



Seek Wisdom, Elevate your Intellect and Serve Humanity

Addis Ababa University

አዲስ አበባ ዩኒቨርሲቲ



**RELATIONSHIP BETWEEN LEADERSHIP STYLE AND ACADEMIC  
OPTIMISM IN SECONDARY SCHOOLS OF BATU CITY  
ADMINISTRATION.**

**ADDI ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT**

**BY: ADEM SHUKE**

**ADDI ABABA UNIVERSITY**

**ADDIS ABABA, ETHIOPIA**

**August , 2021**

## DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources or materials used for this thesis have been dully acknowledged.

Name: Adem Shuke

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

Date: \_\_\_\_\_

This Thesis has been submitted for examination with my approval as University Advisor.

Name: Dr. Dejene Nigussie

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

Date: \_\_\_\_\_

## **RELATIONSHIP BETWEEN LEADERSHIP STYLE AND ACADEMIC OPTIMISM IN GOVERNMENT AND PRIVET SECONDARY SCHOOLS OF BATU CITY ADMINISTRATION.**

**A Thesis submitted to the department of Educational planning and Management in partial fulfilment of Requirement for the Degree Master of Arts in Educational Leadership and Management**

**Approved by the Board of Examiners**

_____	_____	_____
<b>External Examiners</b>	<b>signature</b>	<b>Date</b>
_____	_____	_____
<b>Internal Examiners</b>	<b>signature</b>	<b>Date</b>
_____	_____	_____
<b>Advisor</b>	<b>signature</b>	<b>Date</b>

## ABBREVIATIONS AND ACRONYMS

SPSS	Statistical Package for Social Science
CAEO	City Administration Education Office
MoE	Ministry of Education
BCASS	Batu City Administration Secondary school
SAOS	School Academic Optimism Scale

# TABLE OF CONTENT

## Table of Contents

DECLARATION .....	ii
ABBREVIATIONS AND ACRONYMS .....	iv
TABLE OF CONTENT .....	v
ACKNOWLEDGMENTS .....	viii
LISTS OF TABLES.....	ix
ABSTRACT .....	x
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the Study.....	1
1.2. Statement of Problem.....	6
1.3. Research Questions .....	10
1.4. Objectives of the Study .....	10
1.4.1. <i>General objectives</i> .....	10
1.4.2. <i>Specific Objectives</i> .....	10
1.5 Significance of the Study .....	11
1.6. Delimitation of the Study .....	12
1.7. Limitations .....	12
1.8. Definition of Key terms: .....	13
1.9. Organization of the Study .....	13
CHAPTER TWO .....	14
REVIEW OF RELATED LITERATURE.....	14
2.1. Meaning of Leadership .....	14
2.2. Importance of Leadership .....	16
2.3. Leadership Styles .....	17
2.3.1. <i>Democratic leadership style</i> .....	18
2.3.2. <i>Autocratic Leadership Style</i> .....	19

2.3.3. <i>Laissez-Faire Leadership Style</i> .....	19
2.4. Concept of Academic Optimism .....	20
2.5. The Relationship between Leadership styles and Academic Optimism .....	25
2.6. Effects of leadership styles and academic optimism. ....	25
CHAPTER THREE .....	27
3. RESEARCH DESIGN AND METHODOLOGY .....	27
3.1. Research Design.....	27
<b>3.2. Sources of Data</b> .....	28
3.3. Sample size and Sampling Techniques .....	28
3.4. Methods of Data Collection .....	30
3.4.1. <i>Questionnaires</i> .....	30
3.4.2. <i>Interview</i> .....	30
3.5. Pilot Testing.....	31
3.6. Methods of Data Analysis .....	32
CHAPTER FOUR .....	33
DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	33
4.1. Background of respondents .....	34
4.2. Types of Leadership.....	37
4.2.1. <i>Democratic leadership style</i> .....	37
4.2.2. <i>Laissez-faire leadership style</i> .....	41
4.2.3. <i>Authoritarian Leadership Style</i> .....	44
4.3. Academic Optimism .....	47
4.3.1. <i>Teacher Trust in School Leaders</i> .....	47
4.3.2. <i>Teacher collective efficacy</i> .....	49
4.3.3. <i>Academic emphasis</i> .....	51
4.4. The relationship between leadership styles with academic optimism.....	53
4.5. The effect of leadership styles on academic optimism in secondary school.....	55

CHAPTER FIVE.....	55
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	55
5.1. Summary of major findings .....	55
5.2. Conclusions.....	58
5.3. Recommendations.....	58
REFERENCES .....	60
APPENDIX-I.....	64
APPENDIX-II .....	69

## ACKNOWLEDGMENTS

First of all, I would like to thank Allah who helped me to go through my study . Next My special thanks goes to my advisor, Dr. Dejenie Nigussie, for his valuable guidance and support throughout the study. Besides, I would like to deeply thank all my lecturers at the Department of EDPM in Addis Ababa University those who have adequately guided and equipped me with both theoretical and practical study skills.

In a special way, I wish to extend my sincere gratitude to my parents Mother, Father, my Wife and other family members for their unending support during my study. I would also like to acknowledge the contribution of my colleagues from whom I enjoyed fruitful discussions on challenging topics.

Finally, I acknowledge with gratitude the contributions and co-operation made by the management teams and teachers of the sampled secondary schools and education office of Batu City Administration for their willingness to provide the necessary information when I visited their respective schools during the research process. Without their cooperation, this study would have been impossible to accomplish.

## LISTS OF TABLES

Table 1: Target Population and Sample Size .....	34
Table 2: Response on background of respondents .....	34
Table 3: Response of school leaders and teachers on democratic leadership style .....	37
Table 4: Response of school leaders and teachers on Laissez-faire leadership style .....	41
Table 5: Response of school leaders and teachers on Authoritarian Leadership Style .....	44
Table 6: Response of school leaders and teachers on teacher Trust in School Leaders .....	47
Table 7: Response of school leaders and teachers on teacher collective efficacy .....	48
Table 8: Response of school leaders and teachers on academic emphasis .....	50
Table 9: The relationship between leadership styles with academic optimism .....	52
Table 10: The effect of leadership styles on academic optimism in secondary school .....	55

## ABSTRACT

*The purpose of this study was to investigate the relationship between leadership style and Academic Optimism in secondary schools of Batu City Administration in Oromia regional state. To achieve the study objective, descriptive and to some extent an explanatory research design along with both quantitative and qualitative data /mixed method research approach was employed, and data was collected through the use of questionnaires and semi-structured interviews and document review .This study used / 192/ respondents randomly selected using lottery method and purposive sampling method .The study was carried out in six purposively selected secondary schools of Batu City Administration .Then a total of 131 teachers,6 principals, 12 vice principals, 35 department heads and 2 supervisors and 6 CAEO experts were used in the data collection . Both descriptive and inferential analysis was to analyze the responses. The data obtained from primary sources were analyzed with descriptive statistics such as frequency, percentage, mean and standard deviation and inferential statistics such as correlation and regression. Statistical package for social sciences (version 24) was use in running the outcomes of the study. The descriptive statistics result shows that the employees exhibited an ambivalent moderate level of academic optimism and the less dominant leadership style at the organization was democratic leadership. The result of the correlation analysis indicated that democratic and laissez fair kind of leadership style has a positive relationship with academic optimism. The regression test shows that there was significant effect of types of leadership on academic optimism and the most commonly used style of leadership in selected secondary schools were the autocratic leadership style and has insignificant effect on academic optimism of teachers or employee commitment. Therefore it is concluded that due attention should be given for democratic types of leadership implemented in the organization from education stakeholders in order to improve school academic optimism found at moderate rate. Finally, it has been recommend that the educational leaders will be equipped with the appropriate type of leadership style that is significant and positively related with employees' commitment in the organizations to enhance culture of academic optimism in the school*

**Keywords: Leadership, Leadership Style, Academic Optimism, Secondary School.**

# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the Study

The issue of leadership style is a major and basic concern for all organizations and institutions in different countries around the world. In addition, one of the factors that plays a significant role in enhancing or retarding the interest and commitment of the individuals and organizational characteristics. Leadership style is a structure of the leader who needs to motivate behaviors as required characteristics by various situations which is not a natural behavior. Therefore, leadership style is a qualification of effective leader who would lead to the success of group work and product of the organization (Fiedler, 1976).

Leadership style in educational organizations is critical to enhance employee job satisfaction and employee performance in their work and the ability to anticipate the future (Nguni, 2005). Leaders in education inspire the whole system by effectively influencing the behaviors, thoughts, and feelings of those working within it, and ensure their vision by creating a strategic alignment across the whole system (Peretomode, 1991).

Leadership styles in education can play an integral role in creating a positive school Academic optimism, and essential in inspiring teachers to fulfill their mandate to improve the education system as a whole and it can also influence student learning and achievement.

According to Garcia-Morales *et al* (2008), educational leadership effectively and strategically influences teaching activities and learning process, and become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche & Moorman, 2008).

Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve overall school academic optimism rest on the shoulders of schools principals. Therefore, the schools' principal play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider principals

as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995). The successes of school principals have thought to be, due to the appropriateness of leadership styles that used in their administration process. The principal's leadership style influences the efficiency and the effectiveness of the schools and it is the function of other several inter-related factors like the employee's level of psychological and social maturation at work and their main expectations (Alageheband, 1997). In most cases, leadership style of a principal really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style.

Different experts have identified that different leadership styles have distinctive characteristics. Douglas (1996), Robbins and Coulter (1999) claimed that decisions by leaders depends on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and collaboration.

Yulk (2005), states that autocratic leadership style allows no participation in decision and laissez-fair which is also known as free- rein leadership style empowers subordinate to work with Freedom and free-will.

To rebuild the individuals and organizational characteristics, the leader is considered to be one of the most critical factors that plays a significant role in high performance of school academic optimism (Panitee 2010). Another scholar, McGuigan, L. & Hoy . et al (2006) , stated that it is necessary to find the effects of Principal Leadership on Creating a Culture of Academic Optimism to improve student achievement . So appropriate leadership style can influence the academic optimism of school.9

He concluded that effective leadership style affected student and general school academic optimism, positively and motivated teachers to work with principals towards the achievement of school objectives.

Thus, no doubt that there is mounting pressure of leadership styles among principals of secondary schools in Batu City Administration. However, many school principals have not considered their leadership styles as determinants of school academic optimism in this regard, different authors and researchers have define academic optimism;

According to Hoy et al. (2006) refer that academic optimism is comprised of three separate properties each of which may explain student achievement even after controlling socioeconomic factors: *academic emphasis, collective efficacy, faculty trust in parents and student*. *Academic optimism is relatively new concept emerging from the empirical and theoretical research on positive psychology, optimism, and social capital (Beard et al., 2010), academic optimism has recently attracted with more attention in improving student achievement (Anderson, and Mishoe, (2012), Beard et al., 2010, 2006; McGuigan & Hoy, 2006; Rand, 2009; Steinberg, 2007; Woolfolk Hoy, Hoy & Kurz, 2008).*

**Academic Emphasis**- also known as academic press; a school's quest for academic excellence through goals, beliefs, environment, and pursuit of academic success (Murphy, Weil, Ballinger, & Hitman, 1982; Goddard, Sweet land, & Hoy, 2000).

**Collective Efficacy**- a collective, group judgment that the group as a whole can cause a particular outcome (Bandura, 1997).

**Faculty Trust** - a willingness to be vulnerable to another based on the confidence that the other party is benevolent, reliable, competent, open, and honest (Hoy & Tschannen-Moran, 1999).

In general, appropriate leadership styles and effective school academic optimism is concerned with results that impact on societal and school needs.

The school principal's leadership efforts are the cause of increased academic optimism outcomes, punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school academic optimism cannot be realized without authentic contributions from the school's principals and all stakeholders because they are the backbone of the school system.

They have the powers to influence the outcome of events. That's why the Ethiopian Educational and Training Policy, (MOE 1994) states that educational management should be democratic, professionally coordinated, efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and over all right and duties.

The concept of academic optimism has been created from inside the researches about the positive psychology, social capital and comprehensive equipment of the schools. First Hoy et al. introduced this term, Theoretical basis of academic optimism including Bandura's self-efficacy theory, the theory of social capital of Coleman, Culture and organizational climate studies of Hoy et al., and the learned optimism of Seligman (Asgari & Fotovat, 2014). Academic optimism is a personal belief of teachers that the teacher can cause the success of the students bating an active and positive learning environment (Mazare'ei, 2010). Hoy et al. (2006) that studied positive psychology introduced the academic optimism.

The positive psychology considers the purpose of academic optimism discovering and describing the desirable and optimal educational environments. A class that is based on optimism should emphasize on opportunities and facilities, happiness, altruism and trust, and an optimist teacher should focus on the positive aspects and the quality of the students of a classroom, school and community (Asgari & Fotovat, 2014).

Some believe that Seligman (1996) with a theory about Learned Helplessness, has enters academic optimism factor into the psychological area. He considers academic optimism a kind of cycle to explain the events and believes that it is consisted of three components of continuity, learning and personalizing. Continuity means that pessimists consider the negative events continuous and the optimists consider the positive events continuous. Learning means that the optimists consider the failures continuous and the optimists consider the success pervasive. Personalizing in the view of the optimists it means caused by the external causes, and in the view of the pessimists mean caused by internal factors (Noori & Janbozorgi, 2008).

Hoy, Tarter & Woolfolk (2006) describes the academic optimism as a strong force that leads the function of students. The construct of academic optimism is closely tied to resilience, positive psychology, and engagement and has been shown to be a factor in increased student achievement. The structure of academic optimism of a teacher includes three indices of Trust in students, parents, Academic emphasis on creation a positive and challenging environment for the students and Self-efficacy of the teacher (Bierd et al., 2010). The main task of the principal in creating a positive atmosphere is to contribute to the creation of a strong academic optimism and school culture. As a result, the school's formal and informal dimensions integrate with each other. Administrators, teachers, and students take pride in the schools they belong to. This

common sentiment provides cohesion and convergence among administrators, teachers, students, and parents (Özdemir, 2006). During the process of creating successful schools, effective school administrators focus on common goals and learning objectives (Leithwood & Riehl, 2003).

Academic emphasis is enacted in behavior because students and parents trust the teachers. Not only do teachers and parents push for academic success, but also students learn to value working hard, getting good grades, and achieving. In the end, we theorize that efficacy, trust, and academic emphasis produce a powerful combination that motivates, creates optimism, and channels behavior toward the accomplishment of high academic goals (Hoy, Tarter, & Woolfolk Hoy, 2005). Hoy (2006) explains academic optimism as: an appropriate overarching construct to unite efficacy, trust, and academic emphasis because each concept contains a sense of the possible. Efficacy is the belief that the faculty can make a positive difference in student learning; teachers believe in themselves. Faculty trust in students and parents is the belief that teachers, parents, and students cooperate to improve learning, that is, the faculty believes in its students. Academic emphasis is the enacted behavior prompted by these beliefs, that is, the focus is student success. Thus, a school with high Academic Optimism is a collectivity in which the faculty believes it can make a difference, the students can learn, and academic performance can be achieved.

According to Enueme and Egwunyenga (2008), an appropriate leadership style provides leadership that enables teachers to make a maximum contribution to the quality of education. It is also important in terms of the program for staff improvement that principals are expected to implement. The activities of a principal depend on his/her leadership style through which s/he is recognized as a leader of the organization. It is also believed by many researchers that good leadership is the most important factor in coordinating educational plans, school programs, and support of staff and facilities with the aim of fostering the progress and success of the school (Adegbesaw, 2012).

Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). They have the powers to influence the outcome of events. That's why the Ethiopian Educational and Training Policy, (MoE, 1994) states that educational management should be democratic, professionally coordinated, efficient

and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and over all right and duties. This shows the importance of the school principal's role in improving student performances and achievement by creating academic optimism. Therefore, this study was sought to examine the relationship between leadership style and academic optimism in public and private secondary schools of Batu City Administration.

.

## 1.2. Statement of Problem

School leadership, is believed to play a key role in enhancing the interest and commitment of the individuals and organizational characteristics, and improving the relations between the outside world and individual schools structure. School structure and practice contribute to the overall school climate which affects the Academic Optimism of the school environment.

Academic optimism is a relatively new concept that combines academic emphasis, collective efficacy, and faculty trust in parents and students in to single organizational construct .In addition the practical and logical way to formulate positive conditions which affect change in a building School change is possible with a focus on academic optimism.

Academic optimism has been regarded as one of the most important school and individual characteristics that impact overall teaching environment in schools along with student learning and achievement (Beard et al., 2010). Hoy et al. (2006) state that built upon three organizational properties entitled as academic emphasis, collective efficacy of faculty, and faculty trust in parents and students. The school academic optimism has the potential to influence the quality of learning and teaching environment in the schools

.McGuigan and Hoy (2006) explored possible leadership strategies for promoting Academic Optimism in schools and found that a culture of Academic Optimism often found in schools where the principal enacted rules and policies which enabled the school mission. Beard, Hoy, and Woolfolk Hoy (2010) discussed the importance of Academic Optimism as influential in affecting student achievement when socioeconomic status and previous achievement are controlled. Beside that appropriate leadership style is the essential element in shaping positive school environment mainly on academic optimism.

.The creation of academic optimism that promotes an atmosphere in which high educational attainment and growth are valued and rewarded. But in secondary schools of Batu City Administration the principals leadership style and school staff's commitment to Academic Optimism are not well practice . While there have been numerous studies on leadership style, and little research h on school Academic Optimism, and how a school principal actually demonstrates his /her commitment to Academic Optimism. This study seeks to investigate the relationship between leadership style and academic optimism.

High levels of academic optimism have been suggested to affect the over academic achievement of the school (Hoy, et al, 2006). Alig-Mielcarek and Hoy (2005) looked at how both academic emphasis and instructional leadership affected student achievement in elementary schools. Using structural equation modeling, and controlling for socioeconomic status, they found that academic emphasis had a direct effect on achievement, while instructional leadership did not. Instructional leadership worked through academic emphasis to influence achievement. According to Beard, Hoy, and Hoy (2009) academic optimism is a factor that influences academic achievement, even after socioeconomic status has been controlled.

In the past 15 years the researcher has served in secondary school of Batu City Administration as teacher and principal. In that period of time, the researcher heard about leadership style and the principals did not considered the idea of academic optimism rather than focusing on improving academic achievements of students. Thus, the common experience in secondary schools in Batu City Administration showed that they lack the appropriate leadership styles could cause the low attention toward the idea of academic optimism, and could be the case for low student achievement in the secondary schools, Moreover, as the data from the city

Education office annual abstract indicated that, the average National examination result of grade 12 scored , were 38.2% students for three consecutive years (2010-2012) .

In addition to this, the total no of Batu City secondary schools students‘ were 2385 (100%) of which the students who score 2:00point and above were 910 (38 .2%) while the rest 1475 (61.8%) of students scored below 2:00.Thus, the existence of these problem and low student achievement seems to show that there might be problem of in the City.

That is why the researcher is initiated to conduct this study to fill the knowledge gap. Thus this study intended to investigate the relationship between leadership style and school academic optimism in secondary schools of Batu City Administration

Many international and local study have been referred regarding to this title, Nelson, LaQuanta Murray (2012) University Of Southern Mississippi" "on the Relationship between Academic Optimism and Academic Achievement in Middle Schools in Mississippi".

The result of his founding shows that, there was a significant positive relationship between teacher’s academic optimism and student’s academic achievement. There was a significant relationship between administrator’s academic optimism and academic achievement. The study found that there was a significant difference in the academic optimism of teachers at the elementary level versus teachers at the middle school level, with elementary school teachers having a higher mean.

The study also found that administrators had higher levels of academic optimism than teachers. According to study by Solomon Adekunle and Mubarakat Omolola (2019) at university of Ibadan, studied about Principal Leadership Styles And Teachers’ Academic Optimism As Facilitators Of Student Academic Success Among Secondary School Students In Ejigbo Local Government Area Of Osun State founded that there was a significant relationship between principal leadership styles (transformational, transactional, leader member exchange), teachers academic optimism and academic success. This implies that all the independent variables (principal leadership styles and teachers academic optimism) played significant roles on the student academic success. Hoy et al. (2006) have explained academic optimism in terms of school organizational dimensions. Collective teacher efficacy falls into the cognitive domain and is a group belief. Faculty trust in students and parents is affective in nature and provides an

emotional connection among individuals in a group setting. Academic press is behavioral and accounts for the academic purpose of the school and community.

Jamal (2014) in the research done on leadership styles and value system of school principals found that transformational leadership styles have positive effect in the improvement and function of school and teaching process and principals with moral value get a lot towards transformational and transactional leadership style. The findings of his study revealed that there is moderate good relationship between the two leadership styles mentioned above and the learning motivation of students and the rate of variance among leadership style .

Among the local studies related to this title was studied by Hana Solomon. Hana Solomon (2019) studied the relationship between leadership style and school culture in private secondary schools of Bole Sub-City and found that autocratic leadership style, had positive and moderate significant co-relationship with collaborative leadership, collegial support and professional development, but it has weak relationship with other dimensions. On top of this Democratic leadership style had moderate, but significant correlation with learning partnership, collaborative leadership, professional development, collegial support, but with teacher collaboration, and unity of purpose school culture dimensions was found strong a significant correlation as the r value signified. However, Laissez-faire leadership style relationship had a weak relationship with learning partnership whereas it had a moderate relationship with professional development, unity of purpose, and collegial support dimensions of school culture furthermore; it had strong relationship with collaborative leadership, and teacher collaboration.

Asrat Shiferaw (2018 ) studied on relationship between school leadership style and teacher motivation in Government secondary schools of Addis Ababa and found that *Transactional leadership style most frequently used by principals, transformational leadership practice moderately whereas laissez-faire leadership was not practiced.* Academic optimism is a relatively new concept that combines academic emphasis, collective efficacy, and faculty trust in parents and students in to single organizational construct .In addition the practical and logical way to formulate positive conditions which affect change in a building. School change is possible with a focus on academic optimism.

Academic optimism is a latent school construct that is measured by three dimensions:

Collective efficacy, faculty trust, and academic emphasis. Academic optimism was measured Using the Academic Optimism Scale ( SAOS ), which is comprised of the three subtests, collective efficacy, faculty trust, and academic emphasis (Hoy, Tarter, & Woolfolk Hoy, 2006). These are used to identify levels of academic optimism in Batu secondary schools. The SAOS is a measurement of academic optimism designed by Hoy et al. (2006) which provides for school level analysis of the three parts of academic optimism: academic emphasis, collective efficacy, and faculty trust in students and parents. Measuring the three were identify a school academic optimism score. Measuring tools of academic optimism ware teachers trust in students and parents ,teachers collective efficacy ,and teachers academic emphasis..

### 1.3. Research Questions

Specifically, this study was undertaken to explore the answer to the following research questions:

1. Which leadership styles are most commonly used by secondary school principals in the selected secondary schools of Batu City Administration ?
2. What is the status of academic optimism in Batu City Administration secondary schools?
3. What is the relationship between leadership style and the academic optimism in secondary schools of Batu City Administration?
4. What is the effect of leadership styles on school academic optimism in secondary schools of Batu City Administration.?

### 1.4. Objectives of the Study

In order to address the basic research questions of the study, the following general and specific objectives were proposed.

#### 1.4.1. General objectives

Major objective of this study was to investigate and determine the relationship between principals' leadership style and Academic Optimism in secondary schools of Batu City Administration in Oromia Regional state.

#### 1.4.2. Specific Objectives

The specific objectives of the study were:

1. To identify leadership styles those are most commonly used by secondary school principals of Batu City Administration .
2. To examine the status of academic optimism in secondary schools of Batu City Administration
3. To find out relationship between leadership styles in secondary schools of Batu City Administration .
4. To determine effect of leadership styles in secondary schools of Batu City Administration.

### 1.5 Significance of the Study

The study aimed to identify the most suitable leadership style for the schools .and it provide school leaders with a realistic set of practices which foster the level of academic optimism in the secondary schools of Batu City Administration . Thus, the result of the study would have the following contributions.

- ✓ It may provide information to regional and Batu City Administration Educational Office about the appropriate leadership styles of school principals
- ✓ It may attempt to develop a culture of academic optimism in the schools.
- ✓ It may Provide insights on what must be done to enhance the level of academic optimism in the secondary schools of Batu City Administration in order to improve academic achievement of students .
- ✓ It may serve as a base for other researchers to be conducted in this area'
- ✓ It may use academic optimism as catalyst to improve academic achievement of student.
- ✓ It may create awareness among all secondary schools principals'. so that they re-examine and re-appraise their leadership styles in relation to academic optimism to make more effective.

## 1.6. Delimitation of the Study

The main focus of this study is to assess the relationship between leadership styles and academic optimism of secondary schools at Batu city Administration. In an effort to control for certain factors, there were certain delimitations to this research.

The researcher was delimited this study to secondary schools found in Batu City Administration and respondents are all in Batu city Administration secondary schools.

Conceptually: Leadership style (democratic, laissez fair and autocratic leadership) and the academic optimism (teacher trust, teacher collective efficacy and academic emphasis) in secondary schools. and Methodologically, the study also delimited to descriptive and explanatory design .and mixed embedded research approach has been utilized in this study.

## 1.7. Limitations

As many researchers believe any research work was not free from certain constraints. So is this research paper.

- The study was conducted in one city administration secondary schools .
- The findings might not be generalizable urban with primary schools districts .
- Lack of adequate relevant data on time because of the reluctance of the concerned informants due to Covid 19. That affect the researchers and respondents interaction during data collection, and absence of documented data that the researcher wants to analyze; lack of upto date research outputs on school academic optimism.
- The further limited by the degree of validity and reliability of the survey instrument utilized by the researcher. It was assumed that participants were open and honest in their responses and interpreted the survey instrument and interview protocol in the way in which they were intended. It was believed that participants responded to the survey/interview based on personal experiences and the extent of experience the researcher possessed in survey and interview skills. Researcher bias is assumed to be a limitation of the study as well. An attempt to control research bias was addressed through the use of the triangulation of the ongoing review of data and by additional review of an educational researcher.

## 1.8. Definition of Key terms:

**Leadership:** is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. (stodgill.1997).

**Leadership style:** is described as a relatively consistent pattern of a leader's behaviors (Barbuto, 2005).

**Academic optimism:** is a single, latent trait of schools that is manifested through collective efficacy, academic emphasis and faculty trust in parents and students. (Hoy et al., 2006)

**Secondary school:** refers to formal institutions of learning with classes ranging from grade nine to twelve (Department of Education, NationalCenter for Education Statistics, 2006, ).

## 1.9. Organization of the Study

This research work was organized in five chapters. The first chapter deals with introductory elements including: the background of the study, statement of the problem; objectives of the study; the significance of the study; basic questions, scope of the study; limitation ,definition of key terms, and organization of the study. The second chapter covers a review of the related literature which discusses important topics pertaining to leadership styles and academic optimism. The third chapter consists of research design and the methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally, in the last chapter, a summary of findings, conclusions, and recommendations was drawn .

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter contain meaning leadership , importance of leadership ,leadership style ,concept of Academic optimism and dimension of academic optimism

#### 2.1. Meaning of Leadership

Nakpodia (2009) describes the term “leadership” as the “process of social influence” during which one person selects aids and supports others for the achievement of a common task. It is about creating an environment for employees that contributes to the organization or makes something worthwhile happen. In fact, leadership is the most important aspect impacting on the success of an organization. The reaching of outcomes through effective leadership is stressed in this paragraph as it is also stressed in the path-goal theory that the leader needs to clarify the path to success to followers. In addition, Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. Daft (2014):

Leadership is ‘the process of influencing people to enable the achievement of relevant goals. House& Aditya (1997): ‘Leadership is the ability to motivate, influence and enable individuals to contribute to the objectives of organizations.

Leadership is the process of making sense of what people are doing together so that people will understand and be committed (Drath and Palus, 1994). Schein, (1992) leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs and Jaques, 1990).

Leadership can be seen as an ability of a person(s) to influence a group of other people toward the achievement of targeted goals of an organization. However, the term leadership has been defined by different authors and in different ways: such as Goddard Tim (1997) leadership as the act of working with a group of individual to achieve communal goals. Leadership involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2003 and House, 1999), defined leadership as the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization.

Leadership is the process that influences the behavior and daily activities of others" effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations" goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers.

According to Hersey, Blanchard and Jonson, leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff

involved in leadership tasks (Pont et al., 2008). Edwards (2009) defined leadership as the practices that lead to positive influence, growth, and development of both the individual and groups for a collective purpose. The definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again the leader's way of life should influence his followers in a positive way as to the achievement of the collective goals of the group. Kouzes & Posner (2006) define leadership as mobilizing others to get extraordinary things done. They further emphasize that leadership skills are practices to transform values into action and vision into realities, obstacles into innovation, separation into solidarity and risks into rewards. House & Aditya (1997): Leadership is the ability to motivate, influence and enable individuals to contribute to the objectives of organizations

Leadership also created the atmosphere that transforms challenging opportunities into great success.

School leaders are those persons, occupying various roles in the school, who provide and exert influence and direction in order to accomplish the school's goals (Leithwood & Riehl, 2003). An educational leader is an individual whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the school's primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003).

## 2.2. Importance of Leadership

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory and Toth, 2004). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass and Avolio, 2000). Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behavior.

In addition, Bass (2006) states that leadership is considered as key issue in any given institution and effective practices of leadership are reported to have a positive relationship with increased and improved organizational effectiveness and performance. Michel and Peter (2007) argued that

the transformational leader attempts to have a strong teacher's commitment towards the school. The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the principal to be the sole leader. Oyetunyi (2006) , in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners' discipline, and school climate, to mention but a few.

This study will therefore seek to analyze the different leadership styles of principals with a view to determining the most effective ones in terms of enhancing school academic optimism.

### 2.3. Leadership Styles

Leadership style in education is rooted and influenced by scientific management theory with well-structured bureaucracy. It is loosely linked to the autonomy of teachers, based on pyramid theory of top down management style which is criticized for lack of effectiveness because participation and creativity were discouraged, with no room for followers to have a part in the decision-making process.(Lin, 1999), the change from autocratic to democratic leadership where hierarchical approach of control and predictable routines would change from autocratic leadership where hierarchical approach of control and predictable routines would change to transformable approach that nurtures acceptance and inspires follow in a facilitative role play of supporters and not at the center stage .Okumbe (1998) defines leadership style as particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Leadership styles are usually identified as points on a continuum and he identifies them as democratic, autocratic and Laissez faire.

Adeyemi (2010) defined leadership style as the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of a principal's 'leadership style' is familiar to administrative staff for there are many textbooks and literature that deal with it. According to Daft and Noe (2001), a principal's leadership style has an effect on teachers as well as students

Adeyemi (2006) described leadership style as a pattern of behavior used by a leader in an attempt to influence group members to make decisions regarding the mission, strategy and operations of the group activities. Ezeuwa (2005) sees it as the act of influencing people so that they strive

willingly and enthusiastically towards the accomplishment of goals. A leader needs to work with people, to influence them and direct them towards the achievement of organizational goals. According to Abwalla (2014), the manner in which the leader performs the roles and directs the affairs of the organization is referred to as his or her leadership style. Leadership style is therefore the way a principal leads.

### *2.3.1. Democratic leadership style*

Peterman (2000) described democratic leadership style is a style that can motivate “humanness,” “teamwork” and “participation” of workers. Democratic or participative leadership is used by leaders to involve employees in the managerial task giving guidance and support. It is also one of the most convenient styles that allow employees to present their ideas or opinions freely in the organization for which they are working. It emphasizes group participation in the making of policies. Decisions about the organization are arrived at after consultations and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is important in the organization. Communication is multi-directional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). The leader delegates responsibility to those with appropriate qualification, experience and time. In this style a high degree of staff morale is enhanced.

.Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual (Northouse, 2006). David (2007) argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. His study also focuses on a survey of the effectiveness of democratic and participatory school administration and management in school, and spending time getting people’s buy-in, the leader builds trust, respect and commitment

This style is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the

ability and potentials of others. Leaders therefore are considered *primus intra pares*”-first among equals (Afful-Broni, 2004). .

### *2.3.2. Autocratic Leadership Style*

Yukl (2005) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effectively strange, especially when the leader is short on time and when followers are not productive. Autocratic-self-defense is a leader who insights things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Authoritarian or autocratic-homothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

Mgani (2006) and Ngirwa (2006) the autocratic behavior of the leaders were seen particularly when they decide to take actions without considering other important stakeholders in education matters.

### *2.3.3. Laissez-Faire Leadership Style*

The terminology is from the French “Let them do what they wish.” There are no hard and fast rules, which lead to complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or he refuses to take action in order not to offend the followers, thus producing disastrous consequences (Afful-Broni,2004). However, where the subordinates are skilled in the various disciplines, this system can be appropriate.

. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete

freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials.

According to Mbiti (2007), laissez-faire leadership style refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods". The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. "Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools (Wu and Shiu, 2009).

#### 2.4. Concept of Academic Optimism

Academic optimism is defined as "a collective set of beliefs about strengths and capabilities of schools that paints a rich picture of human agency in which optimism is the overarching theme that unites efficacy and trust with academic emphasis" (Hoy & Miskel, 2013,).

Hoy, Tarter, & Woolfolk Hoy (2005) have defined that academic optimism is a shared belief among faculty that academic achievement is important, that the faculty has the capacity to help students achieve, and that students and parents can be trusted to cooperate with them in this endeavor in brief, a school wide confidence that students will succeed academically. McGuigan and Hoy (2006) studied academic emphasis, collective teacher efficacy, and faculty trust in students and parents and conceptualized them as one, unified construct called academic optimism. They defined academic optimism as a shared belief among staff members that academic success is important, that staff have the capability to help students achieve, and that students and parents can be trusted to cooperate with them. . Academic optimism is the positive environment created when academic emphasis, collective efficacy, and trust work together in a unified fashion (Hoy et al., 2006).

Academic optimism is a powerful organizational factor that is linked to student achievement in students even when controlling for socioeconomic status (Bevel & Mitchell, 2012, Kirby & DiPaola, 2009; McGuigan & Hoy et, 2006; Smith & Hoy, 2007;

Wagner & DiPaola, 2011). Academic optimism is a latent construct that has been related to student achievement, Hoy et al. (2006) and also conceptualized as a "triadic set of interactions" (Hoy, Tarter & Hoy., 2007) where collective efficacy supports trust in clients, which in turn nurtures academic press (Kirby, 2009).

Academic optimism is the shared belief that a school's faculty can work with students to succeed academically (McGuigan & Hoy, 2006). It encompasses three concepts: academic emphasis, collective efficacy, and faculty trust. Success is achieved when the three components are present and fully developed in a school setting; therefore, ameliorating the socioeconomic hindrance to achievement and rendering it less of a problem in the equation for student success (Hoy, Tarter, & Woolfolk Hoy, 2006a; Hoy, Tarter, Woolfolk Hoy 2006b; McGuigan & Hoy, 2006). Academic optimism has proven to increase student academic success. Harnessing and understanding the power of academic optimism at schools can help ensure success and achievement of all students. The idea of academic optimism can influence Secondary school education. This study has expanded on the research of Hoy et al. (2006a) by Continuing the exploration of academic optimism to advance student academic achievement.

Additionally, Hoy et al. (2006) have explained academic optimism in terms of school organizational dimensions. Collective teacher efficacy falls into the cognitive domain and is a group belief. Faculty trust in students and parents is affective in nature and provides an emotional connection among individuals in a group setting. Academic press is behavioral and accounts for the academic purpose of the school and community. Academic optimism has been conceptualized as a "triadic set of interactions" (Hoy, Tarter & Hoy., 2007) where collective efficacy supports trust in clients, which in turn nurtures academic press (Kirby, 2009).

### **Dimensions of Academic Optimism**

Academic optimism at the teacher's level is made up of teacher's sense of efficacy, his trust in students and parents, and his emphasis on academic affairs (Hoy, Hoy & Kurz, 2008). It has been proved those teachers' academic optimism affects on students' academic achievement

(Tschannen-Moran & Hoy, 1998). Hoy, Tarter, & Woolfolk Hoy (2005) have suggested that these three characteristics may represent three dimensions of a single latent construct, which they call academic optimism.

Hoy and his colleagues expanded the conception of academic optimism to include cognitive, affective, and behavioral dimensions that are manifested as collective efficacy, trust, and academic emphasis (Hoy et al., 2005). Collective efficacy is a teacher group belief or expectation; it is *cognitive*. Faculty trust in parents and teachers represents attitudes towards others; it is *affective*. Academic emphasis is the press for a particular goal; it is *behavioral*. Efficacy and trust represent beliefs of the faculty that the conditions for student achievement exist. These beliefs give rise to behavior that supports academic endeavors. Taken together, these three aspects create a general optimism that students will achieve academically. In sum, collective efficacy reflects the thoughts and beliefs of the group; faculty trust adds an affective dimension to those beliefs, and academic emphasis captures the behavioral enactment of efficacy and trust. Academic optimism thus paints a rich picture of human agency that explains collective behavior in terms of cognitive, affective, and behavioral dimensions.

### **Trust in parents and students**

A review of the trust literature demonstrates that there are multiple facets of trust (Hoy and Tschannen-Moran, 2003). In schools, however, the basic facets of trust – benevolence, reliability, competence, honesty, and openness – vary together to form an integrated conception of trust (Smith et al., 2001). Building on the work of Hoy and Tschannen-Moran (2003), we define trust as follows: faculty trust is the group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open.

Hoy, Tarter, and Woolfolk-Hoy (2006) affirmed: Trusting others is a fundamental aspect of human learning because learning is typically a cooperative process, and distrust makes cooperation virtually impossible. When students, teachers, and parents have a common learning goal, trust and cooperation are likely ingredients that improve teaching and learning. When looking at the components of trust, it involves risk taking from all parties. In a school setting this refers to students, teachers, administrators, and parents. Researchers suggest that a culture of trust should create an environment in which individuals are encouraged to make errors, take risks, and break new grounds (Hoy, Gage, & Tarter, 2006).

Despite its common usage, trust has been a difficult concept to define, for research purposes. According to Baier (1986) trust is the dependency on others' ability and readiness to take care of the things that were entrusted in their care. So, with specific reference to school context teachers put their trust in parents and students that they will full support and cooperate in the teaching and learning process. Coleman (1988) described trust as a form of social capital. The social capital is a component of human capital that develops when people trust each other and work for mutual gains. As individuals cannot act independently of each other they develop trust through continuous interaction with each other. Therefore, it can be said that trust that exists between organization's members can be considered as a vital component of its social capital (Adler & Kwon, 2002; Leana & Van Buren, 1999).

Tschannen-Moran (2004) defines the different facets of trust: 1. Benevolence is the assumption of good will from others. 2. Reliability is being able to depend on another consistently. 3. Competence is the ability to perform a task as expected. 4. Honesty concerns a person's character, integrity, and authenticity and 5. Openness makes people vulnerable to others by sharing information, influence, and control.

### **Collective -efficacy**

It is defined as a, "teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk-Hoy, 2000: 10). Bandura (1997) suggested that teacher efficacy reflects a teacher's belief about the capability of effecting student learning (i.e., personal teaching efficacy or self-efficacy), other researchers (Rotter, 1966) have used the referents of efficacy of teachers as a group. Teacher self-efficacy could be 'specific' which implies that teachers feel efficacious for teaching specific subjects to specific students in a certain setting and might not feel self-assured about their capabilities in another context.

Within schools, perceived collective efficacy is the judgment of the faculty about the performance capability of the social system as a whole (Bandura, 1997). Teachers not only have individual perceptions about their own efficacy but also beliefs about the capability of the entire faculty. These teacher perceptions about the capability of the faculty reflect the perceived collective efficacy of the school. In brief, perceived collective efficacy of a school is the judgment of the

teachers that the faculty as a whole can organize and execute actions required to have a positive effect on students (Goddard et al., 2000).

According to Goddard, Hoy, & Woolfolk-Hoy (2004), collective efficacy is the belief of one teacher that the entire faculty has the ability to do what is necessary in order to increase student achievement. The basis of collective efficacy is personal or self efficacy. According to self-efficacy theory, both children and adults develop certain beliefs about their ability to accomplish specific tasks (Grouse, 1992). These beliefs, in return, influence their behavior in present and future situations. Over time, an individual's beliefs influence how much he or she will try to achieve and overall performance efforts in a certain task. Goddard & Skrla (2006) noted that the stronger an organization's collective efficacy beliefs, the more likely that its members are to put forth the sustained effort and persistence required to attain desired goal.

Paunonen and Hong (2010) found that self-efficacy is bidirectional in that individuals with higher levels of self-efficacy can possibly perform at better levels of proficiency than do their counterparts with lower levels of self-efficacy merely because they are approaching the task differently. This is often the case, even when both individual's actual performance abilities are similar. They also found that individuals with lower levels of self-efficacy might not perform up to expected levels because they are not as persistent or motivated to achieve the task. Self-efficacy has also been determined to have an impact of future goal setting (Yilmaz, 2009). He noted that individuals who have higher levels of self-efficacy perceptions are more likely to set higher goals and truly seek to attain those goals. On the other hand, individuals with lower levels of self-efficacy perception are more likely to have goals that are very easily attained.

### **Academic Emphasis**

The term academic emphasis is similar in meaning to achievement press or academic press. Teachers' sense of academic emphasis is the extent to which teachers can find ways to involve students in suitable academic activities or tasks. "Academic emphasis refers to teachers' beliefs about their inclinations toward academic success" (Alig-Mielcarek, as cited in Kurz, 2006). It refers to a teacher's capability to prefer academic activities in the class to social tasks (Fisher & Berliner; Purkey & Smith, as cited in Hoy & DiPola, 2010). Time students spent directly engaged in academic tasks, affects their learning positively (Weinstein & Mignano, 2007). However, mostly students spend less time (i.e., one third) of their school's time on learning activities.

Academic emphasis is the extent to which the school is driven by a quest for academic excellence a press for academic achievement (Hoy and Tarter, 1997). High, but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in the ability of their students to achieve; and students respect academic achievement (Hoy and Miskel, 2005). Academic emphasis has been reliably measure by a substest of the Organizational Health Inventory (Hoy and Tarter, 1997). *Academic Emphasis*- A focus on environments conducive to learning, high expectations of students, and celebration of academic excellence.

Successful teachers ensure that students can benefit maximize from the time they spend in school. Therefore, teachers ensure that their students assigned relevant and meaningful educational tasks (Woolfolk, 2010). Reciprocal relationship of the three dimensions of teachers' academic optimism. Academic optimism considers the teachers' academic emphasis, efficacy and trust as a tertiary interaction, and each of these relies on the other (Hoy et al., 2006). Furthermore, the trust of teachers, parents, students, colleagues and even the principal will encourage the enhancement of efficacy, and efficacy will enhance a sense of trust. When teachers trust parents and students, their self-confidence will result in more demanding academic standards; the high academic standards created by the trust between teachers, parents and students will then enhance the efficacy of teachers.

## 2.5. The Relationship between Leadership styles and Academic Optimism

Leadership can also influence academic Optimism, much like the others. Even more so than the other two constructs, academic emphasis can school administrators positively or negatively affect both? Instructional leadership fully encompasses whether or not academic emphasis is strongly enforced or merely encouraged within a school building. Researchers have shown that leaders can improve academic emphasis by basing all decisions on the concept of how it will impact academic excellence and student achievement (Leithwood et al., 2008).

## 2.6. Effects of leadership style and academic optimism.

The existing of relationship between leadership style, and academic optimism of school has effect on students 'achievement. Moreover, direct need into the existence of good practice of principals' about their own leadership style towards its effect on school' academic optimism

The effects of leadership style on academic optimism and its components have both direct and indirect outcome. however As demands have increased for higher levels of academic achievement, more attention and focus has been shifted to the critical role of leadership Therefore .Leadership in the school academic optimism, mostly rests upon the role of principal. As the roles of the school principal have evolved over the past years, so has their direct effect on student achievement (Nettles & Herrington, 2007).Therefore, academic optimism and its components are within the locus of control for principal leadership style. If there is a relationship between leadership style and dimension of Academic Optimism , then teachers and principals can work together to improve collective teacher efficacy, faculty trust in parents and students and academic emphasis as a means to improving student achievement.

## CHAPTER THREE

### 3. Research Design and Methodology

This chapter contains the research design, the research method, the population, sample size and sampling techniques, instruments of data collection, and data analysis methodology.

#### 3.1. Research Design

Although the term research design is often used in all kinds of researches, different definitions have been forwarded by scholars. For instance, Adams, Khan, Braeside and White (2007) defined research design as blue print for fulfilling research objectives and answering research questions. Similarly, descriptive survey research was a branch of social scientific investigation, which studies large and small populations by selecting and studying samples chosen from the population.

It is used to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Kothari, 2009). So, the researcher used descriptive survey for this study to assess the status of leadership style commonly practiced and the status of academic optimism in Batu City in case of secondary schools.

In addition the researcher employs mixed embedded research design was used in the current study was establish the magnitude, direction and significance relationship between leadership styles and academic optimism. On the other hand, an explanatory design sought to establish (Cause effect) relationship to test the effect of leadership styles on school academic optimism. Furthermore, correlations and regressions are applied to decide the relationship, the effect of independent variables leadership styles practices, and dependent variable or academic optimism of schools.

Research method is a style of conducting a research work, which is determined by the nature of the Problem (Singh, 2006). Thus, in this study, the researcher used both quantitative and qualitative approach as the leading method which emphasized on the relationship between principals' leadership style and academic optimism of school that are better in order to understand by collecting both quantitative and qualitative data.

### 3.2. Sources of Data

Both primary and secondary sources of data were employed. In order to achieve the objective of this study, both primary and secondary data are going to be collected from various sources.

Primary sources of data are teachers, department heads, school principals, vice principals through questionnaires, and school based supervisor, and City Administration education Office experts (CAEO) through interview guiding questions. It helps the researcher to get detailed information about the issue under this study.

Secondary data were obtained from documents. Different written documents were used as secondary sources. Among these, grade 12<sup>th</sup> students' national examination result profile, different academic plans in line with stated objectives and progress records, School strategic plan and school minute. This was done with a view of obtaining the principals leadership role in creating academic optimism in the selected secondary schools.

### 3.3. Sample size and Sampling Techniques

Cognizant of the aforementioned fact, the researcher applied both purposive and random sampling technique to select the sample units from the population.

In selecting sample teachers, out of 194 (100%) teachers in the sample selected public(120) from these 81 ( 67.5 %) was used and 50 ( 67.5) private teachers secondary schools, from (74) teachers were selected .From both public and privet secondary school teachers 131(67.52%) of them were selected through simple random sampling technique, particularly through lottery method with the assumption that all teachers have equal chance of being selected and to obtain representative sample. Simple random sampling gives each unit of the population equal opportunity of being selected (Seyoum and Yalew, 1989). The researcher believed that, to make the data collected more comprehensive, it was decided to include large proportion (67.52%) was sufficient to secure the validity of the data obtained from teacher respondents. Accordingly, information was collected from 131 teachers working in all of the sampled schools. The number of sample teachers from each selected schools were determined in proportional to the size of teachers in each selected public schools and private schools. In this regard, Gay and Arirasian (2003), state that the sample of 10% to 20% of the target population is often used in descriptive research for large population.

Therefore, the total number of research participants were 192, that mean 6(42.9%)City Administration Education Office experts, 6(42.8%) school principals (1 from each selected schools), 12(100%) school vice principals (two from each selected schools), 2(100%) supervisors (1 from each selected schools), 35(50%) department heads and 131(67.52%) of teachers from the selected public and private schools.

The total numbers of selected respondents were 131 teachers, 6 principals, 12 vice principals, 35 department heads and 2 supervisors and 6 CAEO experts. The sampling techniques used were simple random sampling and purposive sampling. From the total governmental and non – governmental secondary schools ,that are found in City Administration were selected by using survey sampling techniques because; they are small in number. Accordingly, 67.52% of teachers from each sample schools were included in the study. Purposive sampling technique was used to include all selected school principals, vice principals, supervisors, and department heads, .

The purpose of public and privet secondary schools including in the research was not to make a comparative analysis between the two schools . But to use for sonly the existence number of the schools that might give a better understanding of how leadership styles and academic optimism could be practiced and established in the selected secondary Schools.

**TABLE 1: TARGET POPULATION AND SAMPLE SIZE**

No	Types of Respondents	Target population	Sample population	Sample population in percent (%)	Sampling techniques	Data gathering Instruments
1	Teachers	194	131	67.52%	Simple random sampling	Questionnaire
2	Principals	6	6	100%	Availability sampling	Questionnaire
3	Vice-principals	12	12	100	sampling	Questionnaire
4	Department heads	35	35	100%	Availability sampling	Questionnaire
5	Supervisors	2	2	100%	Availability sampling	Interview
6	Education	14	6	42.9%	Simple random	Interview

	office Experts				sampling	
	Total s	263	192	73%		

### 3.4. Methods of Data Collection

#### 3.4.1. Questionnaires

Questionnaires were used as a data gathering tool, because it enables researchers to collect information from the large size of respondents within manageable time and provides wide range of coverage of data with minimum cost. Therefore, in order to identify principal leadership styles and relationships with academic optimism, questionnaires are set for principals, vice principals, department heads and teachers as structured and attached at (Appendices). Questionnaires were prepared in English language because the researcher believes that they could understand the language. The scoring of each scale varied from 1 to 5 with Likert scale. Furthermore, Likert scale was easy to construct; takes less time to construct; simplest way to describe about the roles and practices of principals leadership styles and status of academic optimism and provides more freedom to respond. The scale consisted of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. Based on the five point Likert type rating scales from strongly disagree to strongly agree, the mean and weighted mean values in implementation of the items are calculated. The items in the questionnaire divided into two main sections: The first section was about biographic information of the respondents; the second section is the five rating scale responses items prepared to answer the study questions. As a result, both open ended and close-ended questionnaires were used in the study.

#### 3.4.2. Interview

Semi-structure interview items were prepared with school supervisors and Education office experts as an instrument of data collection in this study. The purpose of selecting such type of interview was because of its flexibility and could be restructured on any defects observed on questions. To this end, interview was conducted with education office experts and supervisors to supplement the data that will be collected through questionnaires. The interview session were administered with the sample respondents on face-to-face and one-to-one bases by the researcher. It was conducted by Afan Oromo to gain detail information.

Finally, both data from the questionnaire and semi-structured interviews were cross validated with the data from document analyses. This was analyzed and reported through narrative description and triangulation.

### 3.5. Pilot Testing

Checking the validity of data collecting before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). The validity of an instrument refers to how well an instrument measure the particular concept. The Reliability of questionnaire was checked by Pilot test using SPSS. Checking the reliability of the questionnaire using a pilot test will be carried out. Reliability refers to random error in measurement. Reliability indicates the accuracy or precision of the measuring instrument (Norland, 1990). The pilot test seeks to answer the questions, does the questionnaire consistently measured. The items in questionnaire will be pilot tested. The questionnaire was distributed to 1 principals and 2 vice principals and 20 teachers and 5 department heads in Adami Tulu secondary school which was not included in the main study as sample while used for the pilot study. In pre-testing questionnaire, the main concern is to detect problems which might cause confusion to the respondents. It was also useful to improve the format of the questionnaire to be clear. The pilot survey was used to determine whether the words in each question will be properly understood. The designed questionnaire was distributed for respondents in pilot test. After two days the respondents return the questionnaire and depending on their response, analyses were made. Any common errors identified on the items were improved. Reliability was established using a pilot test by collecting data from the sample. Data collected from the pilot test was analyzed using SPSS (version 24) that provides information, reliability coefficient (alpha). A reliability coefficient (alpha) of 0.70 or higher was considered as acceptable reliability. While the result of reliability of this study was displayed (0.81) ,Since validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under the study the researcher evaluated content validity by examining the information about the objective of the instrument, the content areas and the level of difficulty of the questions. To ensure validity of instruments, the instruments were developed under close guidance of the advisors.

### 3.6. Methods of Data Analysis

This study was employed a descriptive research type, that describes the status of principals leadership style and academic optimism and has a mixed embedded research approach. It has used both qualitative and quantitative data.

This data were analyzed by using both the descriptive and inferential statistics. To this end percentage, mean and standard deviation (SD) are used among descriptive statistics. The percentage and frequency were important to analyze the background information of the respondents while mean, standard deviation and weighted mean is in order to analyze the data obtained through close ended questionnaire under the investigation.

Data obtained from the semi-structured interviews were triangulated with the results of document review to supplement the data obtained through close ended questionnaire. First, to determine the practice of school principals' leadership style, the information that are collected through close ended questionnaires were analyzed by using percentage, mean value, correlation and regression. All the data were computed using Statistical Package for Social Science (SPSS) version 24 and percentages were used to determine the background information while the mean value was used to measure the practice of school principals' leadership styles.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, data presentation , an analysis and interpretation of the data were made. As it is indicated in the preceding chapters, the data were collected from secondary school teachers, school leaders, school supervisors and education office experts. All the 182 copies of questionnaires were distributed to 131 teachers and 51 school leaders, 174(96.56%) of the questionnaires were properly filled and returned. The interview was conducted with 2 school supervisors and 6 education office experts successfully.

In the data analysis attempts have been made to shift, organize, summarize and synthesize the data so as to arrive at the results and conclusions of the study. In the interpretation, attempts were made to describe the findings interpretatively to draw conclusions, show implications, and make recommendations. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus, data from the questionnaire, interview and document analysis were interpreted and analyzed in the following ways.

#### 4.1. Background of respondents

**TABLE 2: RESPONSE ON *BACKGROUND OF RESPONDENTS***

No	Variables		Participants				Total	
			Teachers		School leaders			
			F	%	F	%	F	%
1	Sex	Male	90	73.2	39	76.5	129	74.1
		Female	33	26.8	12	23.5	45	25.9
		Total	123	100	51	100	174	100
2	Age							
		26-29 years	10	8.1%	2	3.9%	12	6.9%
		30-34years	52	42.3%	21	41.2%	73	42.0%
		35 to 39 years	56	45.5%	27	52.9%	83	47.7%
		≥ 40 years	5	4.1%	1	2.0%	6	3.4%
		Total	123	100	51	100	174	100
3	Educational background	Diploma	2	1.6	0	0	2	1.1
		BA/BSc/	110	89.4%	46	90.2%	156	89.7%
		MA/MS	11	8.9%	5	9.8%	16	9.2%
		Total	123	100%	51	100%	174	100%
4	Work Experience	≤ 5	2	1.6%	1	2.0%	3	1.7%
		6 – 10	51	41.5%	25	49.0%	76	43.7%
		11 – 15	53	43.1%	20	39.2%	73	42.0%
		16 – 20	17	13.8%	5	9.8%	22	12.6%
		<b>Total</b>	123	100%	51	100%	174	100%

Regarding sex of respondents as shown item 1, in Table 2, among 123 teachers, 90(73.2%) were male and among 51 school leaders, 33(26.8%) were female. Moreover, 39(76.5%) of school leaders were male. All the sample supervisors were male. It can also be seen that no female was participating as principal, supervisor and department heads in secondary schools of the City under the study. Supporting this finding, MoE (2006) reported that women are severely underrepresented in leadership position at all levels in the education sector in all regions of Ethiopia.

Likewise, under item 2 of the same Table, the age of the majority of the teachers, were below 30 years old which was 73(42%) of the total sampled respondents were found between the age range above 30 to 34 years old. In addition, 83(47.7%) of respondents were found between the age of 35 to 39. The age ranges indicate that most respondents were elders and few of them are young.

As item 3 in similar table the levels of educational attainment of the sampled respondents 156(89.7%) were found at degree level. Among 51 school leaders, 5(9.8%) are Master degree holders. From this one can understand as most of teachers and school leaders were degree holders. The guideline of MoE (1994) has indicated that secondary school teachers should have a minimum of first degree. This may have a positive effect on teaching and learning process in general and their involvement in participating in improving academic optimism of students. Likewise, only 3 principals that were MA degree holders in school leadership and 2 supervisors were MA degree holders in educational planning and management to which the leading position concerns. According to the recruitment and assignment criteria indicated in the document of MoE(1994), secondary school principals and supervisors are required to have second degree in the required field study like school leadership, educational administration, educational management, and educational leadership. The data indicated that Master degree holders were few of the total respondents. This may alarm to the government officials who work for quality education. Since, leadership requires knowledge and skill of the field, effectiveness of leadership may not be realized with this less trained school leaders. This may clearly show that most of the principals of secondary schools of the zone were professionally untrained and they may lack managerial skills in order to involve teachers in various issues of school like applying effective management skills such as planning, communication, delegation, empowerment, and

so on. Moreover, interview conducted with supervisors, principals and vice principals revealed that principals short-term training that related to management area was not satisfactory.

It can be said that school principals were assigned to the position without having management qualification and/or the necessary training that would enable them to improve the teachers and school performance to enhance teaching learning activities of their school.

Regarding the experience of teacher respondents shown under item 4 of the , only 3(1.7%) were found below 5 years. Most teachers were experienced, that is 121 (98.3%) in the service year range of above 6 years old. The experiences of most school principals and supervisors were 11 years and above. From this, it is possible to generalize that most of the respondents were well experienced.

## 4.2. Types of Leadership

### 4.2.1. Democratic leadership style

**TABLE 3: RESPONSE OF SCHOOL LEADERS AND TEACHERS ON DEMOCRATIC LEADERSHIP STYLE**

No	Democratic leadership style	Category of variable	N	Mean	Std. Devn	G M
1	Teachers participate in decision making	Teachers	123	2.40	1.132	2.38
		School leadership	51	2.36	1.115	
2	Teachers consult fellow teachers before making decisions pertaining to academic progress.	Teachers	123	2.37	1.060	2.42
		School leaders	51	2.46	1.14	
3	Often you engage in addressing administrative problems	Teachers	123	3.22	1.124	3.31
		School leaders	51	3.40	1.571	
4	Solving administrative problems with fellow staff improves student academic progress.	Teachers	123	3.62	.905	3.81
		School principals	51	4.08	.95	
5	Teachers are involved in designing academic programs in this School	Teachers	123	2.77	1.075	2.89
		School leadership	51	3.01	1.009	
6	Academic leadership roles are shared by teaching staff in this school	Teachers	123	2.65	1.146	2.73
		School leadership	51	2.80	1.340	
	Overall mean		174	2.85	1.070	

scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree

As the data showed in table 3, item 1 the respondents' focuses on the extent to which sample school leaders were (51)with mean value 2.36 and std.devition 1.115 and also 123 te achers respondents mean were 2.40 and std.devition 1.132 participate in decision making. The mean scores rate found on the above table shows that the item is 2.40(SD=1.132) with low level of agreement as school leaders encourage teachers to participate in decision making. These imply that the average means of respondents shows the level of contributions of school leaders encourage teachers participate in decision making was ranged under low level agreement. *During the questionnaire on of the participant mentioned that school leaders give power for themselves. For example they come with a kind of proposal which they need it to approve as it is without additional ideas from the staff and undermine the ideas of teachers and students.* During the document analysis the researcher observed from the school minute as there was no continuous meetings in the school. Most secondary schools have been conducting staff meeting twice or three times per semester. This shows as there is low rate of teachers' participation in decision making. The majority of the level of contributions of school leaders were not this much effective in encouraging teachers participate in decision making.

As item 2 in similar table , the respondents were asked to show the level of school leaders consult fellow teachers before making decisions pertaining to academic progress. In this case, the mean scores rate of school leaders revealed that average mean is 2.46(SD=1.14) which was rated at low level of agreement and teachers respondents mean was 2.37 SD=1.06. The computed average mean reveals that the level of school leaders consult fellow teachers before making decisions pertaining to academic progress was found at low rate. In relation to this, interview was conducted with supervisors. One of the participated said:

*Most of the time school plan is prepared by school principals, that is, plan do not prepare in participatory way. That means School principals were not asserting concern to participate teachers in planning and in this intention teachers were also reluctant to participate in planning too. So, it is impossible to say teachers were not trusted in decisions and important tasks.*

Based up on the above data it is possible to conclude that level of the school leaders consult fellow teachers before making decisions pertaining to academic progress was found at low rate on different activities performed in the school.

As item 3, in similar table, focuses how much school leader's work on often teachers engage in addressing administrative problems. The teachers average mean 3.22(SD=1.124) shows that school leaders arrange different issues to teachers engage in addressing administrative problems was mean 3.40 and SD. 1.571 with refers to moderate rate. This interpretation inferred to level of school leaders role for teachers to engage in addressing administrative problems was not to the needed standard because it was rated at moderate rate.

Regarding item 4 in similar table, about principals were solving administrative problems with fellow staff improves student academic progress. The for the teachers item's weighted mean was 3.62 (SD=0.905) which was solving administrative problems with fellow staff improves student academic progress rated at high rate and school leaders mean 4.08 and SD 0.95. So from the researchers' point of view, if teachers and students were participated in solving administrative problems with fellow staff improves student academic progress it is possible to implement of the plan effectively.

As item 5, in similar table, the respondents' focuses on the extent to which school principals have support as teachers are involved in designing academic programs in this school. The mean scores rate found on the above table of teacher respondent shows that the item is 2.77(SD=1.075) with moderate level of agreement as school leaders was 3.01 and SD 1.009 involved in designing academic programs in the selected schools. These imply that the average means of respondents' shows the level of contributions of school leaders encouraged teachers to involve in designing academic programs in the selected schools ranged under moderate level. The majority of respondents show the level of contributions of school leaders for teachers' involvement in designing academic programs in the selected schools was found at moderate rate.

As item 6 in similar table, the respondent teachers were asked to show the level of academic leadership roles were shared by teaching staff in the selected schools. In this case, the mean scores rate revealed that average mean is 2.65(SD=1.146) which was rated at moderate level of agreement and the school leaders responded were mean of 2.80 and SD 1.340. So, the computed

average mean reveals that the level of the school leaders retain academic leadership roles were shared by teaching staff in the selected schools was moderately agreed by respondents. Based up on the above data it is possible to conclude that the level of the school leaders retain academic leadership roles are shared by teaching staff in the selected schools was found at moderate rate on different activities performed in the school.

As item 7 in similar table, about the principals' delegation of powers to teachers in the school strongly exists. The item's for teachers weighted mean was 2.13(SD=0.991) and school leaders responded as mean of 2.72 SD 1.26 which was delegation of powers to subordinates in the selected schools strongly exists rated at low rate. So from the researchers' point of view, it is possible to conclude that there was poor implementation of the plan effectively in absence of school leaders.

As item 8, in similar table, the respondents' focuses on the extent to which school principals have the ability to respect for fellow teachers' opinions regarding academic improvement. The mean scores rate of respondent teachers found on the above table shows that the item is 3.22(SD=1.134) and the school leaders found mean was 2.62 SD 3.02 with moderate level of agreement as school leaders respect for fellow teachers' opinions regarding academic improvement. These imply that the average means of respondents shows the level of school leaders have respect for fellow teachers' opinions regarding academic improvement under moderate level. This shows as there is moderate rate of in the school there was moderate rate respect for fellow teachers' opinions regarding academic improvement.

In general, type of leadership of democratic leadership was relatively adree as grand mean of all items related to this and provided for respondents was 2.85.

#### 4.2.2. Laissez-faire leadership style

Table 4: Response of school leaders and teachers on Laissez-faire leadership style

No	Laissez-faire leadership style	Category of variable	N	Mean	Std. Dev	GM
1	As a teacher, you are given full mandate to make academic decisions without intervention from the head of school.	Teachers	123	3.99	0.934	3.86
		School Leaders	51	3.72	0.85	
2	Teachers have freedom to do as they think best in the interest of promoting progress in this school	Teachers	123	2.71	1.147	269
		School Leaders	51	2.67	1.123	
3	Teachers are not interfered with when making decisions that promote progress in this school.	Teachers	123	3.83	.858	3.72
		School Leaders	51	3.6	1.517	
4	You prefer collective decision making in this school	Teachers	123	3.23	1.136	312
		School Leaders	51	3.01	1.00	
5	It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention	Teachers	123	3.89	1.093	3.80
		School Leaders	51	3.7	1.124	
6	Decisions are made from down and they come later to the top	Teachers	123	2.18	1.327	2.28
		School Leaders	37	1.06		
	Overall mean		174	3.25	1.143	

Scale 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

As the data showed in table 4, item 1 the respondents' focuses on the extent to which school principals have give freedom as a teacher, they were given full mandate to make academic decisions without intervention from the head of school. The weighted mean f0r teachers item is 3.99(SD=0.934) and school leaders mean was 3.72, SD 0.85 with high level of agreement as school principals gave freedom as a teacher, they were given full mandate to make academic decisions without intervention from the head of school. These imply that the average means of respondents shows the level of contributions of principals in relation to as a teacher, they were given full mandate to make academic decisions without intervention from the head of school which was ranged under high rate level. During the interview the respondents raised to the researcher the school principal have given full mandate to teachers make academic decisions without intervention from the head of school. This shows as there is high rate mandate to make academic decisions without intervention from the head of school.

As item 2 ,in similar table, the respondents were asked to show the level of school principals encouraged as teachers have freedom to do as they think best in the interest of promoting progress in the selected schools. The average mean for teacher is 2.71(SD=0.903) and school leaders was 2.67, SD 1.123 which was rated at moderate level of agreement. The computed average mean reveals level of the school leaders have given teachers have freedom to do as they think best in the interest of promoting progress in this school was found at moderate rate. Based up on the above data it is possible to sum up that level of the school leaders did not give teachers to have freedom to do as they think best in the interest of promoting progress in this school was found at moderate rate on different activities performed in the secondary schools.

As item 3, in similar table focuses how much teachers are not interfered with when making decisions that promote progress in this school. The average mean for teachers respondents was 3.83(SD=0.661) and school leaders respondents was mean score of 3.6, SD1.517 shows that school leaders were not interfered teachers action when making decisions that promote progress in the selected schools was high rate. This interpretation inferred to level of school leaders were not interfered with when making decisions that promote progress in this school was found at high level.

Concerning item 4 , in similar table, about the teachers prefer collective decision making in this school. The item's weighted mean for teachers was 3.23(SD=1.136) and for school leaders was 3.01, SD 1.00 which was prefer collective decision making in this school rated at moderate rate. The above quantitative data interpreted implies that school leaders preferred collective decision making in the school at medium rate.

Regarding item 5 in similar table , the respondents were asked to show the level of it would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention. The average mean for teachers is 3.89(SD=1.093) and for school leaders respondents was 3.7, SD 0.124which was rated at high level of agreement. The computed average mean reveals that, it would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention was found at high rate. Based up on the above data it is possible to sum up that it would be accurate to say the head of school leaves teachers to make decisions pertaining to school performance without intervention was found at high rate on different activities performed in the secondary schools.

Regarding 6 ,in similar table, focuses how much decisions are made from down and they come later to the top. The average mean of teachers respondents was 2.18(SD=1.327) and also school leaders were 2.37, SD 1.06 shows that decisions were made from down and they come later to the top was low rate. This interpretation inferred to level of decisions are made from down and they come later to the top was found at low level.

Regarding item 7,in similar table, about the teachers there was free delegation of responsibilities and duties for school progress in this school. The item's weighted mean for teachers was 3.03(SD=1.434) and for school leaders was 2.87, SD 0.95 which was free delegation of responsibilities and duties for school progress in the selected schools rated at moderate rate. The above data interpreted implies that school principals there was free delegation of responsibilities and duties for school progress in this school at medium rate.

The table 4, item 8, focuses how much the school principals leave staff to make decision on school programs without prior intervention. The average mean of teachers respondents 3.54(SD=1.219) and also school leaders were 3.5, SD 1.133 shows that the school leaders leave staff to make decision on school programs without prior intervention was found at high rate. This

interpretation inferred to level of the school principals leave staff to make decision on school programs without prior intervention was found at high level.

In general, type of leadership of lassie-fair leadership was moderate as grand mean of all items related to this and provided for respondents was 3.25.

#### 4.2.3. *Authoritarian Leadership Style*

**TABLE 5: RESPONSE OF SCHOOL LEADERS AND TEACHERS ON AUTHORITARIAN LEADERSHIP STYLE**

No	Authoritarian Leadership Style	Category of Variable	N	Mean	Std. Dev	G M
1	Decisions regarding school programs are solely made by the principals and the governing body	Teachers	123	3.63	1.038	3.58
		School principals	51	3.52	1.029	
2	The system of administration is top-down	Teacher	123	3.98	1.077	3.91
		School principals	51	3.84	1.125	
3	What is important in school management is accomplishment of the task at hand not addressing staff needs	Teacher	123	3.92	1.014	3.89
		School principals	51	3.86	1.121	
4	It is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school	Teacher	123	3.29	1.193	3.15
		School principals	51	3.01	0.09	
5	All power is centralized to the principals	Teacher	123	3.79	1.100	3.71
		School principals	51	3.62	1.031	
	Overall mean		174	3.65	1.084	

---

Scale 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

As the data showed in table 5, item 1 the respondents' focuses on decisions regarding school programs are solely made by the principals and the governing body. The weighted mean for the item is 3.63(SD=1.038) school leaders was 3.52, SD 1.029 with high level of agreement as decisions regarding school programs are solely made by the principals and the governing body. These imply that the average means of respondents shows the decisions regarding school programs are solely made by the school leaders and the governing body ranged under high rate.

In relation to this, interview was conducted with supervisors. Most of the interviewed supervisors said:

*Most of the time school plan and agenda for meetings are prepared by school principals, that is, plan do not prepare in participatory way. That means School principals were not asserting concern to participate teachers and the rest school in planning and in this intention teachers and large community were also reluctant to participate in planning too. So, it is impossible to say teachers were participated in implementing the plan.*

The majority of respondents shows the level of decisions regarding school programs are solely made by the principals and the governing body was low. So, different strategies such as training and awareness rising should be devised to enhance participatory decision in the school.

As item 2, in similar table focuses on how much the system of administration was top-down. The average mean 3.92(SD=1.014) and the school leaders mean was 3.84, SD1.125 shows that school leaders system of administration is top-down was rated at high level. *During the interview on of the participant supervisor mentioned that principals give instruction of methods of work lonely without participatory decision in the form of order from top to down.* This interpretation deduced to level of the system of administration was not to the needed standard because every orders were emanating from school leaders only. Therefore, it needs continuous discussion, evaluation and feedback to enhance more participation of the school community starting from decision up to work methods and processes.

As item 3 in similar table the respondents were asked to show the level of school management accomplishment of the task at hand not addressing staff needs. The average mean is 3.92 (SD=1.014) and school leaders responded in mean 3.86, SD 1.121. The computed average reveals level of school management accomplishment of the task at hand not addressing staff needs was found at high level. Interview conducted with secondary school supervisors confirmed the finding in this item. Most of the supervisors said that: *Principals decided different important decision lonely. But students' affairs and disciplinary problems are mandated to home room teachers in particular and to all teachers in general. Homeroom teachers control the attendance of students on the attendance list but can't take any measure for what time the student may stay truant off the school or any disciplinary problem related to uniform, hairstyle, attendance etc. Decisive decisions were left for principal and these made them angry and feel as their need was not included in the school activities.*

Based up on the above data it is possible to conclude that level school management accomplishment of the task at hand not addressing staff needs was found at high rate on different activities performed in the school that deduced as more training, awareness raising issues and motivational duties concerned on it.

Regarding item 4 in similar table , about it is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school. The item's weighted mean was 3.29(SD=1.193) and school leaders was 3.01, SD 0.09 which was enjoyable principal's count on the principals for ideas and suggestions regarding progress in the selected schools rated at medium.

Regarding item 5 in similar table , about all power was centralized to the principals. The item's weighted mean was 3.79(SD=1.100) and the school leaders responded of mean 3.62, SD 1.031 3. which was all power was centralized to the principals rated at high. In relation to this, interview was conducted with supervisors. Most of the interviewed supervisors said: *Most of the time school plan is prepared by school principals, that is, plan do not prepare in participatory way. That means school principals were not asserting concern to participate teachers in planning and in this intention teachers were also reluctant to participate in planning too. So, it is impossible to say teachers were not trusted in decisions and important tasks.* The above quantitative data interpreted and interview conducted implies that all power is centralized to the

principals. So from the researchers' point of view, if group members were not participate in planning and important decisions it is illusion to say that teachers were participated in implementation of the plan.

In general, type of leadership of autocratic leadership was high as grand mean of all items related to this and provided for respondents was 3.65. In this regard students and teachers respondents were asked about the strategies to improve teachers' participation in school activities effectively. In relation to this most teachers reported that school principals should not be autocratic, they should open about activity planning of the school and that they have to listen to the voice of teachers and respond to their comments, suggestions and other ideas.

### 4.3. Academic Optimism

#### 4.3.1. Teacher Trust in School Leaders

**TABLE 6: RESPONSE OF SCHOOL LEADERS AND TEACHERS ON TEACHER TRUST IN SCHOOL LEADERS**

No	Teacher Trust in School Leaders	N	Mean	Std. Dev
1	I feel quite confident the leaders at my school always try to treat me fairly	174	3.36	1.123
2	Leaders at my school would not try to take advantage of teachers by deceiving them	174	1.93	.757
3	I feel a strong loyalty to our school leaders	174	2.80	1.408
4	I would support the leaders at my school in almost any emergency	174	4.02	.964
5	I have a divided sense of loyalty toward my school leaders	174	3.13	1.142
6	It's OK in this school to discuss feelings, worries and frustrations with school leaders	174	2.74	1.475
7	Leaders in our school look out for the personal welfare of teachers in this school	174	2.18	1.003
	Overall mean		2.31	

As the data showed in table 6, item 1 the respondents' focuses on teachers feel quite confident the leaders at my school always try to treat them fairly. The weighted mean for the item is

3.36(SD=1.123) with moderate level of agreement as teacher feel quite confident the leaders at my school always try to treat me fairly. These imply that the average means of respondents shows the level of contributions of principals in relation to teacher feel quite confident the leaders at my school always try to treat me fairly which was ranged under moderate level. This shows as there is moderate rate of teacher feel quite confident the leaders at my school always try to treat me fairly.

Regarding item 2 in similar table , the respondents were asked to show teachers feel a strong loyalty to their school leaders. The average mean is 1.93(SD=1.198) which was rated at low level of agreement. Based up on the above data it is possible to summarize that leaders at school would not try to take advantage of teachers by deceiving them was found at low rate on different activities performed in the school.

Regarding , item 3, in similar table focuses how much teachers feel a strong loyalty to our school leaders. The average mean 2.80(SD=1.408) shows that teachers feel a strong loyalty to our school leaders was found at medium rate. This was confirmed during interview as most teachers come to class and write their note on the black board and they give short explanation by reading from the board and did not use different types of teaching methods. This interpretation inferred to level of teachers feel a strong loyalty to our school leaders was found at moderate level.

As item 4, in similar table focuses teachers would support the leaders at their school in almost any emergency. The average mean 4.02(SD=1.076) shows that teachers would support the leaders at their school in almost any emergency was found at high rate. From this data interpretation inferred that the level of teachers would support the leaders at their school in almost any emergency was found at high level.

Regarding item 5 in similar table , about the teachers have a divided sense of loyalty toward my school leaders. The item's weighted mean was 3.13(SD=1.142) which was teachers have a divided sense of loyalty toward my school leaders rated at moderate rate. The above implies that teachers have a divided sense of loyalty toward my school leaders at moderate rate of performance. So the researcher commented as great attention should be given to it.

Regarding item 6 in similar table , the respondents were asked to show it's OK in this school to discuss feelings, worries and frustrations with school leaders. The average mean is 2.74(SD=1.475) which was rated at moderate level of agreement. Based up on the above data it is possible to *summarize that it's OK in this school to discuss feelings, worries and frustrations with school leaders* was found at moderate rate on different activities performed in the school.

As , item 7 in similar table , focuses how much leaders in our school look out for the personal welfare e of teachers in this school. The average mean 2.18(SD=1.003) shows that leaders in our school look out for the personal welfare of teachers in this school was found at low rate. This interpretation inferred to level of leaders in our school look out for the personal welfare of teachers in this school was found at low level. while the overall mean was 2.31.

#### 4.3.2. *Teacher collective efficacy*

**TABLE 7: RESPONSE OF SCHOOL LEADERS AND TEACHERS ON TEACHER COLLECTIVE EFFICACY**

No	Teacher collective efficacy	N	Mean	Std. Dev
1	If a student doesn't learn something the first time, teachers in this school will try another way.	174	2.57	1.188
2	Teachers in this school really believe every student can learn If a student doesn't want to learn, most teachers here give up	174	3.64	.966
3	Teachers in my school need more training to know how to deal with the students who aren't learning	174	3.60	.904
4	Teachers in my school don't have the skills needed to produce meaningful student learning	174	2.77	1.075
5	Most students come to school ready to learn	174	2.60	1.171
6	Home life provides so many advantages students are bound to learn	174	2.65	1.146
7	Students here just aren't motivated to learn	174	3.78	.824
Overall mean			3.09	

As the data showed in table 7, item 1 the respondents' focuses if a student doesn't learn something the first time, teachers in this school will try another way. The weighted mean for the item is 2.57(SD=1.188) with moderate level of agreement as if a student doesn't learn something the first time, teachers in this school will try another way. These imply that the average means of respondents' shows the level of if a student doesn't learn something the first time, teachers in this school will try another way which was ranged under moderate level. This shows as there is moderate rate of a student doesn't learn something the first time, teachers in this school will try another way.

Regarding, item 2 in similar table , focuses teachers in this school really believes every student can learn if a student doesn't want to learn, most teachers here give up. The average mean 3.64(SD=.966) shows that teachers' lesson presentation was high. This was confirmed during interview as most teachers and school supervisors sated that students haven't interest to learn. From this interpretation it is easily concluded as most secondary schools are teachers in this school really believe every student can learn If a student doesn't want to learn, most teachers here give up was performed at high rate.

Regarding item 3 of table 7, the respondents were asked to show the teachers in the school need more training to know how to deal with the students who aren't learning. The average mean is 3.60(SD=.904) which was rated at high level of agreement. The computed average mean reveals teachers in the school need more training to know how to deal with the students who aren't learning was found at high rate. Based up on the above data it is possible to conclude that teachers in the school need more training to know how to deal with the students who aren't learning was found at high rate on different activities performed in the school.

As item 4, in similar table focuses how much teachers in the school don't have the skills needed to produce meaningful student learning. The average mean 2.77(SD=1.075) shows that teachers in the school don't have the skills needed to produce meaningful student learning was found at medium level. This was confirmed during interview as most teachers did not manage class effectively due to different reasons this lead them to poor skill of teachers. The supportive idea from interview with one of the respondents was indicates that absence of classroom management can influence students' academic achievement. The supervisor suggests by saying: *To manage*

*the class well there must be limited number of students. Otherwise it is difficult to manage the class well. Because of the number of students teachers do not give opportunity for classroom management, this may lead learners fall in attaining their class well resulted poor with academic achievement.* This interpretation inferred to teachers in the school don't have the skills needed to produce meaningful student learning was found at moderate level.

As item 5, in similar table focuses how much most students come to school ready to learn. The average mean 2.60(SD=1.171) shows that secondary schools teachers are most students come to school ready to learn was at moderate rate of performance. From this interpretation it is easily concluded as most secondary schools teachers most students come to school ready to learn was performed at moderate rate. The table 7, item 6, focuses home life provides so many advantages students are bound to learn. The average mean 2.65(SD=1.146) shows that teachers' lesson presentation was moderate rate. From this interpretation it is easily concluded as most secondary schools are home life provides so many advantages students are bound to learn was performed at moderate rate. Regarding item 7 of table 7, the respondents were asked to show the students here just aren't motivated to learn. The average mean is 3.78(SD=.824) which was rated at high level of agreement. The computed average mean reveals students here just aren't motivated to learn was found at high rate. While the overall mean was 3.09

### 4.3.3. Academic emphasis

**TABLE 8: RESPONSE OF SCHOOL LEADERS AND TEACHERS ON ACADEMIC EMPHASIS**

No	Academic emphasis	N	Mean	Std. Dev
1	Teachers here are confident they will be able to motivate their students	174	3.71	.953
2	In this school, achievable academic goals are set for students by school principal	174	3.57	.834
3	The school -based supervisor ensure , the students can benefit maximize from the time spend in school	174	2.37	1.060
4	School department heads are set the learning	174	3.27	1.098

	environment is orderly and serious			
5	Teachers in this school are believed that can towards academic success	174	3.61	.934
6	Teachers can find ways to involve students in suitable academic activities	174	3.13	1.182
	Overall mean		3.27	

The table 8, item 1, focuses how much teachers here are confident they will be able to motivate their students. The average mean 3.71(SD=.953) shows that teachers here are confident they will be able to motivate their students was found at high rate. This interpretation inferred to level of teachers here are confident they will be able to motivate their students was found at high level.

Regarding item 2, in similar table focuses in this school, achievable academic goals are set for students by school principal. The average mean 3.57(SD=.834) shows that in this school, achievable academic goals are set for students by school principal was found at high rate. From this data interpretation inferred that the level of in this school, achievable academic goals are set for students by school principal was found at high level.

Regarding item 3 of table 8, about the school based supervisor ensure, the students can benefit maximize from the time spend in school. The item's weighted mean was 2.37(SD=1.060) which was the school -based supervisor ensure, the students can benefit maximize from the time spend in school rated at low rate. The above implies that the school -based supervisor ensure, the students can benefit maximize from the time spend in school at low rate of performance. So the researcher commented as great attention should be given to effectively participate in school based supervisor.

Regarding item 4 of table 8, the respondents were asked to show school department heads are set the learning environment is orderly and serious. The average mean is 3.27(SD=1.098) which was rated at moderate level of agreement. Based up on the above data it is possible to summarize that school department heads are set the learning environment is orderly and serious was found at moderate rate on different activities performed in the school.

As item 5, in similar table focuses how much teachers in this school are believed that can towards academic success. The average mean 3.61(SD=.934) shows that teachers in this school are believed that can towards academic success was found at high rate. This interpretation inferred to level of teachers in this school are believed that can towards academic success was found at high level.

Regarding item 6 of table 8, the respondents were asked to show teachers can find ways to involve students in suitable academic activities. The average mean is 3.13(SD=1.182) which was rated at moderate level of agreement. Based up on the above data it is possible to summarize that teachers can find ways to involve students in suitable academic activities was found at moderate rate on different activities performed in the school. While the overall grand mean of three components of academic optimism in secondary schools of Batu City Administration was 2.9. So it is a moderate level of academic optimism .

#### 4.4. The relationship between leadership styles with academic optimism

**TABLE 9: THE RELATIONSHIP BETWEEN LEADERSHIP STYLES WITH ACADEMIC OPTIMISM**

Correlations					
		Democratic leadership style	Laissez-fair leadership style	Authoritarian leadership style	Academic optimism
Democratic leadership style	Pearson Correlation	1	.526**	.002	.766**
	Sig.(2-tailed)		.000	.977	.000
	N	174	174	174	174
Laissez-fair leadership style	Pearson Correlation	.526**	1	-.040	.601**
	Sig.(2-tailed)	.000		.597	.000
	N	174	174	174	174
Authoritaria	Pearson	.002	-.040	1	-.084

n leadership style	Correlation				
	Sig.(2-tailed)	.977	.597		.271
	N	174	174	174	174
Academic optimism	Pearson Correlation	.766**	.601**	-.084	1
	Sig.(2-tailed)	.000	.000	.271	
	N	174	174	174	174

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis result was performed to see the association between leadership style and academic optimism. Therefore, the correlation analysis revealed the relationship between leadership styles with overall academic optimism. If the correlation result lies between -1 and 0, the two variables are negatively related. But if the correlation result of the two variables lies between 0 and 1, the two variables are positively related. Furthermore, according to Field (2005) general guidelines correlations of 0.1 – 0.29 are considered small, correlations of 0.30 – 0.49 are considered moderate and correlations above  $\geq 0.5$  are considered large.

The results of the correlation presented in Table 9 reveal a significant medium positive relationship between democratic leadership style and academic optimism ( $r = .766, p = .0000, p < .05$ ). Laissez-fair leadership style shows significant and strong relationship with academic optimism ( $r = .601, p = .000, p > .05$ ). Results also reveal an insignificant and small negative relationship between autocratic leadership style and academic optimism relationship ( $r = -0.084, p = .271, p > .05$ ).

In general democratic and laissez-fair leadership style have positive relationship with academic optimism and its components, whereas autocratic leadership style have weak relationship with academic optimism and its components

#### 4.5. The effect of leadership styles on academic optimism in secondary school

**TABLE 10: THE EFFECT OF LEADERSHIP STYLES ON ACADEMIC OPTIMISM IN SECONDARY SCHOOL**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 <sup>a</sup>	.647	.641	.25296
a. Predictors: (Constant), Authoritarian leadership style, Democratic leadership style, Laissez-fair leadership style				

The multiple regression analysis was carried out in table 10 , to estimate the effect of leadership styles (independent variables) on academic optimism (dependent variable). The adjusted R square explained that 64.1% change in academic optimism can be predicted by the combination of the three leadership styles. The adjusted  $R^2$  of was obtained which implies that 64.7% of the variation in academic optimism was accounted for the three leadership styles

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section delft with the summary, major findings or results of the study concluded and recommendations made by the researcher.

#### 5.1. Summary of major findings

The purpose of this study was to identify the styles of leadership adopted by the school principals and the current status of academic optimism and to identify possible links between educational leadership styles and aspects of academic optimism in secondary schools. To this end, descriptive survey and explanatory research design were adopted to carry out the study. In order to solve the aforementioned problems the following basic questions were raised in the study:

1. Which leadership styles are most commonly used by secondary school principals in the selected secondary schools of Batu City Administration?
2. What is the status of academic optimism in Batu City Administration secondary schools?

3. What is the relationship between leadership style and the academic optimism in secondary schools of Batu City Administration?
4. The effect of leadership styles on academic optimism in secondary schools

So as to find answer to these questions, the following procedural steps were undertaken: searching related resources to frame background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report. .

Data that are essential for the study were collected by using questionnaire and interview, as data gathering tools. The subjects of the study were principals, vice principals, supervisors, department heads, teachers and education office experts. Teachers and school leaders were selected from six secondary schools primarily using simple random sampling and purposive respectively. And out of the total number of teachers and school leaders, 67.52% and 100% respectively were taken to fill the questionnaire. 6 principals and 12 vice principals and 2 supervisors were selected through purposive sampling and 6 education office experts were selected through simple random sampling technique for the interview. Both quantitative and qualitative data gathered through tools of data obtained were analyzed by using frequency, percentage, mean scores, standard deviation, correlation and regression. Interview was also discussed in detail. Depending on the analysis of the result made, the following major findings were obtained. The findings highlight that there are significant relationships between the leadership styles (Democratic, and Lassies- fair) and Academic optimism of teachers, and has positive effect on academic optimism and with its components. But Autocratic leadership style has insignificance relationship with academic optimism and it has less effect on academic optimism

#### 1. Types of Leadership Practiced in Secondary Schools

Different types of leadership were practiced in secondary schools of Batu City Administration. Among these types of leadership of autocratic leadership was high as grand mean with 3.65. It is followed by lassie-fair leadership type was moderate as grand mean 3.25 and thirdly, type of leadership of democratic leadership was moderate as grand mean 2.85. This indicates that the

most dominant type of leadership was autocratic leadership. The indicators for this are: decisions regarding school programs are solely made by the principals and the governing body (Mean=3.63); the system of administration is top-down (Mean 3.98); what is important in school management is accomplishment of the task at hand not addressing staff needs (M=3.92) and all power is centralized to the principals (M=3.76).

## 2. Academic optimism of Secondary Schools

The academic optimism of secondary schools was effective moderately in Batu City administration. However, some of activities performed low by the secondary schools are: leaders at my school would not try to take advantage of teachers by deceiving them with mean of 1.93; leaders in our school look out for the personal welfare of teachers in this school with mean of 2.18; teachers in this school really believe every student can learn if a student doesn't want to learn, most teachers here give up with mean of 3.64; teachers in my school need more training to know how to deal with the students who aren't learning with mean of 3.60; students here just aren't motivated to learn with mean of 3.78 and the school-based supervisor ensure, the students can benefit maximize from the time spend in school with mean of 2.37. the overall grand mean of three components of academic optimism in secondary schools of Batu City Administration was 2.9. So it is a moderate level of academic optimism.

## 3. The relationship between leadership styles and academic optimism in secondary schools.

The result of person correlation revealed that significant positive relationship is found between Leadership style and academic optimism. All the three leadership styles have relationship with academic optimism. However, among them the autocratic leadership style has low level of relationship and insignificant relation with academic optimism ( $r = -0.084, p = .271, p > .05$ ).

## 4. The effect of the leadership style of the school principals on Academic optimism in secondary schools

The regression result also showed that among the three leadership styles both democratic and Laissez-fair leadership style have a significant positive effect with academic optimism (103.821 ( $p < 0.000, p < .05$ )) But Autocratic leadership style have less effect on academic optimism of the school. The Autocratic leadership style of school principals has a less effect on

academic optimism. This represents that, when principals becomes autocratic, the school academic optimism becomes poor.

## 5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

Among the three types of leadership ware autocratic leadership was highly practiced in Batu City Administration secondary schools. It is followed by type of leadership of lassie-fair leadership and less practice of democratic leadership. This indicates that the most dominant type of leadership was autocratic leadership. The indictors for this are: Little or no input from group members, leaders make the decisions and group leaders dictate all the work methods and processes. So in order to solve problems related with autocratic leadership, secondary schools principals should develop democratic types of leadership and become situational leadership. The academic optimism of secondary schools was not effective in Batu City Administration. **So, it is better to be conditional in order to improve the academic optimism of the secondary school become better academic achievement of students.** Since various factors of leadership styles affect various aspects of academic optimism, which in turn affect job performance should not stick to only one form of leadership style. A combination of the various leadership styles will bring more satisfaction and enhance employee performance. They should find the appropriate combinations of the leadership styles that would achieve the organizational goals together with the individual targets or objectives of the employees. Finally, it is possible to conclude from the result that the strategies to improve both school and teachers' performance for better practice of academic optimism by: using incentive, training, education and communication about school activities; regular communication of planned school activities and report progresses to all staff.

## 5.3. Recommendations

Based on the findings of the study, the following recommendations were drawn by the researcher:

Considering the finding of this study, it was recommended that: school principals should imbibe a mixture of democratic and laissez-fair styles of leadership in their school and give continuous and ongoing training for school staff to enhance their academic optimism and its components, particularly academic efficacy and academic effort .

Batu City Administration Education Office should organize regular school based supervision to schools to monitor the style of leadership used by principals and the practice of academic optimism that could enhance the academic optimism schools and better school performance among stakeholders .

*The educational leaders will be equipped with the appropriate type of leadership style that is significant and positively related with employees' commitment in the organizations to enhance culture of academic optimism in the school*

Teachers in secondary schools of Batu City Administration should be encouraged to increase their use of positive behavior like optimism in the management of secondary schools students to improve their academic achievement .

- ✓ The organizations use the leadership style that enhances the capabilities and abilities of the teachers on the issue of academic optimism .
- ✓ School administration should create conducive environment for the growth of academic optimism.
- ✓ Educational leader should be encouraged to continuously acquire appropriate leadership style and academic optimism skills within and outside school systems through ongoing experience sharing, training,, workshops and seminars.
- ✓ Leaders within a school must be agents of change, continually seeking to improve students academic progress through effective reform an appropriate leadership style and academic optimism of all stake holders .
- ✓ Educational leaders should be more responsible for academic growth, there is a necessity to adequately create a culture of academic optimism, in order to increase acquisition of knowledge within the educational systems
- ✓ *Batu City secondary* schools principals should know which leadership styles positively affect school academic optimism , and, ultimately, student achievement .
- ✓ Initiate other researchers to involve in Batu city Administration elementary school research on this area of the study ..

## REFERENCES

Abwalla, J (2014) *The Principal's Leadership Styles and Teacher Performance in General Secondary Schools of Gambella Regional State*. A Master's Thesis. Jimma University Jimma, Ethiopia.

Adegbesaw, S. (2012). Effect of principals' leadership style on teachers' attitude to work in Ogun state secondary schools, Nigeria. *Turkish online Journal of Distance Education - TOJDE*, 4(1):13-15.

- Adeyemi, T. O. (2003). Head Teachers ' Leadership Styles ' and Teachers Job Satisfaction in Primary Schools in Ekiti State , Nigeria. *International Journal of Academic Research in Economics and Management Sciences*, 2(2), 69–79.
- Adeyemi, T.O. (2006). *Fundamentals of Educational Management Lagos*. Atlantic Associated Publishers, 21-60.
- Afful-Broni, A. (2004). Theory and practice of educational leadership in Ghana.
- .
- Alig-Mielcarek, J., & Hoy, W. K. (2005). Instructional leadership: Its nature, meaning and influence. In W. K. Hoy & C. Miskel (Eds.), *Educational leadership and reform* (29–54). Greenwich, CT: Information Age Publishers.
- Armstrong. M. (2004). *Human resource management Theory and practice*. London: Bath Press Ltd.
- Bandura, A. (1997), *Self-Efficacy: The Exercise of Control*, Freeman, New York, NY.
- Bass BM, and Avolio BJ (2000). *Full Range Leadership Development: Manual for Multifactor Leadership Questionnaire*. California: Mind Garden, Inc.
- Bass, B. (2006), *The Bass hand book of leadership: theory, research, and managerial applications*, 4th edition free press.
- Beard, K. S., Hoy, W. K., & Woolfolk-Hoy, A. (2009). Academic Optimism of individual teachers: Confirming a new construct. (Published doctoral dissertation) . The Ohio State University, Columbus, Ohio.
- Cole GA (2005). *Management: Theory and Practice*, Essex, Spotwood. Balantune l Coombs
- De Cremer, D. (2006). Affective and motivational consequences of leader self-sacrifice: The moderating effect of autocratic leadership. *The Leadership Quarterly*, 17(1):79-93.
- Edwards, A. K. (2009). Professional citizenship and otherness leadership development: Examining the relationships among meaning, moral reasoning, and diversity competencies of graduate students. Bowling Green State University.
- Enueme, C. & Egwunyenga, E. (2008). Principals' instructional leadership roles and their effect on teachers' job performance. *Journal of Social Science*, 16(1):13-17.

- Ezeuwa, L. (2005). *Issues in Educational Management*; Hipuks Additional Press, Enugu Nigeria.
- Goddard, R. D. & Skyla, L. (2006). The influence of school social composition on teachers' Collective Efficacy beliefs. *Educational Administrative Quarterly*, 42(2), 216-235.
- Goddard, R. D., Hoy, W. K., & Woolfolk-Hoy, A. (2004). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 39, 479-508.
- Goddard, R.G., Sweetland, S.R. and Hoy, W.K. (2000), "Academic emphasis of urban elementary schools and student achievement: a multi-level analysis", *Educational Administration Quarterly*, Vol. 36 No. 5, pp. 692-701.
- Hoy, A. W., Hoy, W. K., & Kurz., N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and teacher education*, 4, 51-64.
- Hoy, W. K., Tarter, C. J., & Hoy, A. W. (2006). Academic optimism in schools: A force for student achievement. *American Educational Research Journal*, 43(3), 425-446.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. W. (2005). Academic optimism of schools: A force for student achievement. *American Educational Research Journal*.
- Hoy, W. K., Tarter, C. J., & Woolfolk-Hoy, A. (2006b). Academic Optimism of schools: a force for student achievement. *American Educational Research Journal*, 43(3): 425-446.
- Hoy, W.K. and Miskel, C.G. (2005), *Educational Administration: Theory, Research, and Practice*, 7th ed., McGraw-Hill, New York, NY.
- Hoy, W.K. and Tarter, C.J. (1997), *The Road to Open and Healthy Schools: A Handbook for Change*, 2nd ed., Corwin Press, Thousand Oaks, CA.
- Hoy, W.K. and Tschannen-Moran, M. (2003), "The conceptualization and measurement of faculty trust in schools", in Hoy, W.K. and Miskel, C. (Eds), *Studies in Leading and Organizing Schools*, Information Age Publishers, Greenwich, CT, pp. 181-207.
- Jamal, A. (2014). Leadership Styles and Value Systems of School Principals. *American Journal of Educational Research*, 2(12), 1267-1276.
- Kocker, M. (2009). *Other-regarding preferences and leadership styles*. Bonn: IZA.
- Korkmaz, M. (2007). The Effects of Leadership Styles on Organizational Health. *Educational Research Quarterly*, 30(3), 25-55.

- Kothari, C. (2004). *Research methodology: methods and techniques*. 2nded. New Delhi: New Age International.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3): John Wiley & Sons.
- Leithwood, K., Patten. S., & Jantzi, D. (2008). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706.
- Lin, M., & Chuang, T. (2014). The Effects of the Leadership Style on the Learning Motivation of Students in Elementary Schools. *Journal of Service Science and Management*, 7(8), 1–10.
- Mbiti DM(2007). *Foundations to Education: its Meaning and Significance to Society*. Heinemann
- McGuigan, L., & Hoy, W. K. (2006). Principal leadership: Creating a culture of academic optimism to improve achievement for all students. *Leadership & Policy in Schools*, 5(3), 203-229.
- Mgani, E. E. (2006). *Leadership styles and school performance in NECTA: A case study of public secondary schools in Morogoro region*. Unpublished MA Dissertation, University of Dar es Salaam.
- Michel G, and Peter G (2007). Factors Influencing Teachers' Professional Competence Development. *J. Vocational Education and Training*, 59(4):485-501.
- MoE (1994). *Education and Training Policy*. Addis Ababa.
- Nakpodia, E.D. (2009). The influence of principals' leadership styles on teachers and students in Nigerian secondary schools. *Academic Leadership Journal*, 7(4):32-42.
- Nanjundeswaras, T. S., & Swamy, D. R. (2014). Leadership styles: Review Paper. *Advances In Management*, 7(2), 57–63.
- Ngirwa, C. C. (2006). *The effect of leadership styles in promoting academic performance in primary education*. Unpublished MA Dissertation, University of Dar es Salaam.
- Nguni, S. C. (2005). *Transformational leadership in Tanzania education: A study of the effects of transformational leadership on teachers job satisfaction, organizational commitment and organizational citizenship behaviour in Tanzanian primary and secondary schools*. Unpublished PhD Dissertation University of Radbound.
- Northouse P (2006). *Leadership: Theory and Practice* (4th Ed.) Sage: Thousand Oaks, CA.

- Oyetunyi.C.O. 2006. *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa.
- Paunonen, S., & Hong, R. (2010). Self-efficacy and the prediction of domain-specific cognitive abilities. *Journal of Personality*, 78(1), 339-359.
- Pont, B., Nusche, D. & Moorman, H. (2008). *Improving School Leadership Volume 1: Policy and Practice*, Paris: Organization for Economic Cooperation and Development.
- Smith, P.A., Hoy, W.K. and Sweetland, S.R. (2001), “Organizational health of high schools and dimensions of faculty trust”, *Journal of School Leadership*, Vol. 11 No. 2, pp. 135-51.
- Tigistu, A. H. (2012). *Perception of Leadership in Effectiveness of School Improvement Program: The Case of Selected High Schools in Addis Ababa City Administration*. (Doctoral dissertation, AAU).
- Tschannen-Moran, M. & Hoy, W. (1998). Trust in schools: a conceptual and empirical analysis. *Journal of Educational Administration*, 36, 334- 352
- Tschannen-Moran, M. (2004). *Trust Matters: Leadership for Successful Schools*. San Francisco, CA: Jossey-Bass.
- .
- Yukl, G. A. (2005). *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Eye On Education, Inc.

## APPENDIX-I

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Questionnaire for principals, vice principals, department heads and teachers**

I would like to express my heartfelt appreciation and regard for time and sincere cooperation in advance to fill in this questionnaires. The questionnaire is design to gather data for a research in titled “*The Relationship between Leadership Style and Academic Optimism in secondary schools of Batu Town*” The results and success of the study will depend on the quality of your response and I hope, you will give accurate and honest response to the item presented. Your response will be keeping confidential and used only for academic purpose.

**General Directions:**

- ✓ No need of writing your name
- ✓ Respond to all closed-ended questions by putting “✓” marks in the box provided and to the open-ended ones by writing your responses on the spaces provided.
- ✓ Your urgent responses will contribute to the value of the research.

**Thank you in advance for your cooperation!**

**Part I: Background information of the respondents**

- 1.1. Gender :     Male \_\_\_\_\_     Female \_\_\_\_\_
- 1.2. Your age: below 25 years \_\_\_\_ 25-29 \_\_\_\_ 30-34 \_\_\_\_ 35-39 \_\_\_\_ Above 40 years \_\_\_\_
- 1.3. Your Educational Status: a. Diploma \_\_\_\_ b. BA/BED/BSC \_\_\_\_ c. MA/MASC \_\_\_\_
- 1.4. Work Experiences:
- a) Below 1-5 years \_\_\_\_\_ b) 6-10 years \_\_\_\_\_ c) 11-15 years \_\_\_\_\_ d) 16-20 years \_\_\_\_
- e) 21-25 years \_\_\_\_ f) 26 and above \_\_\_\_\_
- 1.5. Your current job position \_\_\_\_\_
- 1.6. Service year in current position \_\_\_\_\_

## SECTION B: TYPES OF LEADERSHIP STYLE

Dear respondents; the purpose of this part is to assess the practices of leadership styles of school principals. In completing the instrument, you will be providing a picture of how your school operations and values that characterized it. Each question has five alternatives. Considering the practices in your school; please answer each item using scales: 1=Strongly disagree, 2=to Disagree, 3=to Moderate Agree, 4=to Agree, 5= to Strongly Agree.

No	Items	Current perceived				
		1	2	3	4	5
<b>1</b>	<b>DEMOCRATIC LEADERSHIP STYLE</b>					
1.1	Teachers participate in decision making					
1.2	Teachers consult fellow teachers before making decisions pertaining to academic progress.					
1.3	Often you engage in addressing administrative problems					
1.4	Solving administrative problems with fellow staff improves student academic progress.					
1.5	Teachers are involved in designing academic programmes in this School					
1.6	Academic leadership roles are shared by teaching staff in this school					
1.7	Delegation of powers to subordinates in this school strongly exists					
1.8	In this school there is respect for fellow teachers' opinions regarding academic improvement.					
<b>2</b>	<b>LAISSEZ-FAIRE LEADERSHIP STYLE</b>					
2.1	As a teacher, you are given full mandate to make academic decisions without intervention from the head of school.					
2.2	Teachers have freedom to do as they think best in the interest of promoting progress in this school					

No	Items	Current perceived				
		1	2	3	4	5
2.3	Teachers are not interfered with when making decisions that promote progress in this school.					
2.4	You prefer collective decision making in this school					
2.5	It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention					
2.6	Decisions are made from down and they come later to the top					
2.7	There is free delegation of responsibilities and duties for school progress in this school					
2.8	The school principals leave staff to make decision on school programmes without prior intervention.					
<b>3</b>	<b>AUTHORITARIAN LEADERSHIP STYLE</b>					
3.1	Decisions regarding school programmes are solely made by the principals and the governing body					
3.2	The system of administration is top-down					
3.3	What is important in school management is accomplishment of the task at hand not addressing staff needs					
3.4	It is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school					
3.5	All power is centralized to the principals					

### SECTION C: ACADEMIC OPTIMISM

Dear respondents; the purpose of this part is to assess the practices of academic optimism of school principals. In completing the instrument, you will be providing a picture of how your

school operations and values that characterized it. Each question has five alternatives. Considering the practices in your school; please answer each item using scales: 1=Strongly disagree, 2=to Disagree, 3=to Moderate Agree, 4=to Agree, 5= to Strongly Agree.

No	Items	Current perceived				
		1	2	3	4	5
<b>1</b>	<b>Teacher Trust In School Leaders</b>					
1.1	I feel quite confident the leaders at my school always try to treat me fairly					
1.2	Leaders at my school would not try to take advantage of teachers by deceiving them					
1.3	I feel a strong loyalty to our school leaders					
1.4	I would support the leaders at my school in almost any emergency					
1.5	I have a divided sense of loyalty toward my school leaders					
1.6	It's OK in this school to discuss feelings, worries and frustrations with school leaders					
1.7	Leaders in our school look out for the personal welfare of teachers in this school					
<b>2</b>	<b>Teacher collective efficacy</b>					
2.1	If a student doesn't learn something the first time, teachers in this school will try another way.					
2.2	Teachers in this school really believe every student can learn If a student doesn't want to learn, most teachers here give up					
2.3	Teachers in my school need more training to know how to deal with the students who aren't learning					
2.4	Teachers in my school don't have the skills needed to produce meaningful student learning					
2.5	Most students come to school ready to learn					
2.6.	Home life provides so many advantages students are bound to learn					
2.7	Students here just aren't motivated to learn					

No	Items	Current perceived				
		1	2	3	4	5
<b>3</b>	<b>Academic emphasis</b>					
3.1	Teachers here are confident they will be able to motivate their students					
3.2	In this school, achievable academic goals are set for students by school principal					
3.3	The school -based supervisor ensure , the students can benefit maximize from the time spend in school					
3.4	School department heads are set the learning environment is orderly and serious					
3.5	Teachers in this school are believed that can towards academic success					
3.6.	Teachers can find ways to involve students in suitable academic activities					

## APPENDIX-II

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

### **Interview guide for WEO experts and supervisors**

The main purpose of this interview is to gather information on *The Relationship between Leadership Style and Academic Optimism in secondary schools of Batu Town*. You are, therefore kindly requested to give necessary information on the issue related to the study. The

successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

**Thank you in advance for your cooperation!**

1. Have you ever undertaken a specialized management training course? Elaborate.
2. Did you receive any induction management training when being appointed as supervisor and expert?
3. As principals did you receive an opportunity to undertake any management as leadership course?
4. What are the qualities of a good and effective school leadership
5. What contributions do the principals make in ensuring an academic optimism? Why? How?
6. What factors influence an academic optimism in the school?
7. What leadership style is used at the school? Why? How? When?
8. Could you explain how the management/leadership approach that you have adopted in your school leads to academic excellence?
9. What leadership style is likely to yield the best academic optimism?
- 10.