighted the link between leadership approaches and student academic performance in Gambella Town primary schools, while Tigist Metaferia et al. (2023) demonstrated that transformational leadership in Addis Ababa secondary schools boosted teacher job satisfaction and instructional quality. Collectively, these studies reinforce the idea that leadership practices are not merely administrative choices but critical determinants of teacher motivation and student achievement in the Ethiopian context. Beyond Ethiopia, African research reveals similar patterns. A UNESCO review (Busha et al., 2024) emphasized that effective leadership—particularly instructional and distributed leadership—is associated with improved teaching quality and student learning outcomes across diverse contexts. In Kenya, Chesseret et al. (2024) found that school leadership was second only to classroom instruction in influencing student performance, while Wanjiru (2015) showed that transformational leadership improved teacher morale and student discipline. Nigerian research by Okeke (2016) reported that instructional leadership enhanced curriculum delivery and exam performance, and Mokoena (2018) in South Africa highlighted the role of democratic leadership in fostering inclusive school environments and teacher collaboration. These findings suggest that leadership styles adapted to local contexts can significantly shape educational outcomes across Africa.

International evidence further strengthens this argument. Pietsch et al. (2023) conducted a meta-analysis across cultures and confirmed a consistent correlation between instructional leadership and student achievement. Parveen et al. (2023) demonstrated that principals' instructional practices fostered teacher competency and motivation, leading to higher student performance. Earlier studies by Hallinger (2011), Leithwood and Jantzi (2006), and Bush (2018) similarly emphasized that instructional and transformational leadership enhance teacher commitment, teaching quality, and student success. These global findings align with Ethiopian and African evidence but also highlight the need for context-specific research—particularly in Grade 12, where academic achievement directly determines future educational and career opportunities. In summary, while prior studies in Ethiopia, Africa, and beyond consistently demonstrate the

importance of leadership styles in shaping school outcomes, few have examined their impact specifically on Grade 12 teacher performance and student achievement. This study addresses that gap by focusing on government secondary schools in Kolfe Keranio Sub-City, thereby contributing a more holistic and contextually relevant understanding of how principals' leadership styles influence educational success at this critical stage.

2.4 Conceptual Framework

The conceptual framework integrates theoretical and empirical insights to guide this study. Leadership styles are treated as independent variables, influencing teacher performance and student achievement as dependent variables. Leadership practices such as instructional supervision, resource management, and teacher support and the challenges such as overcrowded classrooms, limited resources, diverse student backgrounds, inconsistent leadership application are considered mediating factors that explain how leadership styles translate into outcomes. The framework assumes that effective leadership fosters teacher motivation and instructional quality, which in turn enhance student achievement. This model provides the basis for the research design and analysis in subsequent chapters.



Source: Self-constructed

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology designed to investigate the impact of school leadership styles on teachers' and Grade 12 students' academic achievement in university entrance examinations in Kolfie Keranio sub city government secondary schools.

3.1 Research Design

This study employed a concurrent mixed-methods design, combining both quantitative and qualitative approaches, with greater emphasis on the quantitative strand. Mixed methods were chosen because the research problem involves both measurable outcomes—such as teacher performance and student achievement—and contextual insights, including principals' leadership styles and practices. The integration of numerical data with qualitative perspectives provided a more comprehensive understanding of how leadership influences educational outcomes, as recommended by Creswell and Plano Clark (2011). The quantitative component was prioritized, as it allowed for broad generalization across a large population through structured, close-ended questionnaires. This ensured statistical reliability and enabled the researcher to identify patterns and relationships among leadership styles, teacher performance, and student achievement. To strengthen validity, the questionnaire was adapted from standardized instruments, including the Multifactor Leadership Questionnaire (Bass & Avolio, 1995), along with validated teacher performance and student achievement scales used in Ethiopian and international studies. The qualitative component complemented this by providing depth and context through semi-structured interviews and document reviews. These methods captured the lived experiences, perceptions, and challenges faced by principals, vice principals, teachers, and Grade 12 students in government secondary schools of Kolfie Keranio Sub-City. Direct quotations and narrative accounts offered insights that quantitative data alone could not explain, thereby enriching the findings.

Alternative designs such as cross-sectional, longitudinal, or comparative were considered but found less suitable. A cross-sectional design would have captured relationships at a single point in time without explanatory depth, while a longitudinal design, though valuable for tracking changes, was not feasible due to time and resource constraints. A comparative design could highlight differences across schools or regions but would not fully address the central aim of linking leadership styles to performance and achievement within the specific Grade 12 context.

The study further employed a descriptive survey design, which is appropriate for examining existing conditions, opinions, and relationships (Best & Kahn, 2003). As Agbolade (2011) notes, descriptive surveys collect detailed and factual information about existing phenomena. This design enabled the researcher to describe how leadership styles are currently practiced in schools and how they affect teacher performance and student achievement, while also identifying challenges in instructional leadership. By combining quantitative breadth with qualitative depth, the mixed-methods approach allowed for triangulation of data sources and instruments, thereby strengthening validity and reliability. Ultimately, this design provided a holistic understanding of how principals' leadership styles impact teacher performance and student achievement in the Kolfe Keranio Sub-City context.

3.2. Source and Method of Data collection

To ensure the reliability of findings, both quantitative and qualitative approaches were employed. This allowed the researcher to collect extensive data and confirm results through triangulation of instruments, thereby strengthening the validity of conclusions.

3.2.1 Source of Data

To conduct this study, both primary and secondary data were collected to ensure a comprehensive understanding of the research problem. Primary data were obtained through questionnaires and interviews, which provided firsthand insights from teachers, school leaders, and Grade 12 students in government secondary schools of Kolfe Keranio Sub-City. These methods allowed the researcher to gather a relatively wide range of information from a large sample within a short period of time. In addition, secondary data were reviewed and analyzed to substantiate and enrich the findings from the primary sources. These included students' academic

records, books, journals, and previous research, which offered additional evidence and contextual support for the study.

3.2.2 Primary Source of Data

Primary data for this study were collected directly from teachers, principals, vice-principals, and students in government secondary schools of Kolfe Keranio Sub-City. These firsthand accounts provided essential insights into the impact of leadership styles on teacher performance and student achievement. Questionnaires and interviews were employed as the main data collection tools, enabling the researcher to obtain both quantitative measures and qualitative perspectives from the respondents. This combination ensured a comprehensive and balanced understanding of the phenomenon under investigation.

3.2.3 Secondary sources of Data

Secondary data for this study were obtained from students' academic records, published books, journal articles, and previous research related to educational leadership. The selection of these sources was conducted purposively to ensure relevance and credibility. Academic records were drawn specifically from the 2022–2024 academic years, while books, journals, and related studies were chosen based on their alignment with the research objectives and their contribution to the theoretical and empirical foundations of the study. These documentary sources were reviewed systematically to support, validate, and triangulate the findings generated from the primary data.

3.2.4 Data Gathering Tools

A structured questionnaire, adapted from Glickman et al. (1990), was developed to assess the impact of leadership styles on teacher performance and student achievement. To complement the survey data, semi-structured interviews were conducted with principals and vice-principals, providing deeper qualitative insights into their leadership practices and the challenges they encounter in their schools. Additionally, Grade 12 university entrance examination results from 2021 to 2024 were reviewed to identify trends in student achievement and to triangulate the

findings from both the questionnaires and interviews. This combination of data collection methods ensured a comprehensive understanding of the research problem.

3.2.4.1. Structured Questionnaire

According to Glickman et al., (1990) the questionnaire is the most widely used type of instrument in education. The primary data for this study was collected using a structured questionnaire, designed to assess the impact of leadership styles on teacher performance and student achievement. The questionnaire was administered to teachers, school leaders (principals and vice-principals), and Grade 12 students in government secondary schools in Kolfe Keranio Sub-City, Addis Ababa.

The questionnaire consisted of both closed-ended Likert-scale and open-ended questions. It was divided into the following sections such as Demographic Information which was used to collect basic information about the respondents, such as gender, age, position (for teachers and leaders), and educational background. The second section involves Leadership Styles in which the information about the respondents' perception of leadership styles in their schools is gathered. The third section aims to gather data on how leadership styles impact teachers' professional development, job satisfaction, motivation, and teaching practices while the fourth section explores the impact of leadership styles on student learning outcomes, engagement, and academic success. The questionnaire used two types of Likert scales to measure the responses: These are Agreement Scale which consists Strongly agree(SA)=5, Agree (A)= 4, Undecided (UD) =3, Disagree (DA)= 2, Strongly Disagree(SD)=1. And Perception Scale consisting of: Very High (5) High (4) Neutral (3) Low (2) Very Low (1) and finally two open-ended questions for the teachers and principals.

3.2.4.2 Document Review

A trend analysis of Academic achievement data on Grade 12 university entrance examination of 2021-2024 from official records was collected and analyzed to see how effective the leadership styles of the school principals are in helping the students pass the higher institution entrance examination of Ethiopian. Document review was conducted using Grade 12 university entrance examination results from 2021–2024. These records were analyzed to identify trends in student

achievement and to assess how principals' leadership styles influenced students' success in higher education entrance examinations. This analysis provided an objective measure to triangulate survey and interview findings.

3.3 Procedure of Data Collection

An official authorization letter was obtained from Addis Ababa University and presented to the selected government secondary schools in Kolfe Keranio Sub-City. Following this, the researcher secured informed consent from principals, teachers, and students before administering the data collection tools. The amended questionnaire, prepared in English using clear and easily understandable language, was distributed on-site in each sampled school. It consisted of both closed-ended Likert-scale items and open-ended questions, enabling the collection of detailed quantitative and qualitative information on the impact of leadership styles on teacher performance and student achievement. By visiting each school and engaging directly with respondents, the researcher ensured ethical compliance, respondent cooperation, and the gathering of comprehensive and reliable data. All collected information was subsequently analyzed, triangulated, and summarized in line with the objectives of the study.

3.4 Sample Size and Sampling Techniques

To address the research objectives, it was essential to select a representative sample using appropriate sampling techniques. As noted by Hair et al. (2007), the determination of sample size is influenced by several factors, including time and cost constraints, variability within the target population, required precision of estimation, and the extent to which findings are intended to be generalized. In line with these methodological recommendations, the study employed both probability and non-probability sampling methods. Simple random sampling was applied to teachers and Grade 12 students, ensuring that each individual had an equal chance of being selected. This approach minimized selection bias and enhanced representativeness, particularly as these groups were relatively homogeneous in relation to the attributes being measured.

Conversely, purposive sampling (judgmental sampling) was used to select principals and vice-principals, given their leadership roles and direct experience relevant to the study's objectives. To ensure informed perspectives, only those who had served for at least three years in their

leadership positions were included. Kolfe Keranio Sub-City has six government secondary schools, all of which were purposively incorporated into the study, along with their respective principals and vice-principals who met the inclusion criteria.

This combination of simple random and purposive sampling provided both breadth and depth, capturing diverse viewpoints from teachers and students while ensuring that leadership perspectives were adequately represented. Accordingly, to determine the overall sample size of the population, the formula developed by **Taro Yamane (1979)** was applied as follows:

$$n = \frac{N}{1+N(e^2)}$$

Where: - n = size of sample

e = the desired margin of error is 5%

N = total target population

Sample size of teachers from total number of teacher (N) 744 is

$$n = \frac{744}{1+744(e^2)} = n = \frac{744}{1+744(0.05^2)} = 260$$

Hence, 260 targeted teachers across the 6 secondary schools were selected using simple random sampling to give equal chance of being selected from each school.

Sample size of Students from total number of Grade 12 in 6 secondary school (N) 3263 is

$$n = \frac{3263}{1+3263(e^2)} = n = \frac{3263}{1+3263(0.05^2)} = 356$$

Hence, 356 targeted students across the 6 secondary schools were selected selected through random sampling technique.

The target population distribution is tabulated in table 1 below

Therefore, from totally 4031 target populations (6 principals, 18 vice principals, 260 teachers and 356 students) the total sample size of 640 respondents will be included in the study.

Although teacher populations varied across the six schools, simple random sampling was employed to ensure equal chance of selection within each school. Stratified random sampling was considered; however, due to time and resource constraints, simple random sampling was chosen for practicality.

This limitation is acknowledged, and the purposive inclusion of all principals and vice-principals helped ensure that leadership perspectives were comprehensively represented.

Table 1: Target Population Distribution

Category	Target population	Sample size	Sampling techniques
Principals	6	6	Purposive sampling
Vice principals	18	18	Purposive sampling
Teachers	744	260	Simple Random sampling
Students (grade 12)	3263	356	Simple Random sampling
Total	4031	640	Purposive and simple random sampling

3.5 Methods of Data Analysis

According to Kothari (2006), data analysis involves organizing, ordering, and interpreting collected information in a way that enables effective and efficient communication of findings. In this study, both quantitative and qualitative data analysis techniques were employed to ensure a comprehensive understanding of the research problem. Quantitative Analysis: Data collected through questionnaires were analyzed using descriptive statistics (frequency, mean, and standard deviation) and inferential statistics (correlation and regression) with SPSS version 27. Descriptive statistics were used to summarize responses and provide fact-finding insights, while inferential statistics examined the relationships between leadership styles, teacher performance, and student achievement. Specifically, Pearson’s correlation coefficient measured the strength and direction of associations, and regression analysis identified predictors of performance and achievement. Responses were coded numerically using Likert-type scales. For agreement items, scores ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), while perception items ranged from 1 (Very Low) to 5 (Very High). To simplify interpretation, categories were merged: “Strongly Disagree” and “Disagree” were combined as negative responses, while “Agree” and “Strongly Agree” were combined as positive responses. Similarly, perception ratings were grouped into high and low categories to highlight overall trends.

3.5.1 Quantitative Data Analysis

Quantitative data collected through questionnaires were analyzed using both descriptive and inferential statistics with the aid of SPSS version 27. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to summarize survey responses and provide fact-finding insights. This approach allowed the overall distribution of responses to be presented in a clear and concise manner. In addition, inferential statistics were applied to examine the relationships between principals' leadership styles, teacher performance, and student achievement. Specifically, Pearson's correlation coefficient was used to measure the strength and direction of associations, while regression analysis was conducted to identify predictors of performance and achievement. To guide interpretation of correlation results, the following rule of thumb was applied:

Table 2: Pearson's Correlation Rule of Thumb

Coefficient Value	Strength of Association
$0.1 < r < 0.3$	Small correlation
$0.3 < r < 0.5$	Medium/moderate correlation
$r > 0.5$	Large/strong positive correlation
$r < 0$	Negative correlation

This classification provided a clear framework for interpreting the magnitude of relationships observed in the data. For example, correlations falling between 0.1 and 0.3 were considered weak, while those above 0.5 indicated strong associations between leadership styles and outcomes such as teacher performance or student achievement. Responses were coded numerically using Likert-type scales. For agreement items, scores ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), while perception items ranged from 1 (Very Low) to 5 (Very High). To simplify interpretation, "Strongly Disagree" and "Disagree" were merged as negative responses, whereas "Agree" and "Strongly Agree" were merged as positive responses. Similarly, perception ratings were grouped into high and low categories to highlight overall trends. Finally, regression models were developed to identify significant predictors of performance and achievement. ANOVA, coefficient regression analysis, T-tests, and F-tests were performed to

assess the statistical significance of the models. This structured approach ensured that the quantitative analysis captured both the general patterns of responses and the statistical relationships among key variables. By combining descriptive summaries with inferential techniques, the study strengthened the reliability and interpretability of its findings, offering a robust basis for understanding the impact of leadership styles on teaching and learning.

3.5.2 Qualitative Data Analysis

Qualitative data obtained from open-ended questions and document reviews were analyzed using the approach of Braun and Clarke (2006). Responses were systematically identified, allowing for the examination of patterns and relationships that revealed insights into the impact of principals' leadership styles on teacher performance and student achievement. The narrative discussion not only highlighted the perspectives of respondents but also complemented the quantitative findings derived from survey data and statistical analysis. By integrating thematic qualitative analysis with descriptive and inferential statistical techniques, the study achieved a balanced methodological approach. This combination ensured both breadth and depth in addressing the research objectives, thereby strengthening the validity and richness of the findings.

3.6 Validity and Reliability

3.6.1 Validity

To ensure the validity of the research instruments, the questionnaire was carefully designed based on established theories of educational leadership and aligned with the study's objectives and research questions to guarantee content validity. The instrument was reviewed by experts in the field, and their feedback was incorporated to refine the items and strengthen clarity. In addition, a pilot test was conducted with a small group of teachers and principals outside the study area. The results of this pilot provided valuable insights that were used to adjust wording and improve the reliability of the tool before full implementation. Beyond instrument validation, triangulation of data sources was employed to enhance the overall credibility of the findings. Data were collected from multiple sources, including questionnaires, interviews, and document reviews, as well as academic records. By integrating these diverse perspectives, the study

strengthened construct validity and ensured that conclusions were not dependent on a single source of evidence. This methodological rigor provided a more comprehensive and trustworthy understanding of the impact of principals' leadership styles on teaching and learning.

3.6.2 Reliability

The reliability of the research instruments was assessed using **Cronbach's Alpha**, a widely accepted measure of internal consistency. Cronbach's Alpha evaluates the extent to which items within a scale are correlated, thereby indicating the reliability of the instrument. According to the established rule of thumb (Hair et al., 2007), values above 0.7 are considered acceptable, values between 0.8 and 0.9 indicate good reliability, and values above 0.9 reflect excellent reliability.

Table.3: Reliability Rule (Cronbach's Alpha)

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$\alpha < 0.5$	Unacceptable

Accordingly, in this study, the following results were obtained (see table 4). The internal consistency of the data collection instruments was evaluated using Cronbach's Alpha. The principals' tool, with 56 items, yielded an alpha of 0.906, while the teachers' tool (41 items) resulted in an alpha of 0.904. Both values indicate excellent reliability, reflecting strong internal consistency among the items. The student questionnaire, consisting of 19 items, produced an alpha of 0.896, which is considered good and very close to the threshold for excellent reliability. According to the rule of thumb: $\alpha \geq 0.9$ indicates excellent reliability, $0.8 \leq \alpha < 0.9$ indicates good reliability. These results confirm that all three instruments are highly reliable, ensuring the consistency and dependability of the data collected from principals, teachers, and students. This strong reliability enhances the validity of the study's findings.

Table.4: Reliability Statistics for Data Collection Instruments

Respondents' Group	Number of Items	Cronbach's Alpha	Reliability Interpretation
Principals	56	0.906	Excellent
Teachers	41	0.904	Excellent
Students	19	0.896	Good (approaching Excellent)

Source: Respondents questionnaire of 2017 E.C used in this study

3.7 Ethical Consideration

The research process was conducted in a professional and ethical manner to safeguard the rights and dignity of all participants. Authorization letter to carry out the study was obtained from Addis Ababa University, and informed consent was secured from every respondent prior to data collection. Participants were clearly informed that the purpose of the study was purely academic, and their participation was entirely voluntary. Confidentiality was strictly maintained throughout the process. The introduction section of the questionnaire outlined the study's objectives and assured respondents that their identities and responses would remain anonymous. During data presentation, analysis, and interpretation, the researcher avoided any form of personalization of responses, thereby ensuring impartiality and respect for participants' views.

CHAPTER FOUR

4. Presentation and Discussion of Results

4.1 Introduction

Chapter four presents the comprehensive analysis of the data collected for this study, focusing on the impact of leadership styles on teacher performance and student academic achievement in Kolfie Keranio sub-city of Addis Ababa. This chapter aims to provide a detailed examination of various statistical measures, including descriptive statistics, regression, and correlation analysis.

4.2 Presentation of Results

Table 5: Summary of Demographic Characteristics of Teachers, Principals/Vice-Principals, and Students

Variable	Category	Teachers (n = 260)	Principals/Vice-Principals (n = 22)	Students (n = 356)
Gender	Male	191 (73.5%)	19 (86.4%)	153 (43.0%)
	Female	69 (26.5%)	3 (13.6%)	203 (57.0%)
Age Group	21–30	58 (22.3%)	2 (9.1%)	—
	31–40	167 (64.2%)	12 (54.5%)	—
	41–50	28 (10.8%)	7 (31.8%)	—
	Above 50	7 (2.7%)	1 (4.5%)	—
	Mean Student Age	—	—	Majority aged 18–19 (77.2%)
Educational Qualification	BA/BSc/BEd	135 (51.9%)	—	—
	MA/MSc	125 (48.1%)	22 (100%)	—
Field of Study	Related to School Leadership	—	8 (36.4%)	—
	Other Fields	—	14 (63.6%)	—
Experience (Years)	1–5	37 (14.2%)	3 (13.6%)	—
	6–10	72 (27.7%)	2 (9.1%)	—
	11–15	91 (35.0%)	6 (27.3%)	—
	16–20	60 (23.1%)	11 (50.0%)	—
Grade & Stream (Students)	Natural Science	—	—	255 (71.6%)
	Social Science	—	—	101 (28.4%)

Source: Respondents' questionnaire of 2017 E.C used in this thesis

Combined Demographic Analysis of Teachers, Principals/Vice-Principals, and Students

The demographic and professional profiles of teachers, school leaders, and students provide essential context for understanding the dynamics of leadership practices, instructional quality, and academic performance within the secondary schools surveyed. Analyzing these groups together offers a comprehensive picture of the human elements shaping school environments in the Kolfie Keranio sub-city.

Teachers' Demographic and Professional Profile

The 260 teachers who participated in the study offer valuable insights into the composition and capacity of the teaching workforce. Gender distribution shows a predominance of males (73.5%) over females (26.5%), reflecting a gender imbalance that may influence teacher-student interactions, diversity in instructional approaches, and inclusiveness of leadership initiatives. Addressing this imbalance may require school leaders to implement gender-sensitive policies and promote equitable representation through recruitment and professional development programs.

Age-wise, most teachers are in the 31–40 age group (64.2%), followed by 21–30 (22.3%), 41–50 (10.8%), and above 50 (2.7%). This indicates a workforce largely composed of young to mid-career educators, which is beneficial if supported by continuous professional development. The small number of teachers above 50 suggests limited access to veteran experience, which may constrain mentorship opportunities and intergenerational knowledge transfer. Academically, 51.9% of teachers hold a BA/BSc/BEEd degree, while 48.1% possess a Master's degree (MA/MSc), demonstrating a solid foundation of qualifications with potential for further specialization to enhance pedagogical and content expertise. In terms of professional experience, the largest group of teachers has 11–15 years of experience (35.0%), followed by 6–10 years (27.7%), 16–20 years (23.1%), and 1–5 years (14.2%). This distribution shows a strong presence of mid-level experience, providing a foundation for leadership development and instructional stability, while the smaller proportion of early-career and very experienced teachers suggests some limitations in long-term continuity and institutional memory. Overall, the teacher workforce is moderately experienced, academically qualified, and concentrated in productive age brackets.

Effective support through professional development, workload management, and gender equity initiatives could harness their potential as a cornerstone for school improvement and student success.

Principals' and Vice Principals' Demographic and Professional Profile

The 22 school leaders surveyed represent a mix of principals and vice principals across six secondary schools, providing institutional diversity in leadership practices. The leadership group is predominantly male (86.4%) with only 13.6% female representation, highlighting a persistent gender gap in leadership roles. Addressing this gap could broaden the diversity of perspectives, particularly in gender-sensitive policies and practices. Most leaders are aged 31–40 (54.5%), with 41–50 years (31.8%) and above 50 (4.5%). This relatively young leadership team is likely adaptable and open to innovative practices, though it may still be developing deeper strategic experience. All leaders hold Master's degrees (100%), but only 36.4% have training related to school leadership, while the remaining 63.6% come from unrelated fields. This indicates strong academic qualifications but limited specialized leadership preparation, which could affect instructional supervision, school improvement planning, and transformative leadership practices. Experience-wise, 50% of leaders have 16–20 years of professional experience, 27.3% have 11–15 years, 13.6% have 1–5 years, and 9.1% have 6–10 years. This mix provides a balance between institutional memory and innovative capacity. However, the lack of field-specific training among most leaders may constrain their ability to lead substantial change, as suggested by research emphasizing targeted preparation in educational leadership (Leithwood & Jantzi, 2005).

Students' Demographic Background

The 356 students surveyed offer insight into the senior-level population of Grade 12 learners. The majority are aged 18–19 (77.2%), fitting the expected developmental stage for reflecting on academic quality and leadership influence. Female students slightly outnumber males (57.0% vs. 43.0%), which may indicate higher female participation or regional enrollment trends. Leadership and teaching strategies must remain sensitive to this gender distribution to ensure inclusivity. Academic stream distribution shows that 71.6% of students are enrolled in Natural

Science, while 28.4% are in Social Science. This skew may influence perspectives on instructional approaches, workload, and academic expectations, which should be considered when interpreting overall findings. The combined demographic analysis highlights a predominantly male teaching and leadership workforce, a moderately experienced and well-qualified teacher cohort, and a student body concentrated in the Natural Science stream. These characteristics frame the context in which school leadership practices, instructional quality, and academic outcomes are enacted and evaluated. Understanding these dynamics is critical for designing professional development programs, promoting gender equity, and implementing leadership strategies that effectively address the needs of all educational stakeholders.

Table.8: Teachers’ Perceptions of Principals’ Leadership Practices and Their Influence on Performance and Achievement

No.	Item Description	N	Mean	Std. Dev.
1	Principals lead and facilitate vision of learning	260	3.56	1.14
2	Principals delegate authority to teachers	260	3.60	1.07
3	Principals develop/manage school-community relations	260	3.91	0.94
4	Principals provide opportunities for teacher involvement	260	3.72	1.00
5	Principals lead and develop individuals and teams	260	3.49	1.01
6	Principals delay decision making process	260	3.32	1.15
7	Principals develop staff ability to contribute decisions	260	3.73	0.96
8	Principals lead/manage school operations and resources	260	3.91	0.87
9	Principals lead/manage learning and teaching	260	3.92	0.94
10	Develop annual school-wide goals	260	3.81	0.94
11	Use student performance to develop school missions	260	3.62	1.02
12	Principals are open to others’ ideas	260	3.67	1.09
13	Leadership style influences teacher motivation & achievement	260	3.66	1.10
14	Leadership’s role in job satisfaction and school improvement	260	3.72	1.02
15	Creating environment with school-parent cooperation	260	3.60	1.13
16	Use of recognition/reward systems	260	3.55	1.11
17	Support collaborative culture among teachers	260	3.58	0.98
18	Principals work with groups for decision inputs	260	3.62	1.04
19	Principals give complete freedom to staff	260	3.61	1.03
20	Encourage collaboration with surrounding schools	260	3.53	1.13
21	Provide guidance and counseling services to students	260	3.63	1.05
22	Principals have necessary decision-making skills	260	3.80	0.94
23	Motivation from leadership support	260	3.64	0.97
24	Encouraged to adopt new teaching techniques	260	3.61	0.99
25	Clear expectations set by leadership on performance	260	3.74	1.01

26	Leadership promotes learning environment for students	260	3.72	0.96
27	Leadership style contributes to academic performance	260	3.84	0.98
28	Leadership creates culture of high academic expectations	260	3.68	1.04
29	Student achievement prioritized in decisions	260	3.73	1.04
30	Leadership encourages feedback to students	260	3.67	1.04

Source: Teachers questionnaire of 2017 E.C used for this thesis

Table 8 presents descriptive statistics of teachers’ responses on principals’ leadership practices. These items were included to assess how teachers perceive principals’ behaviors, which reflect underlying leadership styles and their influence on teacher performance and student achievement, directly addressing the first objective of the study. Overall, teachers generally perceive principals’ leadership practices positively, with mean scores ranging from 3.32 to 3.92 on a 5-point scale. The highest-rated practices include managing learning and teaching (Mean = 3.92, SD = 0.94), developing school-community relations (Mean = 3.91, SD = 0.94), and leading and managing school operations and resources (Mean = 3.91, SD = 0.87). These results suggest that principals’ leadership behaviors strongly support effective teaching, structured learning environments, and collaborative engagement with the community, all of which are likely to enhance teacher performance and student achievement.

Several practices received moderate ratings, including providing opportunities for teacher involvement (Mean = 3.72, SD = 1.00), leadership’s role in job satisfaction and school improvement (Mean = 3.72, SD = 1.02), and encouraging adoption of new teaching techniques (Mean = 3.61, SD = 0.99). These findings indicate that principals demonstrate participative and supportive behaviors, promoting teacher motivation and instructional effectiveness, though there is room for further improvement in these areas. A few practices were rated lower, signaling areas of limited influence. Delaying decision-making processes (Mean = 3.32, SD = 1.15) and encouraging collaboration with surrounding schools (Mean = 3.53, SD = 1.13) highlight challenges in timely decision-making and broader collaborative initiatives. These lower scores suggest that while leadership practices are generally effective, certain aspects may constrain the full potential of teacher performance and student outcomes. In summary, the data indicate that principals’ leadership practices are perceived to positively influence teaching and learning, particularly in instructional management, resource utilization, and school-community relations. Despite minor challenges in decision-making and external collaboration, teachers’ perceptions

reveal that leadership practices in these schools provide a strong foundation for enhancing teacher performance and improving student achievement.

Table.9: Descriptive Statistics of Teachers' Perceptions of Principals' Leadership Styles

No.	Leadership Style	Mean	Std. Deviation
1	Democratic leadership	4.02	3.05
2	Laissez-faire leadership	2.99	1.30
3	Authoritative leadership	3.20	1.26
4	Transformational leadership	3.64	1.10
5	Transactional leadership	3.43	1.13
6	Distributed leadership	3.64	1.15
7	Pedagogical/instructional leadership	3.83	1.02
8	Situational leadership	3.73	1.06
9	Combination of other leadership styles	3.86	1.03

Source: Teachers questionnaire of 2017 E.C used for this thesis

Table 9 presents teachers' perceptions of principals' leadership styles. In this study, the analysis focuses on the three major styles that most directly influence teaching and learning: pedagogical/instructional, transformational, and distributed leadership. These styles are widely recognized in the literature as key determinants of teacher performance and student achievement. Other leadership styles, such as democratic, transactional, situational, and autocratic approaches, are considered as variations or components of these primary styles. Teachers rated pedagogical/instructional leadership highly (Mean = 3.83, SD = 1.02), indicating that principals actively focus on instructional quality, curriculum development, and improving teaching and learning processes. This style aligns with the core objective of enhancing student outcomes through better classroom practices. Elements of democratic leadership are reflected here, as instructional leaders often involve teachers in pedagogical decisions and support professional growth. Transformational leadership received a strong mean score (Mean = 3.64, SD = 1.10), showing that principals motivate, inspire, and encourage teachers to exceed expectations. Teachers perceive that transformational leaders foster shared vision, professional development,

and innovation in teaching. This style indirectly incorporates democratic and situational leadership behaviors, as transformational leaders adapt to teacher needs while promoting collaboration and a positive school culture. Distributed leadership was also rated positively (Mean = 3.64, SD = 1.15), reflecting the extent to which principals share leadership responsibilities with teachers and staff, encouraging collective decision-making and collaboration. This style captures aspects of democratic and transformational approaches, emphasizing shared responsibility and joint problem-solving, which contribute to improved teacher performance and student achievement.

While the study emphasizes these three major styles, the other leadership approaches—transactional, authoritative, laissez-faire, situational, and hybrid combinations—can be seen as supporting or situational expressions of the main styles. For example, transactional elements such as performance-based rewards can complement transformational leadership, while situational flexibility helps pedagogical and distributed leaders adjust strategies to meet teacher and student needs. In summary, teachers perceive that pedagogical/instructional, transformational, and distributed leadership are the dominant styles employed by principals, which positively influence teacher performance and student outcomes. Other leadership styles are present in minor or supporting roles, often reinforcing or contextualizing the primary styles. These findings provide empirical evidence for how leadership styles operate in practice, directly aligning with the study's objective of examining the extent to which principals' leadership affects teaching and learning.

Correlation Analysis of Teachers' and students Responses the leadership styles and practices

Let the key variables be defined as follows:

- TP2 – Teacher Performance
- LSS3 – Leadership Styles (Teachers' perspective)
- LPP – Leadership Practices (Teachers' perspective)
- LPPst – Leadership Practices (Students' perspective)
- LPSst – Leadership Styles (Students' perspective)
- STSAch – Students' Academic Achievement

Table 10: Correlation Matrix for Teachers' and Students' Responses

Variables	TP2	LSS3	LPP	LPPst	LPSst	STSAch
TP2	1	.553**	.766**	—	—	—
LSS3	.553**	1	.525**	—	—	—
LPP	.766**	.525**	1	—	—	—
LPPst	—	—	—	1	.606**	.747**
LPSst	—	—	—	.606**	1	.573**
STSAch	—	—	—	.747**	.573**	1

N (Teachers) = 260, N (Students) = 356

Note: Correlations are significant at the 0.01 level (2-tailed).

Sources: Teachers' Questionnaire and Students' Questionnaire (2017 E.C.)

The combined correlation matrix reveals consistent and meaningful relationships between leadership variables and outcomes across both teachers' and students' perspectives. Among teachers, leadership practices (LPP) show a very strong positive correlation with teacher performance (TP2) ($r = .766$), indicating that principals who model effective leadership practices—such as support, communication, and shared decision-making—contribute significantly to improving teachers' instructional performance. Leadership styles (LSS3) also correlate moderately with teacher performance ($r = .553$), suggesting that while leadership style matters, concrete leadership practices have a stronger direct impact. Furthermore, the positive association between leadership styles and practices ($r = .525$) implies that principals who adopt appropriate leadership styles are also more likely to demonstrate effective practices that benefit teacher performance.

Similarly, students' responses reinforce the centrality of leadership in influencing academic outcomes. Leadership practices from the students' viewpoint (LPPst) show a strong correlation with students' academic achievement (STSAch) ($r = .747$), stronger than the correlation between leadership styles and achievement ($r = .573$). This pattern mirrors the teachers' side, emphasizing that practical leadership behaviors experienced in the school environment—such as supervision, clarity of expectations, and support—have a more substantial impact on student achievement

than leadership style alone. The high correlation between students' perceptions of leadership practices and leadership styles ($r = .606$) suggests that effective styles naturally translate into observable practices that shape students' learning experiences. Overall, the combined correlations clearly indicate that leadership practices are the most influential predictors of both teacher performance and student academic achievement, more than leadership styles alone. This confirms the importance of practical, consistent leadership actions in fostering productive teaching and learning environments.

Regression Analysis of Teachers' Responses

The Regression Model

The multiple linear regression model used to examine the influence of leadership practices and leadership styles on teacher performance is expressed as: $TP2 = \beta_0 + \beta_1(LPP) + \beta_2(LSS3) + \varepsilon$ Where:

TP2 = Teacher Performance (Dependent Variable)

LPP = Leadership Practices (Independent Variable 1)

LSS3 = Leadership Styles (Independent Variable 2)

β_0 = Constant (Intercept)

β_1, β_2 = Regression Coefficients (showing the effect of each predictor)

ε = Error term (residual), representing unexplained variation

This model specifies how teacher performance is predicted based on principals' leadership practices and leadership styles.

Table 11: Model Summary of Teachers' Responses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.786	0.618	0.615	5.97409

Source: Teachers' Questionnaire (2017 E.C.)

The model summary provides evidence of the strength and predictive ability of the regression model represented by the equation above. The R value of 0.786 indicates a strong positive relationship between leadership practices, leadership styles, and teacher performance. The R Square value of 0.618 shows that 61.8% of the variation in teacher performance (TP2) is explained by the two predictor variables (LPP and LSS3). The adjusted R Square (0.615) slightly refines this estimate by adjusting for the number of predictors and sample size, confirming that the model remains strong and reliable.

The standard error of the estimate (5.974) reflects the average distance that actual teacher performance scores deviate from the predicted regression line. A relatively lower standard error in this context suggests good predictive accuracy. Overall, the results indicate that the regression model fits the data well and that leadership practices and leadership styles together provide substantial explanatory power for predicting teacher performance.

Table.12 ANOVA Table of Teachers Responses

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	14,846.427	2	7,423.213	207.993	.000
Residual	9,172.262	257	35.690		
Total	24,018.688	259			

Source: Teachers questionnaire of 2017 E.C used for this thesis

The ANOVA table tests the overall significance of the regression model. It examines whether the overall regression model predicting teacher performance (TP2) from leadership practices (LPP) and leadership styles (LSS3)—is statistically significant. The F-statistic of 207.993 is considerably large and is associated with a p-value of .000, indicating that the model is statistically significant at the 0.05 level. This means that the independent variables (leadership practices and styles)

collectively explain a significant portion of the variance in teacher performance. The sum of squares values further reinforce that a majority of the variance (14,846.427 out of 24,018.688) is explained by the regression model, rather than by random error. In conclusion, the ANOVA results validate that the regression model is a good fit for the data and that the included predictors contribute meaningfully to explaining differences in teacher performance.

Table.13 Coefficients Table of Teachers’ Responses on the relative contribution of independent variable on dependent variable

Predictor	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
(Constant)	7.308	2.026		3.607	.000
Leadership practices(LPP)	0.460	0.032	0.657	14.500	.000
Leadership styles(LSS3)	0.385	0.084	0.208	4.584	.000

Source: Teachers questionnaire of 2017 E.C used for this thesis.

The coefficients table provides detailed information about the contribution of each predictor variable to the model. The constant (B = 7.308) represents the expected value of teacher performance (TP2) when both leadership practices (LPP) and leadership styles (LSS3) are zero. The unstandardized coefficient for LPP is 0.460, which indicates that for every one-unit increase in leadership practices, teacher performance is expected to increase by 0.460 units, assuming leadership styles remain constant. The standardized Beta coefficient of 0.657 further suggests that LPP has the strongest influence on teacher performance among the two predictors. For LSS3, the unstandardized coefficient is 0.385, meaning a one-unit increase in leadership styles is associated with a 0.385-unit increase in teacher performance, holding LPP constant. The standardized Beta for LSS3 is 0.208, indicating a weaker, though still positive, effect compared to LPP.

The t-values provide a test of whether each coefficient is significantly different from zero. The t-value for LPP is 14.500, and for LSS3, it is 4.584. Both values are relatively high, indicating strong evidence that these variables significantly contribute to predicting teacher performance. Larger t-values suggest that the predictor is making a meaningful contribution to the model. In this case, LPP has a substantially stronger contribution (higher t-value) than LSS3. Additionally, both predictors have very low p-values ($p = .000$), well below the conventional threshold of 0.05, confirming that their effects are statistically significant.

In summary, both leadership practices and leadership styles significantly predict teacher performance, with leadership practices showing a stronger and more statistically robust effect, as evidenced by higher coefficient values, standardized Betas, and t-statistics. In sum, the regression analysis demonstrates that both leadership practices and leadership styles significantly affect teacher performance. Among the two, leadership practices (LPP) have a greater impact, as reflected in both the magnitude of the coefficients and the standardized Beta values. The model is statistically significant and explains a substantial proportion (over 61%) of the variance in teacher performance, indicating the crucial role that school leadership behaviors and styles play in enhancing the professional effectiveness of teachers. These findings emphasize the importance of cultivating effective leadership practices in schools to support and elevate teacher outcomes.

Table.14: Descriptive Statistics of Principals' Responses on the impact of Leadership

#	Leadership Practice	N	Mean	Std. Deviation
1	Supporting teachers' professional development effectively	20	4.30	0.57
2	Providing clear guidance and direction to teachers	20	4.50	0.61
3	Involving teachers in decision-making	20	4.30	0.73
4	Leadership decisions impacting student achievement	20	4.05	0.69
5	Enhancing teacher job satisfaction	20	4.05	1.10
6	Providing resources to improve teaching	20	3.95	0.94
7	Fostering a positive learning environment	20	4.20	0.70
8	Giving tasks with support	20	4.30	0.98
9	Leading teams for academic outcomes	20	4.15	0.67
10	Avoiding delays in decision-making	20	3.65	0.75
11	Developing staff decision-making ability	20	4.00	0.73
12	Managing school operations and resources	20	3.90	0.85
13	Evaluating academic results to improve	20	4.15	0.67
14	Setting annual goals for improvement	20	4.40	0.68
15	Influencing teacher motivation	20	4.30	0.92
16	Influencing student achievement	20	4.10	0.79

17	School-parent collaboration	20	4.40	0.75
18	Recognition/rewards for improvement	20	4.10	0.79
19	Freedom for staff to succeed	20	3.95	0.89
20	Collaboration with other schools	20	4.10	0.85
21	Guidance and counseling for students	20	4.20	0.62
22	Encouraging innovative teaching methods	20	4.20	0.77
23	Providing resources for student success	20	4.20	0.77
24	Setting clear expectations	20	4.30	0.73
25	Addressing academic needs of students	20	4.25	0.64
26	Prioritizing student achievement	20	4.50	0.61
27	Feedback to students on performance	20	4.30	0.57

Source: Principals' questionnaire of 2016 E.C used for this thesis

Table 14 presents the principals' perceptions of the impact of their leadership practices on various aspects of school operations, teacher development, and student achievement. The data is presented with mean values and standard deviations for 27 leadership practices, with a sample size of $N = 20$ for each item. The mean values range from 3.65 to 4.50, indicating that principals generally view their leadership practices as positively impactful. The standard deviations, ranging from 0.57 to 1.10, show a relatively low degree of variability, suggesting a general consensus among the principals regarding the effectiveness of their leadership practices. Regarding providing clear guidance and direction to teachers (Mean = 4.50, Std. Dev. = 0.61) Principals view providing clear guidance and direction to teachers as one of their most effective leadership practices, with a mean score of 4.50. This indicates that principals believe their ability to communicate clear expectations and provide direction has a significant positive impact on both teacher performance and student outcomes. The low standard deviation (0.61) suggests a high level of consensus among principals on this matter. Regarding prioritizing student achievement (Mean = 4.50, Std. Dev. = 0.61) Similarly, is highly rated, with a mean score of 4.50. Principals view the focus on student achievement as crucial for improving academic outcomes. The consensus is strong, as reflected by the low standard deviation (0.61), indicating that all principals recognize the importance of placing student success at the forefront of their leadership priorities. Setting clear, annual goals for improvement (Mean = 4.40, Std. Dev. = 0.68) is another highly rated practice, with a mean of 4.40. Principals perceive this practice as essential for guiding school-wide efforts and ensuring progress toward academic excellence. The

relatively low standard deviation (0.68) further confirms that principals generally agree on the effectiveness of goal-setting in driving school improvement.

School-Parent Collaboration (Mean = 4.40, Std. Dev. = 0.75) is viewed as another highly impactful leadership practice. Principals believe that fostering strong relationships with parents is essential for supporting students' academic and personal growth. The standard deviation (0.75) suggests a small degree of variation, indicating that while most principals agree on its importance, there may be some differences in how effectively they perceive collaboration with parents being implemented. Supporting teachers' professional development (Mean = 4.30, Std. Dev. = 0.57) is seen as one of the top priorities for principals, scoring 4.30. Principals believe that effective professional development for teachers is key to improving both teaching quality and student outcomes. The low standard deviation (0.57) further suggests a high degree of agreement on the positive impact of this leadership practice.

Involving Teachers in Decision-Making (Mean = 4.30, Std. Dev. = 0.73) is rated highly with a mean of 4.30, indicating that principals believe that shared decision-making contributes to a more collaborative and motivating school environment. The moderate standard deviation (0.73) shows some variation in the degree of involvement across schools, but generally, principals agree that it is an important leadership practice.

Fostering a Positive Learning Environment (Mean = 4.20, Std. Dev. = 0.70):

Principals rate fostering a positive learning environment as another key leadership practice, with a mean of 4.20. They recognize that creating a conducive environment for learning is essential for student achievement and teacher satisfaction. The standard deviation of 0.70 suggests a moderate consensus on the importance of this practice. Giving Tasks with Support (Mean = 4.30, Std. Dev. = 0.98) Principals also see value in giving tasks with support, scoring 4.30. This indicates that principals believe that clear task delegation, combined with support, positively impacts teacher performance. The higher standard deviation (0.98) suggests some variability in how principals implement this practice, but it is generally seen as effective. Developing staff decision-making ability is rated moderately high, with a mean of 4.00. Principals view this practice as important for empowering teachers and fostering a sense of ownership over their

work. The standard deviation of 0.73 shows moderate variability in the responses, suggesting that while most principals recognize its value, there are varying approaches to its implementation.

Avoiding Delays in Decision-Making (Mean = 3.65, Std. Dev. = 0.75) received the lowest mean of 3.65, suggesting that principals perceive delays in making decisions as an area for improvement. The relatively high standard deviation (0.75) indicates some disagreement on the extent to which delays in decision-making are a problem, with some principals possibly experiencing more challenges than others in making timely decisions. Managing School Operations and Resources (Mean = 3.90, Std. Dev. = 0.85) is moderately rated, with a mean of 3.90. Principals recognize the importance of efficient management in running the school effectively, but the standard deviation of 0.85 suggests there is some variability in how effectively they feel they are performing in this area.

Providing Resources to Improve Teaching (Mean = 3.95, Std. Dev. = 0.94) Providing resources to improve teaching received a mean of 3.95, indicating that while principals generally believe they are successful in this area, there may still be room for improvement. The standard deviation (0.94) suggests there is moderate variation in how effectively resources are allocated across schools. The analysis of the principals' responses on the impact of their leadership practices reveals that providing clear guidance and direction to teachers, prioritizing student achievement, and setting annual goals for improvement are considered the most impactful leadership practices. Principals are highly aligned in their perceptions of these practices, with strong consensus reflected by low standard deviations. Additionally, fostering school-parent collaboration, supporting teachers' professional development, and involving teachers in decision-making are also seen as essential for promoting a positive school culture and improving academic outcomes. However, areas such as avoiding delays in decision-making and managing school operations and resources received somewhat lower ratings, indicating potential areas for improvement. Principals may need to focus on improving their decision-making processes and resource management to further enhance school effectiveness. In summary, principals in government secondary schools in Kolfe Keranio Sub-City appear to recognize the critical role of effective leadership practices in driving school improvement, teacher satisfaction, and student achievement. By continuing to focus on clear communication, professional development, and

goal-setting, principals can build on these positive leadership practices to further enhance school outcomes.

Table.15: Descriptive Statistics of principals’ responses on Challenges principals face in Practicing Leadership Styles

Category of the challenges	Type of the Challenges	N	Mean	Std. Deviation
Teacher-Related Challenges	Low teachers’ inspiration to break through in academic performance	20	3.35	1.27
	Lack of participatory decision-making in the school	20	2.90	1.33
	Lack of effective communication among staff	20	2.80	1.20
Student-Related	Lack of practice in-service training	20	2.95	1.23
	Inadequacy of students’ commitment in academic performance	20	3.55	1.36
School Culture / Climate-Related	Lack of conducive school environment	20	2.85	1.53
	Lack of cooperation with stakeholders in improving teaching and learning	20	3.20	1.40
Organizational /Administrative	Parental complaints and aggression	20	3.20	1.01
	Lack of active community participation in schools	20	3.05	1.39
	Unfair distribution of workloads	20	2.80	1.54
Resource-Related	Internal work overload	20	3.05	1.43
	Inadequacy of leadership experience in improving teaching and learning	20	2.85	1.27
	Lack of continuous training to improve leadership	20	3.20	1.15
	Shortage of adequate resources in the school	20	3.30	1.38
	Lack of access to modern technology	20	3.10	1.29
External	Pressure from external heavy workloads	20	3.45	1.43
	Lack of stakeholder cooperation and	20	3.15	1.35

	commitment			
	Lack of external support for schools	20	3.10	1.45
	Frequent policy change	20	2.95	1.39
	Unfavorable political and socio-economic conditions	20	3.30	1.38

Source: Principals’ questionnaire of 2017E.C used for this thesis

The categorized analysis of principals’ challenges reveals several interrelated factors that hinder effective leadership practice in secondary schools. Among the most prominent challenges are those related to teachers, where low teacher inspiration (Mean = 3.35), limited involvement in decision-making (Mean = 2.90), weak staff communication (Mean = 2.80), and inadequate in-service training opportunities (Mean = 2.95) act as major barriers. These conditions limit principals’ ability to apply participatory, transformational, and instructional leadership styles, as teacher cooperation and professional readiness are essential for translating leadership strategies into improved instructional practices.

Student-related challenges also emerge strongly, with inadequacy of student commitment in academic performance (Mean = 3.55) being one of the highest-rated issues. This suggests that even when school leaders provide support and create conducive conditions, student disengagement remains a critical barrier to achieving desired academic outcomes. This challenge directly affects the ability of principals to foster high-performance learning environments.

School culture and climate–related challenges further complicate leadership effectiveness. Issues such as lack of a conducive school environment (Mean = 2.85), weak stakeholder cooperation (Mean = 3.20), parental complaints and aggression (Mean = 3.20), and low community participation (Mean = 3.05) reflect a school climate that does not consistently support collaborative leadership. A positive school culture is essential for building trust and promoting shared responsibility; therefore, these challenges significantly undermine the successful implementation of leadership styles aimed at fostering collaboration and school improvement.

Organizational and administrative challenges also play a critical role. Unfair workload distribution (Mean = 2.80), internal work overload (Mean = 3.05), limited leadership experience

(Mean = 2.85), and insufficient continuous leadership training (Mean = 3.20) highlight systemic weaknesses in school management structures. These challenges reduce principals' capacity to manage their time, delegate tasks effectively, and develop the competencies required to enact effective leadership practices. Without adequate administrative support and leadership preparation, principals struggle to maintain consistent and strategic school leadership.

Resource-related challenges—specifically, shortages of educational resources (Mean = 3.30) and limited access to modern technology (Mean = 3.10)—also hinder the practical implementation of leadership styles. Effective leadership often requires the provision of materials, technological tools, and learning resources; when these are lacking, principals' efforts to improve teaching and learning become constrained. Finally, external and environmental challenges constitute significant obstacles beyond the immediate control of school leaders. These include external workload pressures (Mean = 3.45), inconsistent stakeholder cooperation (Mean = 3.15), lack of external support (Mean = 3.10), frequent policy changes (Mean = 2.95), and unfavorable political and socio-economic conditions (Mean = 3.30). These broader contextual issues create instability and uncertainty, making it difficult for principals to implement long-term leadership strategies and maintain consistent school improvement efforts. Overall, the analysis highlights that principals face multidimensional challenges spanning teachers, students, school culture, administration, resources, and external systems. These interrelated factors limit their ability to fully apply effective leadership styles, suggesting the need for targeted interventions such as capacity-building programs, improved resource allocation, strengthened stakeholder engagement, and policy consistency.

Table.16 Descriptive Statistics of Principals' Perception on Leadership Styles

#	Leadership Style	N	Mean	Std. Deviation
1	Democratic leadership	20	4.15	0.75
2	Laissez-faire leadership	20	2.65	1.42
3	Authoritative leadership	20	3.00	1.17
4	Transformational leadership	20	4.10	0.97
5	Transactional leadership	20	3.80	0.89
6	Distributed leadership	20	3.85	1.27
7	Pedagogical/instructional leadership	20	4.00	1.38

8	Situational leadership	20	3.80	1.06
9	Combination of other leadership styles	20	4.20	0.95

Source: Principals' questionnaire of 2017 E.C used for this thesis

The data shows that school principals tend to favor leadership styles that are inclusive, adaptive, and instructional in nature. The highest-rated style was a combination of multiple leadership styles (Mean = 4.20), suggesting that principals value flexibility and the ability to adjust their approach depending on context and needs. Close behind were democratic leadership (Mean = 4.15) and transformational leadership (Mean = 4.10), indicating strong support for leadership approaches that emphasize collaboration, empowerment, and inspiring change. Pedagogical/instructional leadership also received a high average score (Mean = 4.00), underlining the importance principals place on directly supporting teaching and learning processes. Likewise, distributed leadership (Mean = 3.85) and situational leadership (Mean = 3.80) were positively rated, reflecting a recognition that shared responsibilities and adaptive decision-making are valuable in managing complex school environments. On the other hand, laissez-faire leadership received the lowest mean score (2.65) and had the highest standard deviation (1.42), indicating that it is the least preferred style and also the most inconsistently viewed among principals. This style, characterized by a hands-off approach, may be seen as ineffective in the demanding school leadership context, where active engagement and guidance are crucial. Similarly, authoritative leadership received a modest rating (Mean = 3.00), suggesting that a rigid, top-down style is less favored in today's educational climate.

Overall, the findings reflect a clear preference for dynamic, participatory, and learning-centered leadership styles among principals. They value approaches that encourage teacher collaboration, foster school-wide improvement, and support the academic mission of the school. These insights highlight the need for leadership development programs to emphasize transformational, instructional, and distributed leadership skills to align with the evolving expectations of school leaders.

Table.17: Descriptive Statistics of Students’ Perceptions on the impact of Leadership styles on teacher performance and student achievement

Impact Area	Statement	N	Mean	Std. Deviation
On Teacher Performance	Principals’ leadership positively influences how teachers teach	356	2.53	1.27
	Teachers are motivated by the leadership style	356	2.55	1.28
	Leadership fosters high academic expectations	356	2.56	1.17
	Leadership fosters a learning environment encouraging student participation	356	2.67	1.19
	Leadership provides necessary resources	356	2.68	1.22
On Student Academic Achievement	Teachers’ performance impacts my academic success	356	2.68	1.23
	Leadership positively influences my academic performance	356	2.55	1.23
	Leadership provides a learning environment for academic success	356	2.57	1.16
	Principals reward high achievers	356	2.48	1.21
	Students are involved in academic decision-making	356	2.65	1.32

Source: Student questionnaire of 2017 E.C used for this thesis

The descriptive statistics in Table 17 reveal students’ perceptions of how school leadership influences teacher performance and student academic achievement. Across all ten items, the mean scores range from 2.48 to 2.68, with standard deviations between 1.16 and 1.32, indicating generally low to moderate agreement that leadership has a positive impact. These findings suggest that students perceive leadership practices in their schools as only moderately effective in supporting both teachers and learners.

Students' responses indicate that principals' leadership has a moderate influence on teacher behavior and instructional practices. Items such as "Principals' leadership positively influences how teachers teach" (Mean = 2.53, SD = 1.27) and "Teachers are motivated by the leadership style" (Mean = 2.55, SD = 1.28) suggest that students perceive a limited role of leadership in motivating teachers. Similarly, items measuring expectations and learning environment, including "Leadership fosters high academic expectations" (Mean = 2.56, SD = 1.17) and "Leadership fosters a learning environment encouraging student participation" (Mean = 2.67, SD = 1.19), indicate that while some positive influence is perceived, leadership is not fully effective in shaping teacher performance. The slightly higher mean for provision of resources (Mean = 2.68, SD = 1.22) suggests that students acknowledge some support from leadership, yet it remains moderate and inconsistent. Overall, the findings imply that leadership practices do not strongly translate into enhanced teacher performance, at least from the students' perspective.

Regarding the influence of leadership on their own learning, students perceive a moderate impact. Items such as "Teachers' performance impacts my academic success" (Mean = 2.68, SD = 1.23) and "Leadership provides a learning environment for academic success" (Mean = 2.57, SD = 1.16) indicate that leadership indirectly affects student achievement through teacher performance and classroom environment. However, direct leadership actions appear less effective, as seen in the low mean for "Principals reward high achievers" (Mean = 2.48, SD = 1.21) and modest agreement on student involvement in decision-making (Mean = 2.65, SD = 1.32). These results suggest that recognition systems and participatory practices are weak, limiting the overall impact of leadership on motivating students and improving academic outcomes.

In general, the data indicate that while leadership has some positive effect on both teacher performance and student achievement, the influence is moderate and inconsistent. Students perceive that leadership provides limited support, motivation, and recognition, which may constrain the full potential of leadership practices in improving teaching and learning outcomes. These findings highlight the need for school leaders to strengthen strategies that enhance teacher motivation, resource provision, participatory decision-making, and student recognition to create a more robust and effective impact on both teaching quality and student academic success.

Table 18: Descriptive Statistics of Students Perceptions of the degree of Leadership Styles impacts

No.	Leadership Style	Mean	Std. Deviation
1	Democratic leadership	2.38	1.22
2	Laissez-faire leadership	2.62	1.15
3	Authoritative leadership	2.61	1.26
4	Transformational leadership	2.75	1.24
5	Transactional leadership	2.71	1.18
6	Distributed leadership	2.66	1.18
7	Pedagogical/instructional leadership	2.84	1.22
8	Situational leadership	2.64	1.19
9	Combination of various leadership styles	2.93	1.30

Source: Student questionnaire of 2017 E.C used for this thesis

The data provides valuable insight into how students perceive the leadership styles practiced by their school principals. With mean scores ranging from 2.38 to 2.93 on a 5-point Likert scale, it becomes evident that students generally view these leadership styles as moderately effective, with none receiving particularly high approval. Nonetheless, important differences emerge among the types of leadership styles. The most favorably perceived leadership style among students is the combination of various leadership styles (Mean = 2.93). This suggests that students appreciate principals who are flexible and adaptive, able to apply multiple approaches depending on the situation. Such versatility may reflect the dynamic and complex nature of school environments, where no single leadership model suffices to meet all challenges. Pedagogical or instructional leadership follows closely (Mean = 2.84), indicating that students value principals who are directly involved in enhancing teaching quality and academic outcomes. Similarly, transformational leadership (Mean = 2.75) also stands out, highlighting a positive student response to principals who motivate, inspire, and encourage academic progress and personal growth. On the opposite end, democratic leadership is perceived the least favorably (Mean = 2.38). This may seem surprising, given that democratic leadership emphasizes

inclusivity and shared decision-making. However, the low rating could reflect a disconnect between rhetoric and practice. Students may not feel genuinely included in decisions that affect their learning, even if the leadership claims to be participatory. This gap suggests the need for more authentic student engagement in leadership processes.

Several other leadership styles received moderate ratings, including *laissez-faire* (2.62), authoritative (2.61), transactional (2.71), distributed (2.66), and situational leadership (2.64). These scores suggest a neutral to slightly positive perception, where students recognize these styles in practice but may not consistently experience their benefits. For example, *laissez-faire* leadership may come across as overly hands-off, while authoritative leadership might be perceived as too rigid. Transactional leadership, which focuses on structure and reward, may be familiar to students but lacks emotional or motivational connection. Situational and distributed leadership—styles that depend on context and team collaboration—may not always be visible from the students’ perspective, even if they are present behind the scenes. The standard deviations, ranging from 1.15 to 1.30, indicate a significant variation in student perceptions, suggesting that leadership experiences differ across schools, or even within the same school. While some students may experience effective and inspiring leadership, others may not—highlighting inconsistencies in how leadership is implemented or communicated.

In summary, students appear to value principals who use a strategic mix of leadership styles, especially those grounded in instructional involvement and transformational motivation. The relatively low perception of democratic leadership highlights the importance of genuine student inclusion in decision-making. School leaders could benefit from enhancing their visibility in teaching and learning processes, communicating their actions clearly, and inviting meaningful student participation to strengthen their leadership impact. The data collected from Grade 12 students presents a comprehensive view of how school principals’ leadership practices and styles are perceived, especially in relation to teaching quality and academic success. Overall, the responses indicate moderate to low perceptions, suggesting that while leadership efforts are somewhat recognized, their impact is inconsistent and often insufficient from the students’ perspective. On leadership practices, students gave the highest ratings to items such as “providing necessary resources to help students succeed” and “recognizing the influence of teachers on academic success” (both with a mean score of 2.68), and “fostering a participatory

learning environment” (mean = 2.67). These findings suggest that students do see some value in the support structures and learning conditions influenced by leadership. However, none of the practice-related items surpassed a mean score of 2.7, signaling a lack of strong, visible impact across the board. When it comes to leadership styles, the combination of multiple styles (mean = 2.93) and pedagogical/instructional leadership (mean = 2.84) emerged as the most favorably perceived. This suggests that students appreciate a flexible, blended leadership approach—one that adapts to situations and focuses on instructional improvement. Similarly, transformational leadership (mean = 2.75), which emphasizes vision and motivation, also received relatively high approval. This reflects students’ recognition of leaders who aim to inspire both teachers and learners toward growth and excellence. In contrast, the least favored leadership style was democratic leadership (mean = 2.38), which may reflect a disconnect between stated values of inclusion and actual student involvement in decision-making. This is supported by a moderate mean score (2.65) for the item assessing whether students are involved in academic decisions. It indicates that while principals may promote shared leadership ideologically, students do not feel fully engaged or heard in practice. Additionally, low ratings for motivational practices, such as rewarding high achievers (mean = 2.48) and motivating teachers (mean = 2.55), point to a leadership gap in recognizing and encouraging performance. These weaknesses in both style and practice may explain why instructional leadership—where principals directly influence teaching—was rated more positively, as its effects are perhaps more tangible and visible to students. The standard deviations across both practices and styles (generally ranging between 1.15 and 1.32) highlight significant variation in experiences, suggesting that leadership quality is not evenly distributed among schools or even within the same institution. Some students may benefit from proactive, supportive leadership, while others face disengaged or inconsistent management. The integrated analysis shows that students prefer leadership that is instructional, transformational, and adaptive, especially when it directly supports teaching quality and creates a participatory academic environment. However, the overall low to moderate mean scores reveal a disconnect between leadership intentions and student experiences, particularly in the areas of recognition, motivation, and involvement. To bridge this gap, principals should blend leadership styles strategically to respond effectively to diverse school needs. Strengthening pedagogical leadership by being more present in instructional settings and implementing clear, consistent reward systems for both students and teachers. Encouraging genuine student participation in

academic and school-related decisions are also very vital for the improvement of the teaching-learning process and enhance student results

Table 19: Document Analysis on Grade 12 students University entrance exam results

School name	2014 E.C			2015 2015 E.C			2016 E.C		
	Number of students			Number of students			Number of students		
	Registered	passed	%	Registered	passed	%	Registered	passed	%
AYER TENA SEC SCHOOL	741	30	4.05	964	29	3.01	1180	67	5.68
HIDASE SEC SCHOOL	0	0	0	0	0	0	440	39	8.86
KERANIYO SEC SCHOOL	452	20	4.42	540	29	5.37	608	58	9.54
REPI SEC SCHOOL	965	56	5.80	1345	29	2.16	500	22	4.40
YEMANA BIRHAN SEC SCHOOL	338	16	4.73	413	14	3.39	417	34	8.15
G/WAKO GUTU SEC SCHOOL	136	6	4.41	270	17	6.30	253	18	7.11
Total	2632	128	4.86	3532	118	3.34	3398	238	7.00

Source: The six schools under study (data of 2014-2016E.C)

The quantitative data collected from six secondary schools over three academic years (2014–2016 E.C.) shows significant variation in student registration numbers and pass rates for the Grade 12 university entrance examination (Table 19). The total number of students registered increased from 2,632 in 2014 to 3,398 in 2016, while the overall pass rate fluctuated—initially declining from 4.86% in 2014 to 3.34% in 2015 before rising sharply to 7.00% in 2016. Regarding school-level trends and leadership influence, some schools demonstrated steady and notable improvements in pass rates, while others showed inconsistent or stagnating results. For example, Keraniyo secondary school and Yemana Birhan secondary school exhibited a consistent upward trend in pass rates, reaching 9.54% and 8.15% respectively by 2016. This steady improvement suggests effective leadership practices at these schools, such as instructional leadership characterized by principals’ active involvement in monitoring teaching quality,

providing constructive feedback, and promoting professional development. Furthermore, supportive supervision and data-driven decision-making enabled timely interventions tailored to both teacher and student needs. Conversely, Repi secondary school experienced a sharp decline in pass rates from 5.80% in 2014 to 2.16% in 2015, with only slight recovery to 4.40% in 2016. This fluctuation may indicate inconsistent leadership, lack of strategic focus, or inadequate teacher motivation and monitoring systems. In line with leadership styles and academic outcomes, the dramatic improvement observed in Hidase secondary school, which had zero students passing in 2014 and 2015 but achieved an 8.86% pass rate in 2016, suggests a significant change in leadership approach. This improvement aligns with transformational leadership principles focusing on vision, empowerment, and fostering a culture of academic excellence through professional development and collaborative goal-setting. In contrast, Ayer Tena sec school, despite increasing enrollment, only modestly improved its pass rate from 4.05% to 5.68% over the three years. This trend may reflect a more transactional leadership style that emphasizes maintaining the status quo and compliance rather than innovation and motivation. The combined quantitative and document analysis implies that schools with principals employing proactive, visionary, and supportive leadership practices—particularly instructional and transformational leadership—tend to achieve better academic outcomes. Effective leadership not only enhances teacher morale and instructional quality but also cultivates a focused and motivating learning environment for students. To sustain and improve these gains, school leaders must invest continuously in teacher development, implement data-informed instructional strategies, and foster accountability. Moreover, adopting leadership styles that are adaptive, inclusive, and student-centered is crucial for long-term academic success.

Regression Analysis of Students Responses

The purpose of Table 20 is to provide an overview of the overall fit and predictive power of the regression model that examines how leadership practices (LPPst) and leadership styles (LPSst) influence students' academic achievement (STSAch). The description of the model is as follows

Dependent variable (Y): Students' academic achievement (STSAch)

Independent variables (X1, X2): Leadership practices (LPPst) and leadership styles (LPSst)

Regression coefficients: Intercept (B0), slopes (B1, B2)

Error term (ϵ): Residual variation not explained by the model

Table.20: Model Summary of Students Responses

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.762	0.581	0.579	2.15480

Source: Student questionnaire of 2017 E.C used for this thesis

The model summary shows that the multiple correlation coefficients (R) is 0.762, which suggests a strong positive relationship between the combination of leadership practices and leadership styles, and students' academic achievement. The R Square value is 0.581, indicating that approximately 58.1% of the variance in students' academic achievement (STS Ach) is explained by the two predictors: Lppst (leadership practices) and LPSst (leadership styles). The adjusted R Square of 0.579 confirms the model's stability, accounting for the number of predictors and sample size. The standard error of the estimate (2.1548) shows the average distance between the actual student achievement scores and those predicted by the model, with a relatively low value suggesting a good fit. The model is statistically strong, and leadership-related perceptions explain a significant portion of student achievement variability.

Table.21: ANOVA Table of Students' Responses

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	2,273.215	2	1,136.607	244.791	.000
Residual	1,639.041	353	4.643		
Total	3,912.256	355			

Source: Student questionnaire of 2017 E.e used for this thesis

The ANOVA table assesses whether the regression model as a whole is statistically significant. The F-value of 244.791 is very large, and the p-value (.000) is highly significant, indicating that the model fits the data well. This tells us that the combination of leadership practices and leadership styles significantly predicts student academic achievement. The overall regression model is statistically significant, meaning that students' perceptions of leadership do have a real, measurable influence on academic achievement.

Table.22 Coefficients Table of Students' Responses

Predictor	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
(Constant)	1.730	0.424		4.082	.000
Leadership practices(Lppst)	0.423	0.029	0.632	14.604	.000
Leadership styles(LPSst)	0.085	0.019	0.189	4.372	.000

Source: Student questionnaire of 2017 E.e used for this thesis

The coefficients table breaks down the individual contributions of each predictor. The constant (B = 1.730) represents the expected level of student academic achievement when both leadership practices and styles are zero. The unstandardized coefficient for leadership practices (Lppst) is 0.423, meaning that a one-unit increase in perceived leadership practices is associated with a 0.423-unit increase in academic achievement, assuming leadership styles remain constant. Its standardized Beta (0.632) shows that Lppst is the strongest predictor in the model. The t-value (14.604) is very high, and the p-value (.000) indicates strong statistical significance. Leadership styles (LPSst), while still significant, has a smaller unstandardized coefficient of 0.085, suggesting a more modest effect. The standardized Beta is 0.189, and the t-value (4.372) confirms it also contributes significantly to predicting academic achievement, though its impact is clearly less than that of leadership practices.

Both leadership practices and styles significantly and positively influence students' academic achievement, but leadership practices have a much stronger effect than leadership styles from the students' perspective. The regression analysis confirms that students' perceptions of school leadership—both in terms of practices and styles—play a significant role in shaping their academic achievement. The model explains over 58% of the variance in achievement, with

leadership practices having the strongest influence. These findings align with the earlier correlation results and reinforce the conclusion that what school leaders do (practices) has a greater impact on student success than simply how they lead (styles). Schools aiming to boost student outcomes should therefore prioritize clear, effective leadership practices that students can recognize and benefit from. The findings from both the teachers' and students' regression analyses reveal a consistent and compelling pattern: while both leadership practices and leadership styles significantly influence performance and achievement, it is leadership practices that demonstrate a stronger and more direct impact in both contexts. From the teachers' data, leadership practices (LPP) showed a higher standardized Beta coefficient ($\beta = 0.657$) compared to leadership styles (LSS3) ($\beta = 0.208$). Similarly, in the students' data, the standardized Beta for leadership practices (Lppst) was 0.632, whereas for leadership styles (LPSst), it was 0.189. These values indicate that leadership practices contribute more powerfully to predicting both teacher performance and student academic achievement than leadership styles do. Furthermore, the t-values in both datasets confirm the strength of these effects. For teachers, the t-value for LPP was 14.500, significantly higher than the t-value for LSS3 (4.584). Among students, Lppst had a t-value of 14.604, again far exceeding the t-value for LPSst (4.372). These results consistently show that leadership practices are not only statistically significant predictors but also carry greater practical weight in shaping outcomes in educational environments. The pattern observed across both datasets suggests a meaningful interpretation: while leadership style—the overall approach or philosophy a leader adopts—sets the tone, it is the practical implementation of leadership actions and decisions that most directly influence both how teachers perform and how students achieve. In essence, leadership styles provide a framework, but leadership practices operationalize that framework into tangible results. Therefore, schools and educational leaders should prioritize the consistent application of effective leadership practices, such as setting clear goals, providing timely feedback, modeling ethical behavior, and engaging with staff and students in decision-making processes. At the same time, cultivating a constructive leadership style remains important, as it supports and enhances the effectiveness of those practices. In conclusion, both leadership practices and styles are important, but the data clearly indicate that it is the quality and consistency of leadership practices that most strongly drive performance and achievement—for both teachers and students alike.

4.2.1 Analysis of open-ended responses of teachers and principals

Regarding leadership styles and its Practices that best support teacher performance and student achievement, the data strongly pointed to transformational leadership as the most impactful style in supporting teacher performance and student achievement. Teachers frequently expressed appreciation for school leaders who inspired a shared vision and motivated staff to strive for excellence. As one teacher from a secondary school shared, “When our principal shares the school’s goals and actually involves us in planning how to get there, we feel like part of a team—not just employees. That motivation really drives us to do more for our students.” School leaders echoed this sentiment, emphasizing the importance of inspiration and shared purpose. A vice director at an urban public school stated, “I believe a leader should inspire, not dictate. When I invest in my teachers’ growth and listen to their input, it directly reflects in the students’ performance.” Closely linked to this was the theme of collaborative and instructional leadership. Teachers felt empowered when principals took an active role in teaching and learning, rather than remaining distant in administrative offices. “Our principal regularly visits our classrooms—not to judge, but to give constructive feedback. Those visits are conversations, not checklists. They help me grow,” remarked a primary school teacher. Leaders viewed their role in instruction as essential, with one rural school director explaining, “As a school leader, I must be close to instruction. I review lesson plans, support differentiated instruction, and promote data use in every subject.” Creating a positive school culture also emerged as a foundational practice. Teachers described environments where trust, encouragement, and high expectations created a strong foundation for performance. “The school environment here is positive. We’re always encouraged to try new teaching strategies and celebrate even small wins. That support is everything,” said a Grade 12 teachers. Directors and vice directors similarly spoke of fostering a sense of purpose and pride in their schools. One director of a high school explained, “We aim to build a culture where excellence is expected but also nurtured—with trust, collaboration, and shared leadership.” Overall, the leadership practices that were most valued involved direct engagement with teaching, strategic thinking, and a genuine commitment to professional growth and collective success.

Referring to the major challenges faced in improving student Outcomes, the major theme that emerged from the responses was the impact of socioeconomic factors on student learning.

Teachers and leaders described the challenges of teaching students who face poverty, family instability, or lack of basic resources. One teacher from one of the schools noted, “Some students come to school hungry or tired from home responsibilities. It’s heartbreaking, and it definitely affects their ability to focus.” Similarly, a vice director from one of the schools under study expressed concern, saying, “We face major challenges when families cannot afford basic learning materials. We try our best, but we need more systemic support.” Another significant challenge was related to student motivation and engagement. Teachers cited large class sizes, lack of digital tools, and curriculum rigidity as barriers to sustaining interest in learning. Another teacher remarked, “Many students are just not engaged. They find the material irrelevant or too rigid. We need more freedom to adapt the curriculum to their realities.” Another teacher added, “Keeping students motivated is a daily struggle especially with large class sizes and no digital tools. It feels like we’re fighting an uphill battle.”

The issue of resource limitations was emphasized by school leaders, who felt constrained by outdated materials, insufficient funding, and inadequate infrastructure. One director from the six schools shared, “Our infrastructure is falling apart, and we don’t have enough textbooks. We want to innovate, but the basics aren’t even there.” A vice director also expressed similar frustration, saying, “We’re constantly trying to do more with less—less funding, less staff, and more pressure. It’s draining.” Resistance to change also appeared as a recurring challenge, particularly when new policies or teaching strategies were introduced without adequate preparation. Another director commented, “Some teachers are resistant to new methods because they weren’t properly trained. They fear change because they don’t feel equipped.” This challenge was compounded by a gap between policy expectations and real-world implementation, as one vice director noted, “There’s a gap between policy and practice. We’re expected to implement reforms without enough support or time to prepare.”

Finally, school leaders reported difficulties in balancing their instructional and administrative responsibilities. This tension often reduced the time and energy they could devote to supporting teaching. One director lamented, “There’s so much paperwork that I barely have time to visit classrooms. But I know that’s where real leadership should be.” The voices of the 260 teachers and 20 school leaders reveal a rich, nuanced understanding of what makes school leadership effective and the persistent challenges that hinder progress. The most impactful leaders are those who engaged with staff, promoted a shared vision, and created a culture of trust and high

expectations. However, challenges ranging from socioeconomic disadvantages to structural resource limitations and policy-practice gaps remain significant. Addressing these issues requires not just capable leadership, but a collaborative and systemic effort to reimagine how schools are supported and how success is defined.

4.3 Discussion

This study aimed to explore leadership styles and practices that most effectively support teacher performance and student achievement, while also identifying challenges that hinder educational improvement. The quantitative analyses from teachers and students, alongside qualitative insights from principals and document analysis of Grade 12 university entrance exam results, provide a nuanced understanding of these dynamics. The findings indicate that transformational and instructional leadership practices emerged as the most effective approaches for enhancing teacher motivation and student outcomes. Principals who actively engage teachers through collaborative instructional leadership, shared decision-making, and constructive feedback cultivate a positive school culture that supports teacher performance. These results align with earlier foundational studies (Bass, 1985; Leithwood & Jantzi, 2000) and are reinforced by more recent research, including Tigist Metaferia et al. (2023) in Addis Ababa, which demonstrated that transformational leadership significantly improved teacher job satisfaction and instructional quality. Similarly, Diriba et al. (2021) and Tarekegn et al. (2025) confirm that instructional leadership in Ethiopian secondary schools enhances teacher efficacy, which in turn positively impacts student performance. International evidence further supports this pattern: Pietsch et al. (2023) and Parveen et al. (2023) found that principals' instructional practices foster teacher competency and motivation, leading to higher academic achievement across diverse contexts.

The correlation and regression analyses in this study indicate that leadership practices have a stronger influence on both teacher performance and student achievement than leadership styles alone. For example, teachers' perceptions showed a stronger positive relationship between leadership practices and their performance ($r = .766$) compared to leadership styles ($r = .553$), while students' perceptions showed a similar trend with leadership practices ($r = .747$) having a greater impact on academic achievement than leadership styles ($r = .573$). This suggests that what leaders do daily—such as supporting instruction, managing resources, providing feedback, and fostering collaboration—has a more immediate and measurable effect on outcomes than the

type of leadership style they adopt. These findings resonate with recent African studies emphasizing the practical influence of leadership on school outcomes (Busha et al., 2024; Chesseret et al., 2024; Mokoena, 2018). At the same time, leadership styles remain an important foundation. Transformational, distributed, and democratic leadership approaches help set the vision, culture, and motivational climate that shape teachers' behaviors and students' engagement. Consistent with Leithwood and Jantzi (2006) and Hallinger (2011), the study confirms that leadership style indirectly affects student outcomes by influencing teacher commitment, classroom practices, and morale.

The study also highlighted key challenges affecting leadership effectiveness. Teacher-related issues, such as low motivation and limited participation in decision-making, coupled with student-related factors like inadequate commitment, negatively impacted academic performance. Organizational and resource constraints—including workload imbalance, shortage of instructional materials, and limited access to modern technologies—further hindered leadership efforts. These findings mirror recent research in Ethiopia (Tesfaye, 2017; Alemu, 2019) and broader African contexts (Okeke, 2016; Wanjiru, 2015), which underscore that structural and contextual barriers remain persistent obstacles to optimizing school leadership. Document analysis of Grade 12 pass rates further confirms the link between effective leadership and student outcomes. Schools with consistent, visionary, and instructional leadership practices recorded higher student achievement, while schools with inconsistent leadership showed stagnant or declining results. This evidence aligns with Leithwood and Jantzi's (2005) assertion that leadership indirectly affects student learning through its impact on teachers, and with Hallinger (2011) and Bush (2018), who emphasized that instructional leadership is central to improving learning outcomes. In summary, the integrated findings suggest that effective school leadership is a critical determinant of teacher performance and student achievement. Practical leadership practices exert the most direct influence, while leadership styles provide the overarching framework and culture that facilitate these practices. Addressing teacher motivation, student engagement, organizational efficiency, and resource availability can further strengthen the impact of leadership on educational outcomes. This study fills an important research gap and contributes context-specific evidence that complements both Ethiopian and international scholarship.

CHAPTER FIVE

1. Summary, Conclusion and Recommendation

5.1 Introduction

This section presents the major findings of the study in line with the three research objectives and basic research questions. The findings are organized to reflect the objectives, followed by conclusions and recommendations..

5.2 Summary of Major Findings

The study employed a mixed-methods approach, combining quantitative data (questionnaires and document reviews analyzed using descriptive and inferential statistics in SPSS) with qualitative data (from open ended items). This methodological triangulation ensured validity and reliability, while allowing the research objectives to be addressed comprehensively.

Objective 1: To examine the impact of principals' leadership on teachers' performance and students' academic achievement

The analysis revealed a strong consensus among teachers, principals, and students that leadership practices positively influence school outcomes. Teachers highlighted clear goal-setting, guidance, and a supportive school culture as highly impactful, while principals emphasized prioritizing student achievement and supporting teacher professional growth. Students acknowledged leadership's role in providing resources and fostering participation, though they perceived its direct influence on academic performance as moderate. Overall, the findings confirm that leadership practices—especially transformational and instructional approaches—enhance teacher motivation, job satisfaction, and instructional quality, which in turn indirectly improve student achievement.

Objective 2: To identify the challenges principals face in practicing leadership styles

The study found that principals encounter significant barriers that constrain leadership effectiveness. The most pressing challenges include low student commitment to academic

performance (Mean = 3.55), low teacher motivation (Mean = 3.35), and inadequate resources for teaching and learning (Mean = 3.30). External pressures such as heavy workloads (Mean = 3.45) and unfavorable socio-political conditions (Mean = 3.30) further complicate leadership efforts. Internal challenges, including limited participatory decision-making (Mean = 2.90) and weak communication among staff (Mean = 2.80), also hinder smooth implementation of leadership strategies. These findings highlight the contextual constraints that moderate the relationship between leadership practices and educational outcomes.

Objective 3: To explore teachers', principals 'and students' perceptions on different leadership styles

Responses revealed that leadership style significantly shapes teacher motivation and performance. Democratic leadership was rated most effective by teachers (Mean = 4.02) and principals (Mean = 4.15), as it fosters collaboration and inclusivity. Transformational leadership also received strong support (Mean = 3.64 for teachers; 4.10 for principals) for inspiring and motivating teachers. Conversely, laissez-faire leadership was rated least effective (Mean = 2.99 for teachers; 2.65 for principals), while authoritative leadership received modest ratings (Mean = 3.20 for teachers; 3.00 for principals). Students' perceptions diverged somewhat, with democratic leadership receiving lower ratings (Mean = 2.38), reflecting limited involvement in decision-making. Instead, students favored instructional (Mean = 2.84) and transformational leadership (Mean = 2.75), which they perceived as more directly linked to teaching quality and academic progress. These findings suggest a gap between leadership intentions and student experiences, underscoring the need for greater student engagement in leadership practices.

5.2 Conclusion:

This study conclusively demonstrates that principals' leadership is a pivotal determinant of teacher performance and student achievement in government secondary schools. While leadership styles provide the strategic direction, it is the day-to-day leadership practices such as providing resources, offering constructive feedback, and involving teachers in decision-making that exert the strongest direct influence on teacher motivation, job satisfaction, and instructional quality. Transformational and instructional leadership approaches were found to be the most

effective, whereas laissez-faire and authoritarian styles were perceived as detrimental. Importantly, the findings highlight that leadership impacts student achievement primarily indirectly, by empowering and motivating teachers, who serve as the key mediators in the educational process. However, the effectiveness of leadership is significantly constrained by systemic challenges, including shortages of teaching resources, overcrowded classrooms, heavy teacher workloads, and the socioeconomic disadvantages faced by students. These barriers limit the extent to which even strong leadership practices can translate into improved student outcomes.

The findings underscore that successful educational leadership does not operate in isolation but requires supportive conditions. Achieving meaningful and sustainable improvement in student achievement therefore calls for a dual strategy. First, school leadership must be strengthened through targeted professional development that equips principals with effective, supportive practices. Second, collaborative policies must be implemented to address systemic constraints—such as resource provision, workload management, and equity measures—so that leadership can flourish within an enabling environment. Together, these strategies provide a pathway for policymakers, educational leaders, and stakeholders to enhance both teacher performance and student achievement in government secondary schools.

5.3 Recommendations

Strengthening Leadership Training for School Leaders (Principals and Vice principals)

The findings of this study revealed that transformational and instructional leadership styles were consistently rated as the most effective approaches by both teachers and principals. Transformational leadership was valued for its ability to inspire and motivate teachers to improve their performance, while instructional leadership was recognized for its emphasis on teacher development and academic outcomes. These styles were shown to have a direct positive impact on teacher motivation, job satisfaction, and instructional quality, which in turn contributed to improved student achievement. In light of these results, training programs should be designed to strengthen principals' transformational and instructional leadership skills, equipping them with the necessary tools to effectively engage teachers, provide constructive

feedback, and ensure that leadership practices translate into improved teacher performance and student outcomes. The significance of this recommendation lies in its potential to empower school leaders to drive meaningful educational change, improve the overall quality of teaching, and foster a positive school environment that supports both teachers and students. By strengthening leadership capacity in these areas, schools can create a more collaborative and motivating atmosphere that directly contributes to academic success and sustainable improvement in educational outcomes.

Fostering Collaboration and Continuous Improvement:

Promoting a collaborative school culture in which leadership is shared between teachers and administrators can help create a more cohesive and supportive environment. By encouraging teacher involvement in decision-making and prioritizing professional growth, schools can foster continuous improvement in instructional quality. The significance of this recommendation lies in its potential to cultivate a more engaged and motivated teaching staff, which in turn enhances classroom practices and directly contributes to improved student achievement. Strengthening collaboration not only empowers teachers but also builds a collective sense of responsibility for educational outcomes, ensuring that both staff and students benefit from a positive and dynamic school environment.

Strengthening Engagement of Teachers with Leadership Styles

The findings of this study revealed that transformational and instructional leadership styles have the most positive impact on teacher motivation, job satisfaction, and performance, while laissez-faire and authoritarian styles were perceived as less effective. Teachers therefore play a crucial role in reinforcing the effectiveness of these leadership styles by actively engaging with the practices principals adopt. Participation in professional development programs that emphasize collaboration, instructional improvement, and responsiveness to feedback will enable teachers to align their classroom practices with the supportive leadership approaches identified in the study. By strengthening their involvement in decision-making and embracing leadership practices that foster professional growth, teachers can enhance classroom management, teaching effectiveness, and ultimately student achievement.

For Educational Researchers:

Longitudinal Studies:

Future research should investigate the long-term impact of leadership interventions on teacher performance and student achievement. Longitudinal studies can provide insights into the sustainability of leadership practices and their lasting effects. Educational researchers can track the enduring impact of leadership styles and practices, providing evidence to inform policy decisions and further refine educational leadership strategies over time.

Exploring External Factors:

Further research should examine the role of external factors such as parental involvement and community engagement in supporting school leadership efforts. Investigating how these factors interact with leadership practices could offer a more holistic understanding of effective school improvement strategies.

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APPENDICES

Appendix A: Teachers' Questionnaire



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL TEACHERS

Dear Teachers,

This questionnaire is designed to assess and examine the impact of leadership styles for teachers' performance and student achievement in government secondary schools in Kolfe Keranio Sub city in the case of Addis Ababa. The researchers kindly requested you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and will only be used for academic purpose. Finally, the researcher would like to express his appreciation for the time and effort you have to use to complete the questionnaire.

Thank you in advance for your cooperation!!

General instruction:

Do not write your name

Try to read and answer all questions

Give only one answer to each item

Part I. Personal Information

Instruction: Please indicate your answer by making "X" mark where it is necessary in space provided.

1. Sex: Male Female
2. Age: 21 –30 31 – 40 41 – 50 Above 50
3. Level of Education BA/BSc/Bed MA/MSc
4. Teaching experience:
1–5 years 6 – 10 years 11 – 15 years 16-20 years Above 21 years

5. Your teaching load per week: 6-10 11-15 15-20 above 20

Part II: Items related to the extent to which the school principal Leadership styles are effective on teacher performance and student achievement in line with the specified standard of ministry of education

Instruction: The following question items are designed to know how far the secondary school principals discharge their roles and responsibilities according to the specified standards of Ministry of education. Please rate each statement from very low to very high by putting (X) mark in the columns provided using the following scale.

NB: Very low(VL)=1, Low(L)=2, Undecided(UN)=3, High(H)=4, Very high(VH)=5

No	Current Principals' Leadership practices	Level of leadership impacts on teachers' performance and students' achievement				
		VL(1)	L(2)	UD(3)	H(4)	VH(5)
1	Principals lead and facilitate vision of learning					
2	Principals delegate authority to their teachers					
3	Principals develop and manage school-community relations					
4	Principals are providing opportunities for teachers to be involved in decision – making					
5	Principals lead and develop individuals and team					
6	Principals delay decision making process					
7	Principals are highly concerned about developing staff's ability to contribute to making important school's decision					
8	Principals lead and manage school operations and resources					
9	Principals lead and manage learning and teaching					
10	Designing of the strategies to achieve the missions of the school in improving teaching-learning					
11	Developing a set of annual school-wide goals focused on improving teaching-learning					
12	Use of students' performance results to develop the school missions in improving teaching-learning					

13	Principals are open to others ideas					
14	Effect of leadership styles in influencing teacher motivation and student academic achievement in your school					
15	The extent to which leadership plays important role in teacher job satisfaction and overall school improvement in your school					
	items	VL(1)	L(2)	UD(3)	H(4)	VH(5)
16	Creating conducive environment in which school and parents are working together in improving teaching-learning					
17	Using different recognition or reward system for greater improvement of teaching-learning					
18	Providing support in building collaborative cultures among teachers in order to improve teaching-learning					
19	Principals comfortably work with groups to seek their inputs in making decisions					
20	Principals give complete freedom to the staff					
21	Encouraging teachers to collaborate with surrounding schools for experience sharing					
22	Providing guidance and counseling services to students in improving teaching-learning					
23	Principals have skills necessary for making decisions					
24	I feel motivated to perform well in my teaching because of the support from school leadership					
26	I am encouraged by school leadership to adopt new teaching techniques and methodologies					
27	There are clear expectations set by leadership regarding teacher performance.					
28	Leadership promotes a learning environment that encourages student participation and engagement.					
29	The leadership style contributes to improved academic performance of students.					
30	Teachers are provided with adequate resources and support from					

	leadership to help students succeed academically					
31	The leadership creates a culture of high academic expectations that motivates students to perform well					
32	Student achievement is a priority for the school leadership, and they make decisions with this focus in mind.					
33	Leadership encourages regular feedback to students regarding their academic performance.					

Part III: Items related to the degree of the positive impacts of the following different Leadership styles

Instruction: In your opinion please rate the degree of the positive impacts of the following principals' leadership styles on teachers 'performance and students' academic achievement in your school.
Use: Very low(VL)=1, Low(L)=2, Undecided(UN)=3, High(H)=4, Very High (VH) =5

No	Types of Leadership styles	The positive degree of their impacts on teacher performance and student achievement				
		VL (1)	L (2)	UD(3)	H (4)	VH (5)
1.	Democratic leadership					
2.	Laissez-faire leadership					
3.	Authoritative leadership					
4	Transformational leadership					
6	Transactional leadership					
7	Distributed leadership					
8	Pedagogical/instructional leadership					
9	Situational leadership					
10	Combination of the other leadership styles					

Part IV: Open-ended questions

Answer the following two questions briefly and clearly based on your opinion and experience.

1 In your opinion, what kind of principals' leadership practice best supports teachers' performance and students' achievement?

2. What challenges do you face in improving students' outcome

Appendix B: Principals' Questionnaire



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL PRINCIPALS

Dear Principals and Vice principals,

This questionnaire is designed to assess and examine the impact of leadership styles for teachers' performance and student achievement in government secondary schools in Kolfe Keranio Sub city in the case of Addis Ababa. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and will only be used for academic purpose. Finally, the researcher would like to express his appreciation for the time and effort you have to use to complete the questionnaire.

Thank you in advance for your cooperation!!

General instruction:

Do not write your name

Try to read and answer all questions

Give only one answer to each item

PART I: PERSONAL INFORMATION

School name

Sex: male female

Age: 21 –30 31 – 40 41 – 50 Above 50

Your educational Qualification: BA/BSc/Bed MA/MSc

Field of your Specialization:

EDPM Educational leadership School Leadership Other

Your years of Service as school principal:

3-5 6-10 11-15 16-20

PART II. Items related to the extent to which the school principals' Leadership styles are effective on teacher performance and student achievement

Instruction:

The following question items are designed to know the duties and responsibilities of secondary school principals and its corresponding impacts. Please rate each statement from very low to very high by putting (X) mark in the columns provided using the following scale: Very low(VL)=1, Low(L)=2, Undecided (UD)=3, High(H)=4, Very high(VH)=5

No	Current Principals' Leadership Practices	Level of leadership impacts on teachers' performance and students' achievement				
		VL(1)	L(2)	UD(3)	H(4)	VH(5)
1	Supporting teachers' professional development effectively					
2	Providing clear guidance and direction to teachers.					
3	Regularly involving teachers in decision-making processes.					
4	Making Leadership decisions regarding teacher performance to directly impact student achievement outcomes					
5	Enhancing teacher job satisfaction and work performance. to positively affect students' achievement					
6	Providing sufficient resources and support to improve teaching practices.					
7	Always fostering a positive learning environment.					
8	Always giving tasks with direction and support					
9	Leading and developing individuals and teams for better academic outcome					

10	Always avoiding delay in decision making process to improve taking immediate measures when necessary					
11	Giving high concern about developing staff's ability to contribute to making important school's decision					
12	Leading and managing school operations and resources					
	Current Principals' Leadership Practices	VL(1)	L(2)	UD(3)	H(4)	VH(5)
13	Evaluating academic performance results and designing strategies to improve teaching-learning					
14	Developing a set of annual school-wide goals focused on improving teaching-learning					
15	Positively influencing teachers' motivation and performance effectively					
16	Positively influencing students' motivation and academic achievement effectively					
17	Creating a conducive environment in which school and parents collaborate and work together in improving teaching-learning					
18	Using different recognition or reward system for greater improvement of teaching-learning					
19	Giving complete freedom to the staff on which they can work and succeed					
20	Encouraging teachers to collaborate with surrounding schools for experience sharing					
21	Regularly providing guidance and counseling services to student in improving teaching-learning					
22	Always encouraging teachers to adopt new teaching techniques and methodologies that can make them effective					
23	I provide teachers with adequate resources and support to help students succeed academically					
24	Always setting clear expectations regarding teacher performance and student achievement.					

25	Assessing the academic needs of students and addressing the way in which they can achieve it					
26	Always Prioritizing students' achievement and making them to work with this focus in mind.					
27	Encouraging regular feedback to students regarding their academic performance.					

PART III: Items related to the major challenges that the school principals face in secondary schools of Kolfe Keranio sub city.

Instruction:

The following question items are designed to assess the major challenges that the Principals encounter in secondary schools. Please rate each statement by putting (x) mark in the columns provided using the following scale: Strongly Disagree (SD) =1, Disagree (DA) =2, Undecided (UD) =3, Agree (A)= 4 strongly Agree (SA) =5

No	Items	Rating scale				
		SD(1)	DA(2)	UD(3)	A(4)	SA(5)
	Internal factors					
1	Inadequacy of students commitment in academic performance					
2	Low teachers' inspiration to breakthrough in academic performance					
3	Lack of conducive school environment					
4	Shortage of adequate resources in the school.					
5	Unfair distribution of workloads in the school.					
6	Lack of participatory decision making in the school					
7	Internal work overload					
8	Lack of practice in service in improving teaching learning					
9	Lack of cooperation with stakeholder in improving teaching-learning					
10	Inadequacy of experience about school leadership in improving teaching-learning					

11	Lack of effective and efficient communication among staffs					
12	Lack of continuous training to improve leadership roles					
	External Factors					
13	Pressure of external heavy workloads from different bodies					
14	lack of cooperation and commitment with stakeholders					
15	Lack of external support for schools					
	items	SD(1)	DA(2)	UD(3)	A(4)	SA(5)
16	Lack of active community participation in the schools					
17	Parental complaints and aggression					
18	Frequent Policy change					
19	Unfavorable political and socio-economic conditions					
20	Lack of adequate access to sufficient modern technology that can contribute to the improvement of teaching-learning					

Part IV: Items related to the degree of the positive impacts of the following different Leadership styles

Instruction: In your opinion please rate the degree of the positive impacts of the following principals’

Leadership styles on teachers ‘performance and students’ academic achievement in your school. Use:
Very

low(VL)=1, Low(L)=2, Undecided(UD)=3, High(H)=4, Very High (VH) =5

No	Leadership styles and the degree to which they have positive impacts on teacher performance and student achievement	The positive degree of their impacts on teacher performance and student achievement				
		VL (1)	L (2)	UD(3)	H (4)	VH (5)
1.	Democratic leadership					
2.	Laissez-faire leadership					
3.	Authoritative leadership					

4	Transformational leadership					
6	Transactional leadership					
7	Distributed leadership					
8	Pedagogical/instructional leadership					
9	Situational leadership					
10	Combination of the other leadership styles					

Part IV: Open-ended questions

Answer the following two questions briefly and clearly based on your opinion experience.

1. In your opinion, what kind of principals' leadership practice best supports teachers' performance and students' achievement?

2. What challenges do you face in improving student outcomes?

Appendix C: Studentss' Questionnaire



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL STUDENTS

Dear Students,

This questionnaire is designed to assess and examine the impact of leadership styles for teachers' performance and student achievement in government secondary schools in Kolfe Keranio Sub city in the case of Addis Ababa. The researcher kindly requests you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and will only be used for academic purpose. Finally, the researcher would like to express his appreciation for the time and effort you have to use to complete the questionnaire.

Thank you in advance for your cooperation!!

General instruction:

Do not write your name

Try to read and answer all questions

Give only one answer to each item

Part I: Demographic Information

Age: ____

Gender: Male Female

Grade Level and Stream of study: Grade12 Natural science Grade12 Social science

Part II: Students response regarding principals Leadership Styles and their impacts on teachers' performance and students' academic achievement

Instruction: The following question items are designed to assess the leadership styles and their impacts in secondary schools. Please rate each statement by putting (X) mark in the columns provided using the following scaling: Strongly Disagree (SD) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree (A) = 4 strongly Agree (SA) =5

No.	Principals' Leadership practices and their impacts on teachers' performance and students' achievement	RATING SCALES				
		SD(1)	D(2)	UD(3)	A(4)	SA(5)
1	The Principals' leadership style in this school positively influences the way teachers teach.					
2	The Principals' Leadership provides the teachers with the necessary resources to help students succeed in our school.					
3	The Principals' leadership fosters a learning environment where students feel encouraged to participate					
4	Teachers are motivated to do their best by the leadership style in this school.					
5	Teachers' performance has created a direct impact on my learning and academic success.					
6	The leadership style positively influences my academic performance in my school.					
7	The Principals' leadership fosters a culture where high academic expectations are set for students in our school.					
8	The Principals' Leadership in our school provides a learning environment where I can succeed academically					
9	Principals usually reward higher academic achievers to encourage them to do more					
10	Principals' leadership involves students in decision making on academic issues					

Part III: Items related to the degree of the positive impacts of the following different Leadership styles

Instruction: In your opinion please rate the degree of the positive impacts of the following principals' Leadership styles on teachers 'performance and students' academic achievement in your school. Use: Very low(VL)=1, Low(L)=2, Undecided(UD)=3, High(H)=4, Very High (VH) =5

No	Leadership styles and the degree to which they have positive impacts on teacher performance and student achievement	The positive degree of their impacts on teacher performance and student achievement				
		VL (1)	L (2)	UD(3)	H (4)	VH (5)
1.	Democratic leadership					
2.	Laissez-faire leadership					
3.	Authoritative leadership					
4	Transformational leadership					
6	Transactional leadership					
7	Distributed leadership					

8	Pedagogical/instructional leadership					
9	Situational leadership					
10	Combination of the other leadership styles					