



**LEADERSHIP PRACTICES AND SCHOOL PERFORMANCE IN
SECONDARY SCHOOLS OF WOLAITA ZONE (SOUTHERN
NATIONS, NATIONALITIES AND PEOPLES' REGIONAL
STATE)
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Addis Ababa, Ethiopia

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SECONDARY SCHOOLS OF WOLAITA ZONE (SOUTHERN
NATION, NATIONALITIES AND PEOPLES' REGIONAL
STATE**

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Abstract

The research purpose of this study was to investigate Leadership style and Performance of Secondary Schools of Wolaita Zone. The study investigated principal's leadership style based on the perception of teachers and principals self-rating about their leadership style. To investigate this topic a mixed methodology, that is, qualitative and quantitative design was employed. Qualitative data were investigated from interviews conducted with all school principals and 20 teachers purposefully selected from the secondary schools selected for this study. Quantitative data was investigated from the standardized questioners developed by Bass in 1985 and was revised several times through subsequent research by Bass and Avolio (1995) to measure the transformational and transactional leadership styles. The quantitative data was analyzed by using statistical instrument SPSS version 20. The result of the study indicated that all principals in the selected secondary schools were male, 90% of them were Bachelor degree holders, averagely with ten years of service and aged between 31 – 40 years. It also revealed that 87% of teachers were male and 13% of them were female teachers indicating that the teaching profession is dominated by male teachers. The finding also indicated that, teachers of all sample secondary schools perceived that their principals frequently exercised transformational leadership style and fairly often practice transactional leadership style. The study also indicated that there is no significant difference in the self-rating of their leadership practice of both groups of principals. The study concluded that there is no difference in leadership style practiced by Grade 3 and Grade 2 school principals as to the perception of teachers. The study further indicated that effective school performance requires visionary leadership and it is the transformational leadership style that could result in effective school performance. The study also suggests that, in order to achieve effective school performance, principals has to be visionary, share their visions, mission and values with all stakeholders and implement and evaluate their performance timely. It also further suggested that those supervisors who evaluate the schools should give directions how to deal with different problems in school environment so that to achieve the desire goals by using a positive approach.

Key Words: Leadership, Leadership practice, School performance

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ABBREVIATIONS AND/OR ACRONYMS

ESDP	Education Sector Development Program
ETP	Ethiopian Education and Training Policy
GEQIP	General Education Quality Improvement Program
GTPE	Growth and Transformation Plan of Ethiopia
MoE	Ministry of Education
NLA	National Learning Assessment
REB	Regional Education Bureau
SNNPRS	Southern Nations, Nationalities and People's Regional State
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

1. INTRODUCTION

Human capital is a key determinant of economic growth. Investment in human capital is one of the strategies to promote economic prosperity, fuller employment and social cohesion.

Access to and completion of education is a key determinant in the accumulation of human capital and economic growth. Education is a force that develops well-rounded and engaged citizens and builds more cohesive and participatory societies. (UNESCO 2003)

Education is seen almost as a universal cure to some of the most severe economic problems such as unemployment and poverty. Human capital is also regarded as key factor in generating higher productivity and economic growth (Barro and Sala-i-Martin, 1995).

Education as a way of increasing human capital is considered to be a basic factor in the growth process of the aggregate economy. The returns to investment into human capital are thus an important issue to analyze. Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

In Ethiopia, formal education is based on Primary education of eight years duration, offering basic and general primary education to prepare students for further general education and training. Secondary education is of four years duration, consisting of two years of general secondary education which will enable students to identify their interests for further education, for specific training and for the world of work. General education will be completed at the first cycle of secondary education (grade 10). The second cycle of secondary education and training

will enable students to choose subjects or areas of training which will prepare them adequately for higher education, first degree and graduate levels, enabling students become problem-solving professional leaders in their fields of study and in overall societal needs.

In Ethiopia there has been rapid expansion of the education system at all levels beginning from primary to tertiary education, so as to provide access to education to citizens. This has a great implication on provision of quality education and management of the education system.

This however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner - teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability.

Effective leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the most challenging schools (Wallace Foundation: 2009).

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.

Effective education leadership makes a difference in improving learning.

There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. (Kenneth et.al 2004)

School leaders or principals are the main sources of leadership. Their values, strategies and leadership practices shape the internal processes of the school and the academic activities of teachers, which in turn can contribute to students' academic performance. Principals' leadership practice has an impact on teachers' expectations and standards. Principals improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.

1.1. BACKGROUND OF THE STUDY

The history of school leadership in Ethiopia goes back to the introduction of modern education in 1908 with the opening of Minilik II School. Until the 1940s, the history of school leadership in Ethiopia depended on foreign principals from countries such as France, Britain, Sweden, Canada, and Egypt. According to Ministry of Education (MoE, 2002:38), prior to 1962, expatriates filled most of the leadership posts in both elementary and secondary schools across the provinces of Ethiopia. Based on their experience and academic level, Indians used to get ample opportunities to lead schools as principals.

It was after 1964 that Ethiopia started replacing foreign principals with Ethiopians. Besides school leadership, these new Ethiopian principals were also responsible for managing education-related issues in their district. At that time school principals were appointed by the Ministry of Education primarily on the basis of their educational credentials and work experience (MoE, 2002:42). Until recent years, though for a few years, principals were selected by their school staff and the placement of a school principal was by open competition.

Beginning from 1994, the government of Ethiopia decentralized the educational system by devolving the decision-making and the service functions from the Federal Government to Regional States and then down to school level. This reform affected management practices in the

education sector. Programs like Education Sector Development Program (ESDPs, I-V) gave strong emphasis to strengthening the capacity of the system. In addition, improving the school effectiveness and management is one of the goals of these programs. The main aim of ESDP is to improve the educational quality and expand access to education in rural and underserved areas, and to promote girls' education (MoE, 2005:4).

Different directives and regulatory frameworks on how to govern a school system are produced by the federal and regional states. To mention some of them, Education and Training Policy (ETP, 1994), Strengthening of the Management and Administration of Schools (amendment) Proclamation 217/2000, Directive for Educational Management, Organization, Public improved pre-service teacher education; strengthened continuing professional development (in-service) for incumbent teachers; capacity development for head teachers to improve school leadership and management; training for stakeholders in school improvement planning; training for regional and federal ministry officials to improve their planning and budgeting skills and development of national assessment programs, in particular at post-primary levels (MOE, 2008: 11).

The increased public demand for effective schools has helped to improve not only the content of the educational processes but also the leadership of school systems (MoE, 1994: 29-30; 2008: 51-58; 2010: 48-50). Policy directions and guidelines prepared at each level show that the role of school principals is critical for successful implementation of educational reforms.

To improve quality Ethiopian Ministry of Education has developed general education quality improvement program (GEQIP) that comprises six programs of which management and leadership program is among others. For instance, the Ethiopian Ministry of Education stated that the quality of education depends on the presence of competent and committed school principals. (MoE 2012). In the same vein, different researchers (e.g., Pont, B., Nusha, D. and

Morman, H. (2008) and Yunas, M. and Iqbal, M. (2013) asserted that principal's leadership role is critical to the effectiveness of the school toward educating its students. As UNESCO (2005) elaborates, the major tasks of the school principal as instructional leader include: determining objectives, programme coordination, being didactic leader, organizing enrichment programs, undertaking evaluation and examinations, taking remedial steps, and creating conducive school climate. Similarly, Taole, M. (2013) has stated instructional leaders' role as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers.

The Growth and Transformation Plan of Ethiopian (GTPE) has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. In this regard, GTPE clearly underlines that GEQIP will be fully implemented and its subsequent impact in improving student achievement will be verified through regular monitoring and evaluation and National Learning Assessment (NLA) to be conducted every three years. The quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Cognizant of these facts, the Ministry of Education prepared standard for school principals that ensure their continuous endeavors to meet the set standard.

The set off professional standards for teachers and educational leaders is part of the government's plan for developing and maintaining the quality of teaching and leadership, and improving learning outcomes for students. The implementation of teachers and education leaders licensing and re-licensing system on the basis of meeting appropriate professional standard is a policy matter described in the MoE's policy documents. For instance, The Ethiopian Teachers'

Development Guideline/Blue Print/ addresses licensing and re-licensing of teachers and educational leaders will be introduced in the system and implemented by ensuring that the professionals meet the set standard that will serve as a guarantee for them to continue in the profession. The set off standard is closely tied with maintaining the quality of education.

The National Professional Standard for Principals has been developed to define the role of the principals and unify the profession in the country, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes. Professional standard describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate.

This standard will mainly serve the following purposes:

Serves as a guide for school principals as they are continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers, assists in attracting, developing and supporting aspiring and practicing principals, leads learning by providing a framework for professional learning, guiding self-reflection, self-improvement and development, guiding the management of self and others, assists higher education programs in developing the content and requirements of leadership training programs, focuses the goals and objectives of the Woreda as they support their schools educational leaders, serves as a tool in developing coaching and mentoring programs for principals and serves for certification and approval of professional development./MoE 2013/

In school evaluation system schools are expected to register more results, bring about institutional change and discharge their responsibility of laying the foundation and serving as a bridge to the next level of education. To do this a nationwide system has been developed to

identify the status of schools which reflects the performance of schools based on different criteria.

This system strongly helps to evaluate and classify all schools in the country by giving value to the three criteria; namely, **input, process and output**./MoE 2012/

As indicated in the Ethiopian National Standards Framework for School Supervision 2012, the main focus of school evaluation is to improve the effectiveness of schools through developing consistent standards and classifying them into levels based on the following objectives.

- classify schools into levels by evaluating them using consistent criteria/standards;
- help schools reach the required performance level by identifying their shortcomings;
- classify schools into levels and identify model schools so that they can serve as cluster resource centres;
- encourage those that record better results by creating a healthy competitive atmosphere among schools;
- Increase the effectiveness level of schools integrating the power of government and the community.

The process of school classification is based on the standards and indicators stipulated in the National School Classification Frameworkn/ MoE 2012/. Accordingly the inspection process will be held based on the following procedure.

1. Allocate value to each indicator based on the detailed information given in Data Collection Instrument/ Checklist and Descriptors.
2. Give grade to the standard taking the average weight of each indicator.

3. The average value of the standards under the three criteria will be the value of each of the criteria; namely:-

- INPUT 25%, PROCESS, 35% and OUTPUT 40%.

The total sum of the result of INPUT, PROCESS and OUTPUT is calculated and the result indicates the category of the school as follows.

1. If a school scores below 50% , it will be classified as GRADE 1
2. If a school scores 50 – 69.99%, it will be classified as GRADE 2
3. If a school scores 70 – 89.99%, it will be classified as GRADE 3
4. If a school scores 90 – 100%, it will be classified as GRADE 4

Based on these criteria school in Wolaita zone have been evaluated by supervisors based on the criteria mentioned above for the last five years and classified as Grade 1, 2, 3 and 4. The criteria is attached as appendix to the main document

The following table shows the performance of sample schools selected for this study

Table 1: Grade of schools /Wolaita Zone Education Department/

Grade 3		Grade 2	
School	Score	School	Score
A	87.11	F	60.54
B	83.49	G	60.18
C	74.6	H	54.2
D	72.1	I	51.69
E	70.62	J	50.69

Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2001) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to 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. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

One of the most important challenges of the Ethiopian education system is how well schools integrate the various demands of the education system and align them to performance indicators namely, inputs, processes and outcomes. It is

Thus it is of paramount importance to explore the influence of principal's leadership style on performance of schools and to know if there is difference between the leadership style practice by those schools which are leveled as high and low as to inspection evaluation result.

1.2. Statement of the Problem

Countries, including Ethiopia, increasingly use a range of approaches for the evaluation and assessment of students, teachers, school leaders, schools and education systems. These are used as tools for understanding better how well students are learning, for providing information to parents and society at large about educational performance and for improving school, school leadership and teaching practices.

In an effort to achieve these functions school principals need to have the theoretical knowledge, skill and adequate experiences and various trainings on school leadership and management (ESDP IV) 2010/2011-2014/2015)

Beginning from 1993, access at all levels of education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There are important improvement in the availability of trained teachers and some other inputs.

In SNNPR secondary schools have been expanding continuously in the past seven years. The number of schools has been growing by about 16.2% and reached 415 in 2006 E.C from which 373 were under government ownership. There are 246 general secondary schools in the region of which 60 schools are located in Wolaita Zone. These schools in the Zone are classified as: level 1, 2, 3 and 4 as to inspection evaluation of schools.

As to ESDP IV, it is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment such as quality focused supervision, internal school leadership, increased students participation, school-community participation which could be achieved through effective leadership from principals of schools. Such condition needs highly qualified and committed school leaders who could bring change in student's academic achievement.

School leaders must have the ability and skills in taking different actions to perform their jobs effectively. In a school where the principal is risk taker, change oriented and instruction focused by prioritizing team leadership, it is not surprise to witness improvement.

It is no doubt that the leadership role of a school principal has impact on the improvement of any school directly or indirectly. One of the major causes of variations among schools could be the type of leadership school principal's exercise.

Thus school principals can play a vital role in delivering improved learning outcomes and can influence the capacity of teachers and the quality of the teaching learning process through their leadership style.

The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. Principal must establish a culture that promotes excellence, equality and high expectations of all pupils. Principal provides vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets.

The principal is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing school rules and regulation and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school.

The principal working with and through others secures the commitment of the wider community to the school by developing and maintaining effective partnerships with different stakeholders.

Principal is responsible and accountable for the development of children and young people so that they can become successful learners, confident, creative individuals and active informed citizens. Principal networks and collaborates with a wide range of people to secure the best possible learning outcomes and wellbeing of all students. S/he is skilled at establishing and

maintaining professional relationships and structures. Principal is able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

Principal is supposed to believe in the power of education to make a difference to the lives of individuals and to society. As long as s/he is the leading educational professional in school, s/he is required to inspire students, staff and members of the community to continuously enhance the learning of all.

As to SNNPR Education Bureau, despite all major investment in improving the numbers and the qualification of teachers and the availability of equipment and efforts, the performance of schools as to inspection result shows that more than 86% of schools in the zone performed below average for the last five years.

Federal and Regional reports also reveal that secondary schools are not meeting expectations placed by government and the public. For instance, the annual statistical abstracts of the MoE (2009: 48-49; 2010: 48-50; 2011: 49-51) as well as Education Bureau of SNNPRS (REB, 2009: 45; 2010: 38-51; 2011: 40-48) showed that the student learning outcomes of secondary school students is declining continuously. As a result, dropout and retention rates are also getting higher. According to the MoE (2010b: 92), secondary schools are performing below expected efficiency levels targeted in ESDP IV. The dropout rate in Grade 9 and 10 was 10.4% respectively and 10.1% in Grade 11 and 12 in 2009/10. Similarly, the repetition rate goes 9.2 % in Grade 9 and 10, and 8.75 % in Grade 11 and 12.

In any given organization the successful performance largely depends on the vision of and will of leadership. Therefore having effective leadership style leads to effective performance of schools.

Various researches have been conducted in the country to look into school principals' leadership performance in primary and secondary schools of Ethiopia. Researches in topics such as

Practices and challenges Instructional Leadership (AddisuChonde: 2013), The Practice of Educational Leadership in Government Secondary Schools (Indris Seid: 2014, Practice and problems of Principals' Leadership Style and Teachers' Job Performance (Sushentu: 2012), Practice and Challenges of Enhancing School leadership (Abebe Hunde, etal 2010), etc., have been conducted at various levels and capacities.

As to my knowledge all these studies did not focus on the leadership Styles exercised by principals in schools with different performance in secondary schools in Ethiopia and particularly in Wolaita Zone.

Therefore it is logical to assume that leadership style/behavior would have a significant relationship with school performance. Thus this study will help to investigate the relationship between leadership style and school performance.

1.3 Objective of the Study

Therefore, the objective of this study is

1. to investigate the type of leadership style practiced by secondary school principals based on the perception of teachers in Wolaita Zone
2. to identify how principals in Wolaita Zone secondary schools perceive their leadership style
3. to investigate the difference between principals perception of their leadership practice and the perception of teachers about their principals leadership practice

1.4 Basic Questions

Based on the above objectives the following basic questions are formulated.

1. Based on teachers ratings, what are the leadership styles practiced by secondary school principals in Wolaita Zone /of SNNPR /?
 - 1.1 How do teachers of Grade 3 schools rate the leadership style practiced by their principals?
 - 1.2 How do teachers of Grade 2 schools rate the leadership style practiced by their principals?
 - 1.3 Are there any differences between Grade 3 and Grade 2 school teachers' ratings of their principal's leadership style?

Answering these questions will enable this researcher to investigate the leadership style practiced by principals which has direct and/or indirect effect on school performance. The success of schools basically depends on school leaders or principals. School leaders or principals being held accountable for how well teachers teach and how much students learn are the key actors on school performance

2. How do Wolaita Zone Secondary School principals view their leadership style?
 - 2.1 How do principals of Grade 3 schools view/rate their leadership styles?
 - 2.2. How do principals of Grade 2 schools view/rate their leadership styles?
 - 2.3. Are there any differences between Grade 3 and Grade 2 school principals' self-rating of their leadership styles?

This question will investigate how principals view their leadership style in those schools categorized as performing above average and performing below average as to evaluation of school supervisors.

3. Is there any significant difference between principals self-rating and rating made by teachers of their respective schools?

3.1. Is there any significant difference between principals self-rating and rating made by teachers of Grade 3 schools?

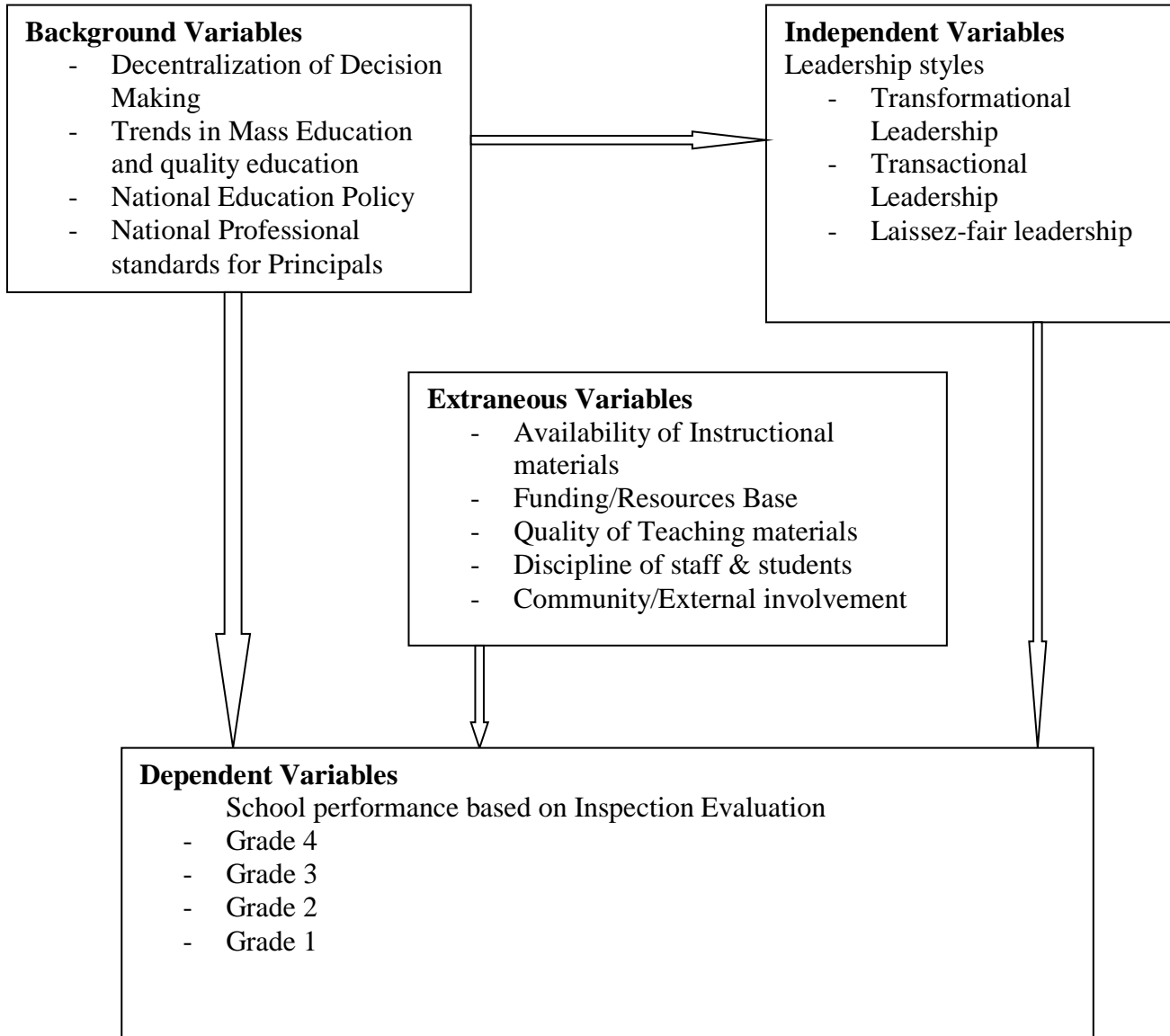
3.2. Is there any significant difference between principals self-rating and rating made by teachers of Grade 2 schools?

This question will enable to examine if there is a difference how school principals view their leadership style and the view of teachers on their principals leadership style

1.5 Conceptual Frame

The Conceptual Framework on Leadership and School Performance in Secondary Schools

The ideal conceptualization of leadership and performance in secondary schools is built on the idea that leadership is power and influence that directs people to effectively perform.



Conceptual framework on leadership and performance in secondary schools modified from Mullins (2002) and Armstrong (2001).

Background variables: The conceptual framework on leadership and performance is comprised of background variables, which denote the changes in the environmental conditions that affect leadership. These environmental conditions are decentralization of decision-making, trends in mass education and quality education, National Education policy and National professional standard for principals

In addition, the amount of school resources available and disciplinary problems may also influence the leadership styles of school principals. School discipline influences changes in leadership strategies, because a school where learners are undisciplined requires stricter leadership compared to a school where discipline is good. The evolution of leadership throughout history has led to the advancement of a series of leadership styles. The characteristics of the school and its environment influence the kind of styles adopted. Parental participation, community involvement, partnership with other sectors like business, and accountability to the public are a necessity in educational management and leadership. In the new millennium there are potentially many types of stakeholders involved in the education management and leadership process, externally and internally, locally and globally. (Cheng, 2002). The involvement of different constituencies or partners may not only be at the individual or institutional and community levels, but also at the society and international levels as Cheng (2002:33) postulates: “Particularly we are making efforts to globalize our classrooms and institutions through different types of worldwide networking and information technology in order to allow our students and teachers to achieve world class-learning and teaching in the new millennium”. The effective school principal of today will have to keep abreast of what takes place locally regionally and internationally.

The involvement of international constituencies for collaboration and partnership inevitably becomes a necessity. Cheng (2002) cites an example of more and more international education exchange programs and immersion programs organized at the tertiary and secondary levels in Australia, Hong Kong, Japan, United States of America and European countries. The direction of leadership extending influence on external constituencies has been repeatedly reflected in terms of environmental leadership or strategic leadership in some recent literature (Cheng, 2000).

Extraneous variables

These extraneous variables are inter-alia: the availability of instructional materials, funding, teaching methods, legislation and the students' entry scores. External influence in Ethiopian education system is reflected through different aid programs from different countries and through experience sharing with this aid providing countries.

Dependent variables

The dependent variable in this study is school performance in secondary schools measured according to the school input, process and output delivered. For example, the input is measured in terms of classrooms, facilities, pedagogical resources, having sufficient qualified teachers and support staff, etc., the process can be measured in terms of students learning and participation, students' progress, attitudes, knowledge and skills gained and the outcome can be measured in terms of student academic performance in the form of passing examinations, tests and exercises.

Measurement of school performance

Performance is often defined in output terms, that is, the achievement of objectives. Performance refers to the standard to which someone does something such as a job or an examination. The Oxford English Dictionary (2006) The *Oxford English Dictionary* confirms this by including the phrase 'carrying out' in its definition of performance: 'The accomplishment, execution, carrying

out, working out of anything ordered or undertaken.’ High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies.

The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of student performance in class work, and national examinations. Teachers and students or even principals of schools with the intention of transforming the academic culture of the schools positively should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school’s goals. In the context of teaching, performance refers to the teacher’s ability to teach consistently with diligence, honesty, and regularity. To the student, performance would mean excelling regularly in the examinations and inter-class tasks. However, the school’s performance should not only be viewed in terms of the academic rigor, but should also focus on other domains of education such as the affective and the psychomotor domains. A school that has all three domains should by all means be regarded as an effective school with a very good standard of performance.

All this is only possible if the school’s principal focuses on the achievement of good results in all domains. Therefore, from this definition, one can deduce that the school’s performance is the response of the school to the needs of the stakeholders in terms of the education outcomes. The focus of leadership on academic standards in the school will depend on the school’s dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large

In order to achieve this performance, the focus should be on the teaching process, examinations, tests and exercises, the availability of instructional materials, discipline and respect for the

school's culture. Campbell, Dunnette, Lawler & Weick (1990) believes that performance is something the person regards as an outcome of work, because they provide the strongest link to the strategic goals of the organization, customer satisfaction, economic and social contributions. To sum up, effective performance is concerned with results that impact on societal and organizational needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's principals because they are the backbone of the school system. They have the powers to influence the outcome of events.

1.6. Significance of the Study

The significance of this study occurs in many ways. Firstly it studies the association between leadership styles and school performance because this particular type of study had not been previously conducted on these organizations. Therefore, its result is important to create awareness to school principals about the most determinant variables that can influence the commitment level of teachers to bring about high level of performance in schools.

Secondly, the findings of this study will enable those concerned bodies to clearly understand the elements and processes of adequate leadership styles that could bring desired change and improvement in school.

Inevitably, this study will contribute to the growing body of research on antecedents to leadership styles by examining the three important leadership styles and its impact on school performance. It is believed that this study would have added value to the literatures on principals' leadership styles, especially in the Ethiopian settings since there were limited literatures done on similar setting.

1.7 Delimitation of the Study

Delimitation describes the scope of the study or limits of the study. To make the study manageable for the researcher, this study was delimited as to the following

The purpose of the study was to investigate Leadership Practices and School Performance in secondary schools of Wolaita zone. In the zone there are government and private schools, but this study is delimited to the government secondary schools only, because management system, provision of materials, students' admission criteria, promotion criteria and teachers and principals' recruitment criteria are different.

The respondent population included principals and teachers. Students, parents, vice principals and administrative staff were not included in the study, because teachers are the only bodies that make immediate contact with teaching learning process and with the principal than other members of the school.

1.8. Assumptions of the Study

This study was based on the following assumptions

1. The administration of the study area would permit the study to be conducted
2. All respondents would answer or respond to all survey questions honestly and to the best of their knowledge
3. The samples considered in this study represent the entire population
4. The data collection instruments have validity and are measuring the desired variables

1.9 Definition of Terms

The definition provided here are operational as well as constitutive definitions. It should be noted that all the definitions not accompanied by a citation are defined operationally by the researcher.

The terms defined for purposes of clarity are presented as follows:

Leadership – is the process of influencing others to attain the agreed upon objective of an organization or in this case the school.

Leadership Practice – is the manner and approach or style of providing directions and implementing plans with stakeholders to achieve organizational objectives or goals.

School performance – is the classification of schools based on the standard and indicators stipulated in the National School Classification

Secondary schools – is of four years duration consisting of two years of general education and second cycle of secondary education and training that is from grade 9 – 12

1.10 Organization of the Study

This study is organized into five chapters

Chapter one provides the basis for the study, which is the introductory part of the study. It includes issues such as introduction, background of the study, statement of the problem, objective of the research, the research questions, conceptual framework, significance of the study, assumptions of the study, definitions of terms and organization of the study

Chapter two provides review of the related literature regarding leadership styles. Chapter three, deals with the design and methodology used for conducting the study. It contains issues such as

the population, sample and sampling techniques, research design, research instrument and procedure of data collection

Chapter four deals with presentation, analysis and interpretation of the data collected from primary and secondary sources.

Chapter five presents summary of the findings of the study as well as the conclusions and recommendations made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. INTRODUCTION

Education is one of the most important factors that contribute to development of a nation. Education has always been the corner stone of freedom and democracy and key to economic prosperity. Educational attainment is vital to the economic well-being of individuals and for the nation as a whole. Human capital is a key determinant of economic growth. Investment in human capital is one of the strategies to promote economic prosperity, fuller employment and social cohesion.

In Ethiopia, formal education is based on Primary education of eight years duration, offering basic and general primary education to prepare students for further general education and training, secondary education is of four years duration, consisting of two years of general secondary education which will enable students identify their interests for further education, for specific training and for the world of work. General education will be completed at the first cycle (grade 10). The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work and Higher education at diploma, first degree and graduate levels, enabling students become problem-solving professional leaders in their fields of study and in overall societal needs.

This chapter focuses on a review of the literature related to a study of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special

reference to styles that relate to educational institutions. Leadership practices and leadership styles of principals in the area of secondary education in Ethiopia will be presented.

2.1. Definition of Leadership

There is no one clear definition of leadership that is provided by different scholars. Different practitioners define in the way that suits their understanding and the approaches they employ in conducting research in the field. Controversy about the definition of leadership involves not only who exercises influence, but also what type of influence is exercised and the outcome. Some theorists would limit the definition of leadership to the exercise of influence resulting in enthusiastic commitment by followers, as opposed to indifferent compliance or reluctant obedience.

These theorists argue that the use of control over rewards and punishments to manipulate or coerce followers is not really “leading” and may involve the unethical use of power. An opposing view is that this definition is too restrictive because it excludes some influence processes that are important for understanding why a manager is effective or ineffective in a given situation. How leadership is defined should not predetermine the answer to the research question of what makes a leader effective. The same outcome can be accomplished with different influence methods, and the same type of influence attempt can result in different outcomes, depending on the nature of the situation. Even people who are forced or manipulated into doing something may become committed to it if they subsequently discover that it really is the best option for them and for the organization.

The ethical use of power is a legitimate concern for leadership scholars, but it should not limit the definition of leadership or the type of influence processes that are studied.

It is neither feasible nor desirable at this point in the development of the discipline to attempt to resolve the controversies over the appropriate definition of leadership. Like all constructs in social science, the definition of leadership is arbitrary and subjective. Some definitions are more useful than others, but there is no single “correct” definition that captures the essence of leadership. For the time being, it is better to use the various conceptions of leadership as a source of different perspectives on a complex, multifaceted phenomenon.

In research, the operational definition of leadership depends to a great extent on the purpose of the researcher (Campbell, 1977). The purpose may be to identify leaders, to determine how they are selected, to discover what they do, to discover why they are effective, or to determine whether they are necessary.

A study in leadership is enticing and has been a preoccupation of human beings since the beginning of life (Bass, 1990). It provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978:3) leadership “is one of the most observed phenomenon on earth and one of the least understood”. He further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations, have only added to its confusion and incomprehensibility. According to Adlam (2003), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and its effectiveness.

The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986). Lipman and Blumen (1994) defines leadership as the initiation of a new structure or procedure for accomplishing an organization’s goals and objectives and according to

Kenzevich (1975), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jagues and Clement (1991:4-5) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals ... Leadership ... takes ... much ingenuity, energy and skill. Cuban (1988:xx)

According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers.

Basing his definition on the contemporary context, Dubrin (in Oyetunyi, 2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) infers that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization.

As to Yukl (2010) Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

The definition includes efforts not only to influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges.

Both direct and indirect forms of influence are included. The influence process may involve only a single leader or it may involve many leaders. Therefore for the purpose of this research activity this would be a working definition that helps to investigate what is intended in this research.

2.2. Importance of Leadership

Given the continuous and increasing pace of change today; changes in markets; changes in technologies; customers and competition; and each change provoking a need to create a new tomorrow, never have leaders been more relevant and more needed. In order to make the best use of capital, human and material resources, they require sound systems, policies and procedures. In essence they need to be not only managed but importantly, led. Organizations today are constantly evolving and changing. They interact with the environment as external and internal changes happen. Peck (1994) suggests “all organizations are in process but the healthier they are the more they will be in process. The more vibrant, the more-lively they are, the more they will be changing and the closer to perfection they are, the more rapidly they will be changing”. In such demanding times, organizations, if they are to succeed or even survive, need strong competent leaders to lead the way. Handy (1995) argues that leadership has to be “endemic in organizations, the fashion not the exception” and that anyone who wants to succeed must “begin to think and act like a leader”.

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000:287) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards.

School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999:17) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools". Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style.

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 performance. Some heads of schools that employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, on the other hand, is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee oriented school head focuses upon putting the subordinate at the center of progress, with a view to tying the organization's success on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often high as a result of high morale and motivation. The behavioral leader explores styles such as the democratic, participative and laissez faire leadership styles. According to Muyingo (2004), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affair

2.3. Historical Development of Leadership Theory

A review of the leadership literature reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership. Whilst early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to

consider the role of followers and the contextual nature of leadership. Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of “dispersed” leadership. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated ‘leader’.

Great Man Theory

Those who believed in the Great Man theory believed that people were born to leadership. Great men would include members of royalty, high-ranking military officers, and industry heads. Research suggested that some people have personality traits, behaviors, and knowledge that lend themselves to leadership (Yaverbaum & Sherman, 2008).

Trait Approach

One of the earliest approaches for studying leadership was the trait approach.

The Trait Approach arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the military and is still used as a set of criteria to select candidates for commissions.

The problem with the trait approach lies in the fact that almost as many traits as studies undertaken were identified. After several years of such research, it became apparent that no consistent traits could be identified. Although some traits were found in a considerable number of studies, the results were generally inconclusive. Some leaders might have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader.

Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be “charisma”.

This approach emphasizes attributes of leaders such as personality, motives, values, and skills. Underlying this approach was the assumption that some people are natural leaders, endowed with certain traits not possessed by other people. Early leadership theories attributed managerial success to extraordinary abilities such as tireless energy, penetrating intuition, uncanny foresight, and irresistible persuasive powers. Hundreds of trait studies conducted during the 1930s and 1940s sought to discover these elusive qualities, but this massive research effort failed to find any traits that would guarantee leadership success. One reason for the failure was a lack of attention to intervening variables in the causal chain that could explain how traits could affect a delayed outcome such as group performance or leader advancement. The predominant research method was to look for a significant correlation between individual leader attributes and a criterion of leader success, without examining any explanatory processes. However, as evidence from better designed research slowly accumulated over the years, researchers made progress in discovering how leader attributes are related to leadership behavior and effectiveness. A more recent trait approach examines leader values that are relevant for explaining ethical leadership.

Behavior Approach

The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure.

How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence? Another approach in the study of leadership had to be found.

After the publication of the late Douglas McGregor's classic book *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance.

Path-Goal Theory

The path-goal theory was originated by Evans (1970), advanced by House (1971), and refined by House and Mitchell (1974). This theory was based on the idea that different leadership styles complemented the characteristics of the followers and the demands of their tasks. The leadership behavior styles were classified into four categories: directive, supportive, achievement-oriented, and participative. The path-goal theory integrated key elements of behavioral theory, such as leader consideration and initiating structure and expectancy theory, to qualify the contextual circumstances by which to examine effective leadership (Stoner & Freeman, 1992). The path-goal theory of leadership contended that leaders should clarify for their subordinates which path best led to the desired goal in question. Generally, this goal should be associated with certain payoffs consistent with the wants and/or needs of the subordinate (House, 1971; House and Mitchell, 1974; Stoner and Freeman, 1992).

McGregor's Theory X & Theory Y Managers

Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed in Douglas McGregor's book has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are

influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in industry.

Theories X managers believe that:

- The average human being has an inherent dislike of work and will avoid it if possible.
- Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives.
- The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else.

Theory Y managers believe that:

- The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility.
- People will exercise self-direction and self-control to achieve objectives to which they are committed.
- The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life.

It can therefore be seen that a leader holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style.

Blake and Mouton's Managerial Grid

The Managerial Grid developed by Robert Blake and Jane Mouton focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes. A grid with concern for production on the horizontal axis and concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation.

Blake and Mouton propose that “Team Management” - a high concern for both employees and production - is the most effective type of leadership behavior.

The behavior approach began in the early 1950s after many researchers became discouraged with the trait approach and began to pay closer attention to what managers actually do on the job. The behavior research falls into two general subcategories.

One line of research examines how managers spend their time and the typical pattern of activities, responsibilities, and functions for managerial jobs. Some of the research also investigates how managers cope with demands, constraints, and role conflicts in their jobs. Most research on managerial work uses descriptive methods of data collection such as direct observation, diaries, job description questionnaires, and anecdotes obtained from interviews. Although this research was not designed to directly assess effective leadership, it provides useful insights into this subject.

Leadership effectiveness depends in part on how well a manager resolves role conflicts, copes with demands, recognizes opportunities, and overcomes constraints.

Another subcategory of the behavior approach focuses on identifying effective leadership behavior. The preferred research method involves a survey field study with a behavior description questionnaire. In the past 50 years, hundreds of survey studies examined the

correlation between leadership behavior and various indicators of leadership effectiveness. A much smaller number of studies used laboratory experiments, field experiments, or critical incidents to determine how effective leaders differ in behavior from ineffective leaders.

Power-Influence Approach

Power-influence research examines influence processes between leaders and other people. Like most research on traits and behavior, some of the power-influence research takes a leader-centered perspective with an implicit assumption that causality is unidirectional (leaders act and followers react). This research seeks to explain leadership effectiveness in terms of the amount and type of power possessed by a leader and how power is exercised. Power is viewed as important not only for influencing subordinates, but also for influencing peers, superiors, and people outside the organization, such as clients and suppliers. The favorite methodology has been the use of survey questionnaires to relate leader power to various measures of leadership effectiveness.

Other power-influence research used questionnaires and descriptive incidents to determine how leaders influence the attitudes and behavior of followers. The study of influence tactics can be viewed as a bridge linking the power-influence approach and the behavior approach. The use of different influence tactics is compared in terms of their relative effectiveness for getting people to do what the leader wants.

Participative leadership is concerned with power sharing and empowerment of followers, but it is firmly rooted in the tradition of behavior research as well. Many studies used questionnaires to correlate subordinate perceptions of participative leadership with criteria of leadership effectiveness such as subordinate satisfaction, effort, and performance. Laboratory and field experiments compared autocratic and participative leadership styles. Finally, descriptive case

studies of effective managers examined how they use consultation and delegation to give people a sense of ownership for decisions.

Situational Approach

The Contingency or Situational School

Whilst behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The major theories contributing towards this school of thought are described below.

Fiedler's Contingency Model

Fiedler's contingency theory postulates that there is no single best way for managers to lead.

Situations will create different leadership style requirements for a manager. The solution to a managerial situation is contingent on the factors that impinge on the situation. For example, in a highly routine (mechanistic) environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required.

Fiedler looked at three situations that could define the condition of a managerial task:

1. **Leader member relations:** How well do the manager and the employees get along?
2. **Task structure:** Is the job highly structured, fairly unstructured, or somewhere in between?
3. **Position power:** How much authority does the manager possess?

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They do well when the task is unstructured but positions were moderate to poor and the task was unstructured. Relationship oriented managers do better in all other situations. Thus, a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation.

These environmental variables are combined in a weighted sum that is termed "favorable" at one end and "unfavorable" at the other. Task oriented style is preferable at the clearly defined extremes of "favorable" and "unfavorable" environments, but relationship orientation excels in the middle ground. Managers could attempt to reshape the environment variables to match their style.

Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees. It is a measure of how the manager perceives him or her and the group of employees is getting along together. In a favorable relationship the manager has a high task structure and is able to reward and or punish employees without any problems. In an unfavorable relationship the task is usually unstructured and the leader possesses limited authority. The spelling out in detail (favorable) of what is required of subordinates affects task structure.

Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing

subordinates. Positioning power of managers depends on the taking away (favorable) or increasing (unfavorable) the decision-making power of employees.

The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organization, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for the team development in the organization. There is no good or bad leadership style.

Each person has his or her own preferences for leadership. Task-motivated leaders are at their best when the group performs successfully such as achieving a new sales record or outperforming the major competitor. Relationship-oriented leaders are at their best when greater customer satisfaction is gained and a positive company image is established.

The Hersey-Blanchard Model of Leadership

The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviors) are most appropriate. Their theory is based on the amount of direction (task behavior) and socio-emotional support (relationship behavior) a leader must provide given the situation and the "level of maturity" of the followers.

- **Task behavior** is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what to do, how to do it, when to do it, where to do it, and who's to do it. In task behavior the leader engages in one-way communication.

- **Relationship behavior** is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior the leader engages in two-way communication by providing socio-emotional support.

- **Maturity** is the willingness and ability of a person to take responsibility for directing his or her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts.

For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

- **Directing:** The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.

- **Coaching:** The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.

- **Supporting:** With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.

- **Delegating:** This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the followers begin to move

into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior.

Once the maturity level is identified, the appropriate leadership style can be determined.

Tannenbaum& Schmidt's Leadership Continuum

One criticism of early work on leadership styles is that they looked at styles too much in black and white terms. The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most, leaders in business will be somewhere between the two. Contingency theorists Tannenbaum and Schmidt suggested the idea that leadership behavior varies along a continuum and that as one moves away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. They also suggested that the kind of leadership represented by the democratic extreme of the continuum will be rarely encountered in formal organizations.

Four main leadership styles can be located at points along such a continuum:

- **Autocratic:** The leader takes the decisions and announces them; expecting subordinates to carry them out without question (the *Telling* style).
- **Persuasive:** At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the *Selling* style).

- **Consultative:** In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the *Consulting* style).

- **Democratic:** Using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the *Joining* style).

What distinguishes this approach from previous discussions of leadership style is that there will be some situations in which each of the above styles is likely to be more appropriate than the others.

- **Telling:** In an emergency, a telling style may be most appropriate and would normally be considered justified by the group (as long as the general climate of that group is supportive and mature).

- **Selling:** The selling style would tend to fit situations in which the group leader, and he or she alone, possesses all the information on which the decision must be based and which at the same time calls for a very high level of commitment and enthusiasm on the part of group members if the task is to be carried through successfully.

- **Consulting:** The consulting style is likely to be most appropriate when there is time in which to reach a considered decision and when the information on which the decision needs to be based lies among the members of the group.

- **Joining:** The joining style is appropriate under similar conditions, with the important exception that this is likely to be appropriate only in those instances where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader, or alternatively the leader is willing to accept responsibility for decisions which he or she has not made personally.

Adair's Action-Centered Leadership Model

John Adair has a long pedigree in the world of leadership. The Adair model is that the action centered leader gets the job done through the work team and relationships with fellow managers and staff.

According to Adair's explanation an action-centered leader must:

- direct the job to be done (**task** structuring), that is define the task, make the plan, allocate work and resources, control quality and rate of work, check performance against plan and adjust the plan
- support and review the **individual** people doing it, that is maintain discipline, build team spirit, encourage, motivate, give a sense of purpose, appoint sub-leaders, ensure communication within group and develop the group
- co-ordinate and foster the work **team** as a whole, that is attend to personal problems, praise individuals, give status, recognize and use individual abilities and develop the individual

His famous three circle diagram is a simplification of the variability of human interaction, but is a useful tool for thinking about what constitutes an effective leader/manager in relation to the job he/she has to do. The effective leader/manager carries out the functions and exhibits the behaviors depicted by the three circles. Situational and contingent elements call for different responses by the leader. Hence imagine that the various circles may be bigger or smaller as the

situation varies i.e. the leader will give more or less emphasis to the functionally-oriented behaviors according to what the actual situation involves. The challenge for the leader is to manage all sectors of the diagram.

Leaders and Followers

The models discussed so far have dwelt on the leader as some frontal figure who stands out from the rest as being somehow different and “leading” the rest of the people. The discussion now moves to recognition of the importance of the leaders’ relationship with his/her followers and an interdependency of roles. No longer the hero or solo leader but the team leader. Not the leader always out in front but the leader who has the capacity to follow. Not the master, but the servant.

Servant Leadership

The notion of “Servant Leadership” emphasises the leaders’ duty to serve his/her followers - leadership thus arises out of a desire to serve rather than a desire to lead

Robert Greenleaf, founder of the Center for Servant Leadership describes it as follows:

“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve – after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

The difference manifest itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more

autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?"

Characteristics of Servant Leaders are as follows:

“Servant-Leadership is a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant leaders may or may not hold formal leadership positions. Servant-leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment.”

The emphasis on serving a higher purpose has made this model popular within the Church and other religious institutions.

Team Leadership

In the late 1970's Meredith Belbin conducted a study of teams focusing on the factors separating successful and unsuccessful teams via a college business game at Henley a feature of which was shared leadership.

Through the game Belbin found that the composition of the team was important and that individual differences in style, role and contribution far from underlining personal weaknesses, were a source of potential team strength. Balanced teams comprised of such individuals who engaged in complementary role behavior performed better than unbalanced teams.

Nine distinctive roles were identified in the study, with most people being found to embrace a mix of two or three roles whilst also avoiding others with which they were uncomfortable.

Where there was an individual with clear, useful and appreciated attributes they would fit into a team on the basis of the strengths they brought. These people would also have weaknesses that belonged to the same cluster of characteristics as the strength itself. These potential deficiencies were considered the price that has to be paid for a particular strength, a price that is worth

paying, and were referred to as ‘allowable weaknesses. Belbin found no ‘ideal’ team member, individual who could perform all of the roles.

From this work, Belbin drew the distinction between the “Solo” and the “Team” leader. He suggests that “leaders are not notable for admitting their weaknesses, whether allowable or not. They act as though they have no weaknesses”. To many people the image of the leader - a person heading up a team of followers, ever ready to take on any role and assuming any responsibility - is very familiar to us for it is the one based upon our past experiences and beliefs. Belbin classified such leaders as ‘Solo leaders’ and in the workplace this type of behavior may have great advantages, for internal barriers can be overcome and decisions, especially those of an urgent nature, can be made and put into effect with little or no delay.

The increasing complexity and the discontinuous nature of modern work however, poses greater problems where Solo leadership is less appropriate and ‘Team leadership’ more suited. The key difference between the ‘Solo leader’ and ‘Team leadership’ revolves around the behavior and participation of the two as illustrated below:

Solo Leader:

Plays unlimited role – interferes in everything, Strives for conformity – tries to mould people to particular standards;

Collects acolytes –collects admirers and sycophants;

Directs Subordinates – subordinates take their leads and cues from the Solo Leader and

Projects objectives –makes it plain what everyone is expected to do, chooses to limit role to preferred team roles and delegates roles to others

Team Leader:

Chooses to limit role to preferred team roles – delegates roles to others; Builds on diversity – the Team Leader values differences between people; Seeks talent – The Team Leader is not threatened by people with special abilities; Develops colleagues – the Team Leader encourages the growth of personal strengths and Creates mission – the Team Leader projects the vision which others can act on as they see fit.

In today's organization the alternative approach, the Team Leader, is more appropriate. Whilst Team leadership may not be as natural as Solo leadership, Belbin suggests it can be learned through understanding the nature of leadership and the qualities required. In the rapidly changing and uncertain work environment of today no one person has all the answers to leadership. A Team leadership style based upon the development of the strengths and the allowable weaknesses of all of the roles will permit a more holistic, or participative, style of leadership where teamwork, problem solving, decision making and innovation can flourish with heightened teamwork and work performance.

Dispersed Leadership

The importance of social relations in the leadership contract, the need for a leader to be accepted by their followers and a realization that no one individual is the ideal leader in all circumstances have given rise to a new school of leadership thought. Referred to as 'informal', 'emergent' or 'dispersed' leadership, this approach argues a less formalized model of leadership where the leaders' role is dissociated from the organizational hierarchy. It is proposed that individuals at all levels in the organization and in all roles (not simply those with an overt management dimension) can exert leadership influence over their colleagues and thus influence the overall leadership of the organization.

Heifetz (1994) distinguishes between the exercise of “leadership” and the exercise of “authority” – thus dissociating leadership from formal organizational power roles whilst Raelin (2003) talks of developing “leaderful” organizations through concurrent, collective and compassionate leadership.

The key to this is a distinction between the notions of “leader” and “leadership”. “Leadership” is regarded as a process of sense-making and direction-giving within a group and the “leader” can only be identified on the basis of his/her relationship with others in the social group who are behaving as followers. In this manner, it is quite possible to conceive of the leader as emergent rather than predefined and that their role can only be understood through examining the relationships within the group (rather than by focusing on his/her personal characteristics or traits).

The origins of such an approach have their foundations more in the fields of sociology and politics than the more traditional management literature and draw on concepts such as organizational culture and climate to highlight the contextual nature of leadership. It is a more collective concept, and would argue for a move from an analysis and development of individual leader qualities to an identification of what constitutes an effective (or more appropriate) leadership process within an organization.

2.4. Leadership Styles

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this idea, Kinard, (1988: 326) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.”

There are a number of different approaches, or 'styles' to leadership and management that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms which will encourage some styles and discourage others.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Lewin, Lippert&White, 1939). In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. While further research has identified more specific types of leadership, this early study was very influential and established three major leadership styles. This early study has been very influential and established three major leadership styles, authoritarian, participative, and delegating.

Authoritarian Leadership (Autocratic)

Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both commands by the leader and control of the followers. There is also a clear division between the leader and the members. Authoritarian leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership. Lewin also concluded that it is harder to move from an authoritarian style to a democratic style than vice versa. Abuse of this method is usually viewed as controlling, bossy, and dictatorial. Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good thing when the situation calls for rapid decisions and decisive actions. However, it tends to create dysfunctional and even hostile environments, often pitting followers against the domineering leader.

Participative Leadership (Democratic)

Lewin's study found that participative leadership, also known as democratic leadership, is typically the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In Lewin's study, children in this group were less productive than the members of the authoritarian group, but their contributions were of a much higher quality.

Participative leaders encourage group members to participate but retain the final say in the decision-making process. Group members feel engaged in the process and are more motivated and creative. Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group.

Delegative (Laissez-Faire) Leadership

Researchers found that children under delegative leadership, also known as laissez-fair leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation and were unable to work independently.

Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation.

Lewin noted that laissez-faire leadership tended to result in groups that lacked direction where members blamed each other for mistakes, refused to accept personal responsibility, and produced a lack of progress and work.

These styles of leadership have broadened over the years. The following studies have incorporated some aspect of these foundational leadership styles in an effort to aid principals in the development of leadership styles conducive to current educational systems. The literature on

leadership styles (Hershey & Blanchard, 1977; Sergiovanni, 1995) provides some important clues on principal leadership styles. These leadership theorists argue that leadership style is a relatively fixed construct for an individual and that while some individuals may have the capacity to lead using more than one style, leadership style flexibility is not characteristic of all leaders Waters (2004). While Fiedler (1974) and Hershey & Blanchard (1977) believe less in leader's capacity to vary their styles, Sergiovanni (1991) proposes that under certain conditions individuals could adapt their leadership style to differing situations.

Blake & Mouton developed the Managerial Leadership Grid (1964) which was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production and concern for people.

Even though concern for production primarily refers to how a leader is concerned with achieving organizational tasks, it can refer to whatever the organization is seeking to accomplish (Blake & Mouton, 1964). The second factor, concern for people refers to how a leader attends to the people in an organization who are trying to achieve its goals.

Although many research studies can be categorized under the heading of the leadership style approach, the Ohio State and Michigan studies of the late 1940s, and the studies by Blake & Mouton (1964, 1978, and 1985) are strongly representative of this approach. In the Ohio study, subordinates completed questionnaires that identified how many times their leaders engaged in certain types of behaviors by using the Leader Behavior Description Questionnaire, and a new form of the questionnaire by Stodgill (1974) called the LBDQ-XII.

The researchers found that subordinates clustered around two general types of leadership behaviors: initiating, which were task behaviors, and consideration Stodgill (1974), which were relationship behaviors.

The University of Michigan studies, while focusing on the impact of leaders' behaviors on the performance of small groups, identified two types of leadership behaviors. One, employee orientation, is the behavior of leaders who approach subordinates with a strong human relations emphasis. The second, production-orientation, consists of leadership that stresses the technical and production aspects of the job. From this orientation, workers are viewed as a means for getting work accomplished Bowers & Seashore (1966).

Huffman & Jacobson (2003) conducted a study to determine the relationship between teachers' perceptions of their schools as professional learning communities and the leadership style of their principals Williams, (2006). The subjects of the study were eighty-three prospective principals enrolled in an education administration course at a Texas university. Each subject identified his/her principal as having one of three possible leadership styles: directive, collaborative and non-directive.

Participants in the research rated collaborative-style principals as more supportive of two key measures of professional learning communities: Contribution –providing a safe environment for diverse ideas, beliefs and strategies, and Conscience– being an organization guided by positive principles, ethics, and values.

Huffman & Jacobson (2003) draw on research on principals in New Brunswick and use decision making as a measure of leadership style Williams (2006). The collaborative style is only one of several possible leadership approaches. In this research the collaborative style was labeled as the conceptual style. The directive style described by Huffman & Jacobson (2003) was expanded to include a directive and an analytical style.

It should be noted however, that leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with

different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Leadership style refers to a distinctive behavior adopted by persons in formal positions of leadership

Ball (1987) as reported in Linda (1999) identified the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to "sound out ideas" and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Ball (1987) pointed out that this type of leadership style is particularly effective at satisfying teacher's individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry: The use of management techniques involves the importation into the school structures, types of relationships and processes of organizational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings and committees. Both these responsibilities

and structures will be supported and outlined by written documentation, which specifies terms of reference and job descriptions (MoES, 2003).

Ball's (1987) research revealed several deficiencies of a managerial leadership style, including a sense of exclusion from decision-making on the part of those teachers who are not part of the SMT, the creation of a "them and us" hierarchically-based division, and teachers' derision for the management structure and its processes. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Ball (1987:109) quotes teachers response to this style of leadership during a focus group discussion as follows. Some staff will be unable or unwilling to participate in this form of organizational discourse. Some find it unhelpful; others are unwilling to devote the time and energy necessary to get their points of view across. Ball (1987) depicted authoritarian leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading as quoted here under. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate. Indeed the authoritarian may rely, as a matter of course, on conscious deception as a matter of organizational control (Ball, 1987:109).

Linda (in Halpin, 1996) revealed two extremes of six organizational climates, which he referred to as "open" and "closed" climate. The open climate head teacher is described as typically very enthusiastic, conscientious and hardworking, well balanced in temperament, not aloof, and very much in control. This sort of climate is reported to be conducive to good performance, because teachers therein are described as manifesting high morale, working collaboratively with little to

complain about. On the other hand, schools with closed climates are the ones led by head teachers who are highly aloof and impersonal, who emphasize the need for hard work, but who themselves fail to work hard and who say one thing and do another. Teachers working in closed climates, according to Halpin, do not work well together, derive little satisfaction from their work, and dislike their head teachers. Such head teachers are similar to what Kouzes and Posner (2002) describe as leaders. Linda (1999) also reported a good study in respect of teachers' job satisfaction in which Nias (1980) in Linda (1999) identified three dimensions of leadership styles: initiating structure, consideration and decision-centralization. She defined these to refer respectively to the extent to which leaders define and structure their own and their subordinates' roles towards attaining goals, the extent to which leaders manifest concern, support for their staff, and the extent to which leaders influence group decisions. Nias (1980) found that the individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed what she categorized as three leadership styles: the passive, positive, and Bourbon types, which she describes as thus: One leadership type, the 'passive', gave teachers more freedom than they desired. They perceived themselves as totally free to set their own goals, under heads whose professional standards did not match their own, and who offered neither coherent to the school as a whole nor support and guidance to individuals. The second, the 'Bourbon', was characterized by social distance, authoritarian professional relationships, and administrative efficiency. The third described as 'positive'; set high professional standards for the teachers, adopted a dynamic, but consultative policy towards decision-making, and actively supported the professional development of individuals" (Nias, 1980:261). Subsequently, in relation to teachers' job satisfaction, Nias found 'passive' and 'Bourbon' heads to have the most negative, and 'positive' heads the most positive, influence. A

positive style provided the context in which a keen teacher could get on with her chosen work and therefore contributed considerably to his/her job satisfaction (Nias, 1980:270). But these foregoing leadership types leaves one wondering; which of the said leadership styles seems most likely to foster positive attitudes in teachers and hence enhance academic and overall school performance? Which, in particular, seems to have the greatest motivating potential?

Rensis Likert assumed that there were four styles of leadership, developed on the basis of a three-decade research on management styles. They are referred to as systems and defined as follows:

System 1 (exploitative - authoritative style of leadership): the leader is highly authoritative and does not trust the subordinates. Decisions are made exclusively at the top of the organization. Communication takes the form of top-down commands. Managers require harsh discipline and are not interested in initiative and opinions of subordinates.

Motivation is encouraged through fear and punishment, while rewards are rarely given.

System 2 (benevolent-authoritative style of leadership): the authoritative element still dominates, although some decision-making is delegated. It allows downward communication, because the leader is interested in some ideas and opinions of subordinates, thus partially tolerates them. Although some responsibility is delegated, there is still a strict control. Motivation is based on rewards, but also on fear and punishment.

System 3 (consultative style of leadership): the leader trusts the subordinates to a great extent, but not completely. He or she usually tries to use their thoughts and ideas. The top management has control over general policies and decisions, while specific decisions are delegated to lower organizational levels. Information flows both top down, as well as bottom-up. Rewards and sometimes punishments are used to motivate subordinates.

System 4 (participative - group style of leadership): the leader fully or almost fully trusts the subordinates. This is reflected in a more significant level participation in the decision-making processes. Lower organizational levels are given a more extensive autonomy. The two way communication is promoted and is often used for the joint preparation of important decisions. Participation in joint activities, e.g. setting goals and fulfilling them, is also motivated by financial remuneration.

During his research, Likert concluded that managers, who are using the system 4, are the most successful ones, while organizations applying this system were most effective and achieved high productivity. Its success is based on maintaining a high level of employee's participation in management (Antošová, 2011)

Hershey and Blanchard's Leadership Styles

Hershey and Blanchard's model is one of the best-known situational theories. First published in 1969, this model describes four primary styles of leadership.

The telling style is characterized by telling people what to do.

The selling style involves leaders convincing followers to buy into their ideas and messages.

The participating style is marked by allowing group members to take a more active role in the decision-making process.

Finally, the delegating style involves taking a hands-off approach to leadership and allowing group members to make the majority of decisions.

Blanchard's SLII Leadership Styles

Later, Blanchard expanded upon the original Hershey and Blanchard model to emphasize how the developmental and skill level of the learners influences the style that should be used by leaders. Blanchard also described four different learning styles.

1. **The Directing style** involves giving orders and expecting obedience, but offers little in the way of guidance and assistance.
2. **The Coaching style** means giving lots of orders, but leaders also lots of supportive behaviors.
3. **The Supporting style**, on the other hand, is an approach that offers plenty of help, but very little direction.
4. Finally, the **Delegating style** is low in both direction and support.

Transformational Leadership and Transactional Leadership Styles

Several styles of leadership have and are being put forward to explain leadership effectiveness. Two of the most prominent leadership styles are Transformational and Transactional leadership styles. Since the late 1980s, theories of transformational and charismatic leadership have been ascendant.

Transactional Leadership Style

Transactional Leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Unlike Transformational leadership, leaders using the transactional approach are not looking to change the future; they are looking to merely keep things the same. These leaders pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Odumeru, James A 2013).

Bass (1985) argues that leadership in research has generally been conceptualized as a transactional or cost-benefit exchange process. Transactional leadership theories are founded on

the idea that leader-follower relations are based on a series of exchanges or implicit bargains between leaders and followers. Transactional leadership is characterized by behavior and attitudes that emphasize the quality of exchange between superiors and followers. The leader clarifies the performance criteria, what is expected from subordinates, and what they receive in return (Den Hartog et al., 1997).

According to Bass & Avolio (1994), "Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements".

Odumeru, James(2013) explains that transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward (also known as contingent positive reinforcement) or contingent penalization (also known as contingent negative reinforcement). Contingent rewards (such as praise) are given when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent punishments (such as suspensions) are given when performance quality or quantity falls below production standards or goals and tasks are not met at all. Often, contingent punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems. With transactional leadership being applied to the lower-

level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs.

Leaders who behave accordingly can compensate deficits of motivation, direction and satisfaction of the workers or organization if demands and rewards are based on a mutual agreement. That is to say, the leader and followers discuss what is a requisite and what resources are necessary to reach given the aims. The model of transactional leadership implies a process of social exchange where leaders and followers influence each other. In this sense, executives and subordinates are business partners in a deal in which the followers accept obedience, give support and recognition to the executives as a counterpart for their productive dispense of coordination, respect for the norms and necessities of the group, as well as their competition for the achievement of the followers' tasks. In this "give and take", the executive gains the power to impose, if necessary, unpopular decisions, on the strength of his/her performance (Felfe, 2002). In general, transactional executives emphasize goal setting and give instructions that clarify structures, conditions and control. In this area, their strategy is, positive or negative contingent reinforcement depending on performance which executives achieve through the components of transactional leadership: contingent reward (CR) and management by exception (MBE-A or MBE-P).

Bass, 1998 explains, "Contingent reward has been found to be reasonably effective to achieve higher levels of development and performance. With this method, the leader assigns or gets agreement on what needs to be done and promises rewards or actually rewards others in exchange for satisfactorily carrying out the assignment".

Management-by-Exception (MBE) tends to be less effective than contingent reward.

The corrective transaction may be active (MBE-A) or passive (MBE-P). In active

MBE-A, the leader arranges to actively monitor deviances, mistakes, and errors in the followers' assignments and to take corrective action as necessary.

MBE-P implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. Active MBE-P may be required and effective in some situations such as when safety is paramount in importance. Leaders sometimes must practice passive MBE-P when it is necessary to supervise a large number of subordinates who report directly to the leaders.

Several transactional theories have been tested extensively and some of them have received considerable empirical support. Examples are path-goal theory from House and Mitchell, 1974 and vertical dyad theory from Graen&Scandura, 1987 (Felfe, 2002).

In summary, we can say that the concepts of leadership centered on the quality of the relationship of exchange between executives and subordinates can be taken to be transactional. Here are included the objects of exchange, from concrete tasks and material rewards to the guarantee of having room for action and resources, and even non-material rewards like confidence and loyalty.

Laissez-Faire Leadership (LF)

This is the avoidance or absence of leadership and is most inactive, as well as most ineffective according to almost all research on the style. Laissez-faire represents a non-transaction. Necessary decisions are not made. Actions are delayed. Responsibilities of leadership are ignored. Authority remains unused (Bass, 1998).

Transformational Leadership Style

While the notion of transactional leadership refers to situations of balance or equilibrium directing special attention to stable exchange, transformational leadership is based on the idea

that it is preferable and promising in an environment of great and transformational changes. From this we can conclude that in the absence of stability and balance in situations of insecurity transformational leadership is better armed to lead out of a crisis. It is more important to be able to develop visions and motivate the subordinates. In Burns' theory (1978), and in Bass' (1985) conception, transformational leadership usually leads to a change of goals and needs. In contrast with transactional leadership, transformational leadership moves beyond transactions increasing the level of followers' awareness of valued outcomes, by expanding and elevating their needs and encouraging them to transcend their self-interests (Bass, 1985). Leaders motivate the personnel to achieve higher performance and cope with their self-interest by modifying their interests and self-esteem. Usual values will transform into superior ones. From this point of view, transformations occur only when the personal standards and the value system of the leader have turned into organizing processes for subordinates. (Bycio & Hackett, 1995), Quoting Yammarino & Bass (1990): "The transformational leader articulates a realistic vision of the future that can be shared, stimulates subordinates intellectually, and pays attention to the differences among the subordinates". Leaders can achieve transformations in organizations and in individuals. By defining the need for change, creating new visions, and mobilizing commitment to these visions, leaders are capable of achieving changes in the whole organization (Den Hartog, 1997).

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership

theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012). The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders, but its usage has spread into organizational psychology and management with further modifications by B.M Bass and J.B Avolio (Jung & Sosik, 2002).

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

According to Bass and Avolio (1994), transformational leaders do more with colleagues and followers than set up simple exchanges and agreements. They endeavor to achieve superior results by employing one or more of the “Four I’s:

Idealized Influence (II)

In the past it was called charismatic leadership. Transformational leaders behave in ways that result in embodying role models for their followers. The leaders are admired, respected and trusted. Followers feel identification with the leaders and want to emulate them. The leaders are willing to take risks and are consistent rather than arbitrary.

They can be relied on to do the right thing, demonstrating high standards of ethical and moral conduct.

Inspirational Motivation (IM)

Transformational leaders motivate and inspire their followers by providing meaning and challenge to them and their work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision. Charismatic leadership and inspirational motivation usually form a combined single factor of charismatic- inspirational leadership, Bass (1998).

Intellectual Stimulation (IS)

Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members' mistakes.

New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized simply because they differ from the leaders' ideas.

Individualized Consideration (IC)

Transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as coaches or mentors. Followers and colleagues develop successively higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate.

Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences (e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure). A two-way exchange in communication is encouraged, and "management by walking

around” workspace is practiced. Interactions with followers are personalized (e.g., the leader remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee). The considerate leader listens to the individual in an effective manner. The leader delegates tasks as a means of developing followers.

Each of these components can be measured with the Multifactor Leadership Questionnaire (MLQ).

2.5. School Leadership Practice

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

In today’s climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers, students, district officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. Although that job description sounds overwhelming, at least it signals that the field has begun to give overdue recognition to the indispensable role of and mounting demands on principals (DeVita, as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005, p. i).

As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards

decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices.

There are concerns across countries that the role of principal as conceived for needs of the past is no longer appropriate. In many countries, principals have heavy workloads; many are reaching retirement and it is getting harder to replace them. Potential candidates often hesitate to apply, because of overburdened roles, insufficient preparation and training, limited career prospects and inadequate support and rewards.

In the executive summary of that report, the researchers said that “leadership effects on student learning occur largely because leadership strengthens professional community; teachers’ engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement” (Wahlstrom, Louis, Leithwood, & Anderson, 2010, p. 10).

Other researchers conducted a meta-analysis that focused on the relationship between school leadership and student achievement. They also found that principal leadership is correlated with student achievement and that there were especially strong links between specific principal behaviors and student learning. One such behavior was the extent to which the principal “is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems” (Waters, Marzano, & McNulty, 2003, p. 4). In the view of those researchers, “effective leadership means more than knowing what to do—it’s knowing when, how, and why to do it” (Waters et al., 2003).

In a recent report, the Wallace Foundation (2011) identified five key functions of principal leadership: Shaping a vision of academic success for all students, one based on high standards,

creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn at their utmost and managing people, data and processes to foster school improvement

Leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores 2007) because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization (Bogler, 2001; Fullan, 2002; Day et al, 2001). Effective leadership has a key role in motivating teachers towards individual and shared learning, a factor which is considered to be quite important for school effectiveness to be achieved (Leithwood & Jantzi, 2000). Consequently, it becomes clear that leadership is the mediator which has the authority to develop and empower teachers in the quest of school effectiveness (Huber, 2004). Over the past 25 years there are several different theoretical models concerning the educational leadership. However, two basic models have dominated: the instructional leadership and the transformational leadership (Hallinger, 2003). Each one of these models considers the school principal's role and its characteristics from a different perspective.

Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement which has to do with the quality of teaching; the most influential factor of students' achievement. It is obvious though that the quality and the effectiveness of leadership is understood and evaluated in correspondence with regards to teachers' motivation and effectiveness (Fullan, 2001). According to recent research, one of the main leadership practices has to do with the teacher's empowerment which is strongly related to the central goal of the

school; students' learning. The improvement of the employees' performance is a significantly important aim which the leader tries to achieve through several actions taking into consideration individuals' beliefs, values, motivations and skills (Leithwood, 2006). Structuring a specific vision and giving directions, they provide teachers with a strong motivation to improve their performance. In particular, setting a shared purpose that clarifies the roles, the objectives and the desired expectations from the teachers' performance they enhance teachers' effectiveness in the classroom.

Leadership activities have an overall purpose which is to directly or indirectly reduce educational disparities through improving student outcomes, in effect leaders need to demonstrate a social justice agenda. Fullan (2003) terms this as leaders having a moral purpose, which at the school level means: ...that all students and teachers benefit in terms of identified desirable goals, that the gap between the high and low performers becomes less as the bar for all is raised, that ever-deeper educational goals are pursued, and that the culture of the school becomes so transformed that continuous improvement relative to the previous three components become built in.

Elmore (2004) supports this purpose and argues that the primary purpose of educational leadership is the 'guidance and direction of instructional [pedagogical] improvement'.

The school of the 21st century requires a principal who will embrace a multidimensional approach to leadership so as to bring about school improvement and effectiveness.

Scholars point out that principals play a pivotal role in the school settings (Leithwood & Jantzi 2008, Waters et al. 2003). In fact, some low-performing schools have been successfully turned around under strong principal leadership (e.g. Duke et al. 2005). Therefore, it is logical to anticipate that the leadership of school administrators may be an important factor for school

effectiveness. The lack of effective ways to select and build the capacity of promising school leaders may eventually undermine the performance of schools.

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances.(Wallace Foundation:2009)

Effective education leadership makes a difference in improving learning.

There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are.(Kenneth et.al 2004)

Effective leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the most challenging schools (Wallace Foundation: 2009).

Conclusion on Leadership Styles

According to the researcher, the type of a leader depends on his/her overall disposition. A leader will inherently have one or more of these leadership qualities. Hence, it's essential that while looking for someone who will occupy the post of the leader, one should check the type of leader the organization really needs; otherwise it would be a futile exercise. In the above description of leadership styles, I have tried to set out some of the elements of a 'classical' view of leadership. I have seen how commentators have searched for special traits and behaviors and looked at different situations where leaders work and emerge. Running through much of this is a set of

beliefs that I can describe as a classical view of leadership where leaders: Tend to be identified by position, are parts of the hierarchy, become the focus for answers and solutions. We look to them when we do not know what to do, or when we cannot be bothered to work things out for ourselves, give direction and have vision, have special qualities setting them apart. These help to create the gap between leaders and followers.

This view of leadership sits quite comfortably with the forms of organization such as a school, where the desire is to get something done, to achieve a narrow range of objectives in a short period of time, and then it may make sense to think in this way. However, this has its weaknesses. Whilst some ‘classical’ leaders may have a more participative style, it is still just a style. A great deal of power remains in their hands and the opportunity for all to take responsibility and face larger questions is curtailed. As our awareness of our own place in the making of leadership grows, we may be less ready to hand our responsibilities to others.

2.6. School Performance

School performance reflects ‘the effectiveness and efficiency of the schooling processes.

Effectiveness, in a general sense, refers to the accomplishment of the school’s objectives, while efficiency indicates whether these objectives were accomplished in a timely and costly manner.

These definitions show, effectiveness and efficiency are judged according to the school’s ‘objectives’. Although these are school specific to some degree, school performance research focuses solely on objectives that schools, or a distinct type of schools, have in common. Despite this specific focus, a number of foundational studies –to use Scheins’ (1992) phrase– have indicated that in several aspects measuring performance is multidimensional. School effectiveness research has had a strong focus on student outcomes; a more effective school is

generally defined as one that promotes better student outcomes than would be predicted on the basis of student intake characteristics.

Teacher quality is the most important school-level determinant of student performance, and school leadership focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning.

School leaders influence teacher quality through:

- **Teacher monitoring and evaluation**– School leader involvement in classroom observation and feedback is associated with better student performance. However, school leaders do not always have sufficient time and capacity to focus on this important responsibility. Policy makers need to address constraints limiting the capacity of school leaders to engage in meaningful teacher evaluation activities, including providing appropriate training.
- **Teacher professional development**– Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers’ needs is a key responsibility for school leaders which policy makers need to emphasize. Devolving discretion over training and development budgets to the school level enables school leaders to offer and coordinate meaningful professional learning opportunities for all their teachers.
- **Collaborative work cultures**– Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School leaders need support and encouragement in promoting teamwork among teachers. OCED (2009)

Research on school performance shows that leaders of successful schools define success not only in terms of test and examination results, but also in terms of personal and social outcomes, pupil

and staff motivation, engagement and wellbeing, the quality of teaching and learning and the school's contribution to the community. Also, successful heads improve pupil outcomes through who they are – their values, virtues, dispositions, attributes and competences – as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context.(Christopher Day,et al:2010).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. The role of the methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tools and techniques by which the research problem is attacked.

This chapter contains the research design; population; sample size, sampling techniques and procedure; data collection instruments; the research procedure that is followed and the data analysis methods that is employed

3.1 Research Design

In this study quantitative and qualitative methods were used. Although the study is largely quantitative in nature, still both qualitative and quantitative approaches to data collection and analysis were employed because a study of this magnitude requires different methods that help in triangulation in order to support reliability of the findings.

The quantitative approach is employed in order to manage data from the closed questionnaires. Further still, quantitative approaches are aimed at examining the relationship between leadership styles and school performance in secondary schools because ascertaining the relationship requires strict mathematical techniques of analysis. More so, Punch (1998) argues that quantitative methods are used because they tend to be relatively low in cost and time requirements to enable a large quantity of relevant data to be amassed and subjected to statistical analysis techniques for greater representation.

A survey research design was applied that helps in assessing if there is a difference in leadership styles perceived by principals against the perception of teachers regarding principal's leadership

practiced. In this regard, data for this study was collected on the independent variable, which is leadership styles, and that of the dependent variable, which is school performance.

3.2 The Study Population

The purpose of this study was to investigate leadership style practiced by secondary school principals of Wolaita zone. Therefore the population of the study is all secondary schools in Wolaita zone, including their principals and teachers.

3.3. The Study Sample and Sampling Technique

When conducting research, it is difficult if not, impossible to study the entire population because it would be extremely costly in terms of time and finance. As a result, researchers use samples as a way to gather data. A sample is part of a population which can be involved in the study to represent the whole population. This means sample is selected in such a way that the samples represent the larger population from which they are obtained.

The quality of the research outcome depends, among other factors, on the size and representativeness of the sample and the sampling strategy used (Taplin, 2005). Sample size determination is an important issue in research. When determining a sample size, it is essential to make sure that: (1) the sample is representative of the population; this is because an unrepresentative sample results in biased conclusions and (2) the sample is precise enough.

Sample size is a function of the population of interest, the desired confidence level, and level of precision. Sampling precision is related to the size and variability of the samples used. The larger the sample, the smaller the margin of uncertainty (confidence interval) related to the results. The more something varies from person to person the bigger the sample needs to be to achieve the

same degree of certainty about results. When sample size increases precision also increases as a result of decreasing variability (Creswell, 2003).

A question may arise here: 'How is sample size determined?' There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size.

The approach used to determine the number of teacher samples in this study was a simplified formula provided by Yamane (1973) as presented hereunder:

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

Where, n is the required sample size, N = the population size and e = the level of precision set at ± 0.05 . When this formula is applied to the above sample, it would be: 84 teachers from Grade 3 schools and 23 teachers from Grade 2 schools. There are 628 teachers in the sample schools selected for this study and of this 189 (35%) are selected by using simple random sampling technique. In addition to this all principals (100%) were selected for the purpose of this study

Of these all principals included in this study and 2 teachers from each school totally 20 teachers were selected purposefully for interview. The teachers were selected for interview were those who served for long period of time and are expected to give adequate information on principals leadership style practiced.

3.4. Sources of Data

The quantitative data is collected from both primary and secondary data sources. Quantitative data is numerical data. The primary data consisted of the survey data. Document analysis is also used to find out how schools are classified, classification of schools, the number of teachers and students and results of schools as to evaluation of inspection was also collected through

document analysis from zonal educational department and from each school that were under investigation.

3.5. Data collection Instruments

Standardized and modified Multifactor Leadership Questionnaire (MLQ 5x Short) is used to identify the type of leadership style exercised by principals in relationship to school performance.

1 Multifactor Leadership Questionnaire (MLQ-5X)

The Multifactor Leadership Questionnaire (MLQ-5X) was first developed by Bass in 1985 and was revised several times through subsequent research. The Multifactor Leadership Questionnaire (MLQ-5X) was revised by Bass and Avolio (1995) to measure the transformational and transactional leadership styles. According to the Multifactor Leadership Questionnaire Manual and Sampler Set (Avolio and Bass, 2004), The MLQ-5X Short is “available in a validated form of 45 items for organizational survey and research purposes and for preparation of individual leader reports”. Furthermore, the MLQ-5X Long is “available in a validated form of 63 items for training, development and feedback purposes”. The researcher utilized the MLQ-5X short form in this study. A copy of the questionnaire is provided in the Appendix. The MLQ-5X incorporated a leader form and a rater form. Rater form of this questionnaire was used in this research and completed by teachers and leader form was completed by principals. Each questionnaire included 45 items with a specific variable selected for each leadership factor (five subscales for transformational leadership and four subscales for transactional leadership and one for non-leadership factor). The Transformational subscales were the following: ‘Idealized Influence-Attributed’ (IIA), ‘Idealized Influence- Behavior’ (IIB), ‘Inspirational Motivation’ (IM), ‘Intellectual Stimulation’ (IS), and ‘Individual Consideration’ (IC). The Transactional subscales were

‘Contingent Reward’ (CR), ‘Management-by-Exception-Active’ (MBEA), and ‘Management-by-Exception-Passive’ (MBEP). The non-leadership subscale was ‘Laissez-faire’. There were three outcomes of leadership, ‘Extra Effort’ (EE), ‘Effectiveness’ (EFF), and ‘Satisfaction’ with the Leadership’ (SAT)

Transformational leadership constructs and individual statements related to the specific construct in the MLQ-5X-Short Form.

Table 3.1. Transformational leadership Scales

Leadership construct	Item No	Item statement
Idealized Influence/behavior/	6	Talks about his/her most important values and beliefs.
	14	Specifies the importance of having a strong sense of purpose.
	23	Considers the moral and ethical consequences of decision.
	34	Emphasizes the importance of having a collective sense of mission.
Idealized Influence (Attributed)	10	Instills pride in others for being associated with him/her.
	18	Goes beyond self-interest for the good of the group.
	21	Acts in ways that builds my respect.
	25	Displays a sense of power and confidences of decisions.
Inspirational Motivation	9	Talks optimistically about the future.
	13	Talks enthusiastically about what needs to be accounted.
	26	Articulates a compelling vision of the future.
	36	Expresses confidence that goals will be achieved.
Intellectual Stimulation	2	Re-examines critical assumptions to question whether they are appropriate.
	8	Seeks differing perspectives when solving problems.
	30	Gets me to look at problems from many different
	32	Suggests new ways of looking at how to complete assignments.
Individual Consideration	15	Spends time teaching and coaching.
	19	Treats me as an individual rather than just as amember of a group.
	29	Considers me as having different needs, abilities,and aspirations from others.
	31	Helps me to develop my strengths.

Table 3.2. Transactional leadership Scale

Leadership construct	Item No	Item statement
Contingent Reward	1	Provides me with assistance in exchange for my efforts.
	11	Discusses in specific terms who is responsible for achieving performance targets.
	16	Makes clear what one can expect to receive when performance goals are achieved.
	35	Expresses satisfaction when I meet expectations.
Management by-Exception (Active)	4	Focuses attention on irregularities, mistakes, exceptions and deviations from standards.
	22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures.
	24	Keeps track of all mistakes.
	27	Directs my attention to failures to meet standards.
Management by-Exception (Passive)	3	Fails to interfere until problems become serious.
	12	Waits for things to go wrong before taking action.
	17	Shows that he/she is a firm believer in "If it isn't broke don't fix it."
	20	Demonstrates that problems must become chronic before I take action.
Laissez-faire	5	Avoids getting involved when important issues arise.
	7	Is absent when needed.
	28	Avoids making decisions
	33	Delays responding to urgent questions.

Validity and Reliability of MLQ-5X

MLQ has been used in nearly 200 research programs, doctoral dissertations and master's theses around the world. Since this instrument fits well into the description of head teachers' leadership styles, the researcher posited that the MLQ-5X was a valid research instrument to be used in this study. The reliabilities within each data set generally indicated that the MLQ-5X was reliably measuring each leadership factor across the initial nine data sets used by Bass and Avolio (1995).

Table 3.3. MLQ-5X means, standard deviations, and reliabilities

MLQ5X Factors	Means	Standard Deviation	Reliabilities
Idealized Influence (IIA)	2.56	.84	.86
Idealized Influence (IIB)	2.64	.85	.87
Inspirational Motivation (IM)	2.64	.87	.91
Intellectual Stimulation (IS)	2.51	.86	.91
Individual Consideration (IC)	2.66	.93	.90
Contingent Reward (CR)	2.20	.89	.87
Management-By-Exception Active (MBEA)	1.75	.75	.74
Management-By-Exception Passive (MBEP)	1.11	.82	.82
Laissez Faire (LF)	.89	.74	.83
Extra Effort (EE)	2.60	1.16	.91
Effectiveness (EFF)	2.62	.72	.91
Satisfaction (SAT)	2.57	1.28	.94

N=2080 (Avolio, Bass and Jung, 1995)

Rowold (2005), furthermore, validated the instrument. He stated "...The MLQ has been developed and validated (Avolio and Bass, 2004). It is now the standard instrument for assessing a range of transformational, transactional and non-leadership scales". According to Avolio and Bass (2004), the MLQ-5X is a full range leadership model. "This full range includes leadership dimensions which are highly transformational at one end to those which are avoidant at the other end."

Document Analysis

According to Bogdan, R.C. and Biklen, S.N. (2007) the term document in qualitative research refers to "materials such as photographs, video films, memos, letters, diaries, clinical case

records and memorabilia of all sorts that can be used as supplemental information”. In this study primary and secondary sources such as, information on teacher’s profile, school performance result, available resources of the school and other relevant documents from Zonal Education department were analyzed.

3.6. Data collection Procedure

The zonal education department wrote a collaboration letter to each of the ten sample schools and the researcher went to each school and discussed with principals of each school about the purpose of the study and made appointment with each school. Following the date of the appointment the researcher distributed the questionnaire on the second day for each school.

Three hundred twenty questionnaires for teachers and 10 questionnaires for principals were distributed and of these 189 teachers which is, 85.9% return rate, and all principals (100%) completed the questionnaire and returned it on time.

3.7. Data Analysis Technique

After the data collected, it was necessary to utilize statistical techniques to analyze the information as this study is mainly quantitative in nature. Therefore, the survey data was processed using an SPSS (version 20). First the relevant data was coded, summarized and then transferred to SPSS to be analyzed and presented.

Frequency tables were used to summarize the respondents profile in the form of frequency and percentages whereas the descriptive statistics such as mean and standard deviations of teachers’ answers to leadership styles and principals self-rating of their leadership practice were calculated in order to determine teacher’ perceptions of leadership styles and principals self-rating.

Descriptive statistics was also used to calculate mean and standard deviations of principals' answers to leadership styles in order to determine their perceptions.

T-test was used to compare the MLQ of principals and teachers responses (independent samples). This is followed with presentation of the detail discussions on variables along with interpretations.

3.8. Ethical Considerations

Since educational research does not occur in a vacuum, educational researchers are constantly interacting with a complex and demanding socio-political environment that influences their research decisions both formally and informally. To cope with such influences, the researcher followed a number of guidelines in research, which included, amongst others, seeking informed consent of the respondents and making it known to them that their participation was indeed voluntary. The integrity of the researcher will be safeguarded by protecting the respondents from harm, either emotional or physical and by the manner in which the researcher posed questions and reported the findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, the quantitative and qualitative data collected from primary and secondary sources using different instruments were presented, analyzed, and interpreted. This means, the quantitative as well as qualitative analysis of data was incorporated into this chapter. The qualitative part was supposed to be supplementary to the quantitative analysis. Hence, the qualitative data included the data gathered through interviews. The presentation is guided by the research objectives and the statistics are reflections of the responses from respondents who answered the questionnaire and provided interviews.

4.1. Background Characteristics of Respondents

As part of the questionnaire, demographic characteristics of the respondents were collected. The demographic data were gathered to facilitate description of the sample and to allow for determination of its representativeness of the total population. The demographic questions were designed to get information about participants' sex, age, academic status attained, and work experience. The results in the table below highlight the demographic characteristics of the respondents who participated in the study.

Table 4.1. : Background Characteristics of Sample Secondary School Principals

Variables	Categories	Principals from selected schools			
		Grade 3 schools		Grade 2 schools	
		<i>n</i>	%	<i>n</i>	%
Sex	Male	5	100	5	100
	Female	-	-	-	-
	Total	5	100	5	100
Age	20-30	-	-	2	40.0
	31-40	5	100	1	20.0
	Above 40	-	-	2	40.0
	Total	5	100	5	100
Academic status	Bachelor degree	4	80.0	5	100
	Master's degree	1	20.0	-	-
	Total	5	100	5	100
Year of Service	1-10	5	100	3	60.0
	11-20	-	-	-	-
	21-30	-	-	1	20.0
	31-40	-	-	1	20.0
	Total	5	100	5	100

As shown in the above table all principals included in the study were male and this indicates that the management position was full occupied by male principals. With regard to age all level 3 school principals are aged between 31 – 40, which indicates that they are in active age. Concerning academic status 80% of level 3 and all (100%) of level 2 school principals have got bachelor's degree and have served up to 10 years.

Table 4.2: Background Characteristics of Sample Secondary School Teachers

Variables	Categories	Teachers from selected schools			
		Grade 3 schools		Grade 2 school	
		<i>n</i>	%	<i>n</i>	%
Sex	Male	94	90.4	70	82.4
	Female	10	9.6	15	17.6
	Total	104	100	85	100
Age	20-30	43	41.3	44	51.8
	31-40	36	34.6	26	30.6
	Above 40	25	24.0	15	17.6
	Total	104	100	85	100
Academic status	Bachelor degree	86	82.7	76	89.4
	Master's degree	18	17.3	9	10.6
	Total	104	100	85	100
Year of Service	1-10	41	39.4	41	48.2
	11-20	46	44.2	34	40.0
	21-30	9	8.7	6	7.1
	31-40	8	7.7	4	4.7
	Total	104	100.0	85	100

The above table indicates that 90.4% of Grade 3 school teachers and 82.4% of Grade 2 school teachers are male, whereas 9.65 of Grade 3 school teachers and 17.6% of Grade 2 school teachers are females. This shows that the teaching position or profession is dominated by teachers.

The age of respondents also shows that 41.3% of Grade 3 schools and 51.8% of Grade 2 school teachers are at their active age. 82.7% of Grade 3 school teachers and 76% of Grade 2 school teachers are Bachelor degree holders which indicates, that they fit to teach in the grade levels they are assigned. 83.6% of teachers from Grade 3 schools and 88.2% of Grade 2 schools have a service year ranging from 1 – 20 years which implies that they are at an active age to serve in the position.

4.2 Principals Leadership Practice as Perceived by Teachers

Under this category of the analysis, the different leadership styles are presented with the corresponding results from the study. As discussed previously leadership style is classified into three, namely, transformational, transactional and laissez fair leadership style. In order to answer the above basic question, teachers were requested to rate their principals based on the questionnaire presented to them. This part deals with the principals' leadership style as to the perception of teachers towards their principals.

Basic questions 1. How do teachers of Grade 3 schools rate the leadership style practiced by their principals?

- 1.1 How do teachers of Grade 3 schools rate the leadership style practiced by their principals?
- 1.2 How do teachers of Grade 2 schools rate the leadership style practiced by their principals?
- 1.3 Are there any differences between Grade 3 and Grade 2 school teachers' in rating of their principal's leadership style?

The first part deals with the perception of teachers of Grade 3 and Grade 2 schools on all the three categories of leadership style.

4.2.1. Transformational Leadership

In order to see the level at which transformational leadership style the principals follow, responses of teachers were considered. At this sub-topic, the data were analyzed and discussed for each of the dimensions of transformational leadership.

The first category under transformational leadership is idealized influence, where the transformational principal becomes a role model for the followers, facilitates the acceptance of group goals, and encourages them to upgrade their school goals. Idealized influence is the degree to which leaders behave in charismatic ways, causing followers to identify with them. The followers transcend their self-interest for the sake of the organization and develop a collective sense of mission and purpose. This category of transformational leadership is classified into five, namely idealized influence /attributed/, idealized influence /behavior/, inspirational motivation, intellectual stimulation and individualized consideration.

Mean Score Range for Five Scale Likert's Response

Mean	Response
From 0.00 to less than 0.80	Not at all
From 0.80 to less than 1.60	Once in a while
From 1.60 to less than 2.40	Sometimes
From 2.40 to less than 3.20	Fairly often
From 3.20 to less than 4.00	Frequently, if not always

Source: Al-Sayaad et al. (2006)

Transformational leadership

Table4.3: The perception of teachers from Grade 3 and Grade 2 secondary schools on idealized influence /attributed/

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Instill pride in others for being associated with them	Grade 3	1 (1.0)	7 (6.7)	37 (35.6)	42 (40.4)	17 (16.3)	104 (100)	2.64 (.869)	1.683 (0.094)
	Grade 2	3 (3.5)	5 (5.9)	33 (38.8)	40 (47.1)	4 (4.7)	85 (100)	2.44 (.823)	
Goes beyond self-interest for the good of the group	Grade 3	5 (4.8)	3 (2.9)	29 (27.9)	50 (48.1)	17 (16.3)	104 (100)	2.68 (.948)	.692 (.490)
	Grade 2	1 (1.2)	9 (10.6)	27 (31.8)	35 (41.2)	13 (15.3)	85 (100)	2.59 (.917)	
Acts in ways that builds others 'to give respect for him	Grade 3	5 (4.8)	1 (1.0)	19 (18.3)	49 (47.1)	30 (28.8)	104 (100)	2.94 (.974)	1.89 (.060)
	Grade 2	3 (3.5)	6 (7.1)	24 (28.2)	35 (41.2)	17 (20.0)	85 (100)	2.67 (.993)	
Displays a sense of power and confidence	Grade 3	1 (1.0)	5 (4.8)	27 (26.0)	39 (37.5)	32 (30.8)	104 (100)	2.92 (.921)	1.51 (.134)
	Grade 2	3 (3.5)	2 (2.4)	29 (34.1)	33 (38.8)	18 (21.2)	85 (100)	2.72 (.946)	

Note: Numbers in bracket under rating scale refers to percentage

Idealized Influence /Attributed / B y Grade 3 School Teachers

As shown in the above table, about 56.7% of teachers viewed that principals instill pride in others for being associated with them, while 7.7% of them disagreed for the principals' action towards instilling pride in others for being associated with them. In addition, the average perception of teachers (Mean= 2.64) also showed that principals fairly often instill pride in other for being associated with them.

Concerning the principals' self-interest, about 64.4% of teachers agreed that principals often go beyond self-interest for the good of the group, while 7.7% of teachers replied that principals occasionally go beyond self-interest for the good of the group. Furthermore, the average

response of teacher (Mean= 2.6) showed that principals fairly often go beyond self-interest for the good of the group. This revealed that principals at Grade 3 secondary schools go beyond self-interest to act on behalf of the school and teachers.

Teachers were asked to answer whether the principal act in ways that builds others' to give respect for him or not. In connection to this idea, the majority (75.9%) of them show their agreement, while 5.8% of them disagree. Besides, the mean score of teachers (Mean = 2.94) indicated that principals fairly often act in ways that builds others to give respect for him. Regarding principals' sense of power and confidence, the majority (68.3%) of teachers showed that leaders often display a sense of power and confidence, while 5.8% of teachers indicated that principals rarely displays a sense of power and confidence. Additionally, their average perception (Mean=2.92) also approved that principals fairly often displays a sense of power and confidence. This indicates that principals at Grade 3 secondary schools are able to and have capacity to overcome obstacles.

Idealized Influence /Attributed / B y Grade 2School Teachers

As shown in the above table about 51.8% of teachers viewed that principals instill pride in others for being associated with them, while 9.4% of them disagreed for the principals' action towards instill pride in others for being associated with them. In addition, the average perception of teachers (Mean= 2.44) also showed that principals fairly often instill pride in other for being associated with them.

Concerning the principals' going beyond self-interest for the good of the group, about 56.5% of teachers agreed that principals often go beyond self-interest for the good of the group, while 11.8% of teachers replied that principals occasionally go beyond self-interest for the good of the group. Furthermore, the average response of teacher (Mean= 2.59) showed that principals fairly

often go beyond self-interest for the good of the group. This revealed that principals of Grade 2 secondary schools go beyond self-interest to act on behalf of the school and teachers.

Teachers were asked to answer whether the principal act in ways that builds others' to give respect for him or not. In connection to this idea, the majority (61.2%) of them show their agreement, while 10.6% of them disagree. Besides, the mean score of teachers (Mean = 2.67) indicated that principals fairly often act in ways that builds others to give respect for him. Regarding principals' sense of power and confidence, the majority (60.0%) of teachers showed that leaders often display a sense of power and confidence, while 5.9% of teachers indicated that principals rarely displays a sense of power and confidence . Additionally, their average perception (Mean=2.72) also approved that principals fairly often displays a sense of power and confidence. This indicates that principals at Grade 2 secondary schools able to show power and confidence in their capacity to overcome obstacles.

Idealized Influence /Attributed / By Grade 3 and Grade 2 School Teachers

The idealized influence attributed scale identifies leaders who are able to build trust in their followers. They inspire power and pride in their followers by going beyond their own individual interests and focusing on the interests of the group and of its members. Thus they become reference models for their followers. High scores on this scale identify leaders whom their followers attribute these special qualities.

As to the above table, the rating of teachers in the behavior of principals in instilling pride for being associated with them shows that, teachers of Grade 3 schools rated (Mean = 2.14) and of Grade 2 teachers rated (Mean = 2.44). In addition to this t-test result (t-value = 1.68, $p > 0.01$) indicates that there is no significant statistical difference in their ratings.

In the second category teachers of Grade 3 schools rated that (Mean = 2.68), whereas teachers of Grade 2 rated (Mean = 2.59). The t-test result (t-value = .69, $p > 0.01$) shows that there is no significant difference in their rating of principals behavior.

The third category which asks about the ability of principals to act in ways that builds others to give respect for him, teachers of Grade 3 rated (Mean = 2.94) and of Grade 2 rated (Mean = 2.67). The t-test result (t-value = 1.89, $p > 0.01$) indicates that there is no statistically significant difference in their rating. In the last category teachers of Grade 3 schools rated (Mean = 2.92) and of Grade 2 schools rated (Mean = 2.72). The t-test result (t-value = 1.51, $p > 0.01$) shows that there is no difference in their rating.

Table 4.4: The perception of teachers from Grade 3 and Grade 2 secondary schools on idealized influence /behavior/

Variables		Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Talks about his most important values and beliefs	Grade 3	3 (2.9)	5 (4.8)	35 (33.7)	34 (32.7)	27 (26.0)	104 (100)	2.7 (.995)	-.09 (.931)
	Grade 2	1 (1.2)	8 (9.4)	25 (29.4)	28 (32.9)	23 (27.1)	85 (100)	2.75 (.999)	
Specifies the importance of having a strong sense of purpose	Grade 3	2 (1.9)	4 (3.8)	19 (18.3)	49 (47.1)	30 (28.8)	104 (100)	2.97 (.897)	2.88 (.004)
	Grade 2	-	9 (10.6)	28 (32.9)	36 (42.4)	12 (14.1)	85 (100)	2.60 (.862)	
Considers the moral and ethical consequences of decisions	Grade 3	-	2 (1.9)	13 (12.5)	45 (43.3)	44 (42.3)	104 (100)	3.26 (.750)	5.12 (.000)
	Grade 2	1 (1.2)	11 (12.9)	25 (29.4)	31 (36.5)	17 (20.0)	85 (100)	2.61 (.989)	
Emphasizes the importance of having a collective sense of mission	Grade 3	-	2 (1.9)	27 (26.0)	45 (43.3)	30 (28.8)	104 (100)	2.99 (.794)	3.41 (.001)
	Grade 2	3 (3.5)	8 (9.4)	30 (35.3)	28 (32.9)	16 (18.8)	85 (100)	2.54 (1.02)	

Note: Numbers in bracket under rating scale refers to percentage

Idealized Influence /Behavior / B y Grade 3 School Teachers

As summarized in the above table about 58.7% of teachers responded that principals' talk about their most important values and beliefs, in contrarily 7.7% of them disagreed for the principals' discourse towards their most important values and beliefs. Moreover, the average perception of teachers of Grade 3 schools (Mean= 2.7) showed that principals often talk about their most important values and beliefs. In line with the principals' action in specifying the importance of having a strong sense of purpose, the majority (75.9%) of teachers responded that principals often specify the importance of having a strong sense of purpose, whereas 5.7% of teachers replied that principals rarely specify the importance of having a strong sense of purpose. Furthermore, the average response of teacher (Mean= 2.97) showed that principals at their school specify the importance of having a strong sense of purpose. This revealed that principals at Grade 3 secondary schools specify the importance of having a strong sense of purpose.

On the subject of principals' consideration on moral and ethical consequences of decisions, the majority (85.6%) of teachers perceived that principals often consider the moral and ethical consequences of decisions, while 1.9% of teachers show their disagreement. Additionally, their average perception (Mean=3.26) also showed that principals consider the moral and ethical consequences of decisions. This indicates that principals at Grade 3 secondary schools consider the moral and ethical consequences of decisions.

Teachers were asked to answer whether the principals emphasize the importance of having a collective sense of mission or not. Depending on this idea, the majority (72.1%) of them showed their agreement, whereas 1.9% of them disagreed. Furthermore, the mean score of teachers (Mean = 2.99) indicated that the majority of respondents agreed on the given idea. This implies that principals Grade 3 secondary schools emphasize the importance of having a collective sense of mission.

Idealized Influence /Behavior / By Grade 2 School Teachers

As summarized in the above table, about 60% of teachers responded that principals' talks about their most important values and beliefs, in contrarily 10.6% of them disagreed for the principals' discourse towards their most important values and beliefs. Moreover, the average perception of teachers (Mean= 2.75) showed that principals often talk about their most important values and beliefs.

In line with the principals' action in specifying the importance of having a strong sense of purpose, the majority (56.5%) of teachers responded that principals often specify the importance of having a strong sense of purpose, whereas 10.6% of teachers replied that principals rarely specify the importance of having a strong sense of purpose. Furthermore, the average response of teacher (Mean= 2.6) showed that principals at their school specify the importance of having a strong sense of purpose. This revealed that principals at Grade 2 secondary schools specify the importance of having a strong sense of purpose.

On the subject of principals' consideration on moral and ethical consequences of decisions, the majority (56.5%) of teachers perceived that principals often consider the moral and ethical consequences of decisions, while 14.1% of teachers show their disagreement. Additionally, their average perception (Mean=2.61) also showed that principals consider the moral and ethical consequences of decisions. This indicates that principals at Grade 2 secondary schools consider the moral and ethical consequences of decisions.

Teachers were asked to answer whether the principals emphasize the importance of having a collective sense of mission or not. Depending on this idea, (51.7%) of them showed their agreement, whereas 12.9% of them disagreed. Furthermore, the mean score of teachers (Mean = 2.54) indicated that half of respondents agreed on the given idea. This implies that principals Grade 2 secondary schools emphasize the importance of having a collective sense of mission.

Idealized Influence /Behavior / as rated By Grade 3 and 2 School Teachers

As to the above table regarding principals talking about their most important values and beliefs, 58.7% teachers of Grade 3 school and 51 % of Grade 2 school teachers rated their principals as talking about their most important values and belief, with average showing (Mean = 2.7) for Grade 3 and (Mean = 2.75) for Grade 2 school teachers. In addition to this t-test result (t-value = -.09, $p > 0.01$) which indicates that there is statistically no significant difference in the rating of both groups.

Concerning the principals' ability to specify the importance of having a strong sense of purpose 79% of Grade 3 school teachers and 48% of Grade 2 teachers indicated that they agree that their school principals specify the importance of having a strong sense of purpose. The average response of Grade 3 school teachers is (Mean = 2.97) and that of Grade 2 school teachers is (Mean = 2.60). However, the t-test result (t-value = 2.88, $p < 0.01$) indicates that there is statistically significant difference in their rating of their respective school principals.

With regard to the third category under idealized influence behavior teacher were requested to rate their and the result shows that 89% of teachers from Grade 3 schools and 48% of teachers from Grade 2 schools agreed that their principals consider the moral and ethical consequences of decisions, average indicating that Grade 3 school teachers (Mean = 3.26) and that of Grade 2 (Mean = 2.61) principals fairly often consider the moral and ethical consequences of decisions. When looking in to t-test result (t-value = 5.12, $p < 0.01$) indicates that there is statistically significant difference in their rating of principals.

Concerning having a collective sense of mission, teachers were requested to rate the position of their principals and 75% of Grade 3 school teachers and 44% of Grade 2 school teachers

indicated that the principals emphasize importance of having a collective sense of mission, the average indicating that Grade 3 school teachers (Mean = 2.99) and Grade 2 school teachers (Mean = 2.54). However, t-test result (t-value = 3.41, $p < 0.01$) indicates that there is statistically significant difference in their ratings.

Table 4.5: The perception of teachers from Grade 3 and Grade 2 secondary schools on Inspirational Motivation

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Talks optimistically about the future	Grade 3	-	7 6.7	21 20.2	42 40.4	34 32.7	104 (100)	2.99 (.898)	3.21 (.002)
	Grade 2	2 2.4	6 7.1	32 37.6	32 37.6	13 15.3	85 (100)	2.56 (.919)	
Talks enthusiastically about what needs to be accomplished	Grade 3	2 1.9	5 4.8	25 24.0	49 47.1	23 22.1	104 (100)	2.83 (.897)	0.20 (.845)
	Grade 2	2 2.4	4 4.7	27 31.8	28 32.9	24 28.2	85 (100)	2.80 (.986)	
Articulates a compelling vision of the future	Grade 3	1 1.0	1 1.0	31 29.8	45 43.3	26 25.0	104 (100)	2.90 (.819)	1.11 (.267)
	Grade 2	-	7 8.2	25 29.4	34 40.0	19 22.4	85 (100)	2.76 (.895)	
Expresses confidence that goals will be achieved	Grade 3	1 1.0	6 5.8	16 15.4	53 51.0	28 26.9	104 (100)	2.97 (.864)	1.31 (.194)
	Grade 2	-	6 7.1	29 34.1	26 30.6	24 28.2	85 (100)	2.80 (.936)	

Note: Numbers in bracket under rating scale refers to percentage

Inspirational motivation By Grade 3 School Teachers

As presented in the above table, majority of teachers (73.1%) viewed that principals often talk optimistically about the future. In contrary, 6.7% of them responded that principals rarely talk optimistically about the future. Besides, the average response of teachers (Mean= 2.99) also revealed that principals often talk optimistically about the future. This indicated that principals of Grade 3 secondary schools talk optimistically about the future.

Concerning principals' enthusiastic talk about what needs to be accomplished, about 69.2% of respondents reported that principals often talk enthusiastically about what needs to be accomplished whereas, 6.7% of respondents replied that principals rarely talk enthusiastically about what needs to be accomplished. Furthermore, the average opinion of the teacher (Mean= 2.83) showed that principals often talk enthusiastically about what needs to be accomplished. This revealed that principals at Grade 3 secondary schools talk enthusiastically about what needs to be accomplished.

With respect to principals' ability in articulating a vision of the future, the majority (68.3%) of teachers agreed that principals articulate a compelling vision of the future, while 2% of them disagree. Besides, the average response of teachers (Mean = 2.90) indicated that principals often articulate a compelling vision of the future. This implies that principals at Grade 3 secondary schools articulate a compelling vision of the future.

Regarding principals' confidence in expression, the majority (77.9%) of teachers approved that principals express confidence that goals will be achieved, while 6.8% teachers disagreed. Additionally, their average perception (Mean=2.97) also showed that the principals express confidence to achieve the goal of the school. This indicates that principals Grade 3 secondary schools express confidence that goals will be achieved.

Inspirational motivation By Grade 2 School Teachers

As presented in the above table, the average (52.9%) of teachers viewed that principals often talk optimistically about the future. In contrarily, 9.5% of them responded that principals rarely talk optimistically about the future. Besides, the average response of teachers (Mean= 2.56) also revealed that principals often talk optimistically about the future. This indicated that principals of Grade 2 secondary schools talk optimistically about the future.

Concerning principals' enthusiastic talk about what needs to be accomplished, about 61.1% of respondents reported that principals often talk enthusiastically about what needs to be accomplished whereas, 7.1% of respondents replied that principals rarely talk enthusiastically about what needs to be accomplished. Furthermore, the average opinion of the teacher (Mean= 2.80) showed that principals often talk enthusiastically about what needs to be accomplished. This revealed that principals at talk enthusiastically about what needs to be accomplished.

With respect to principals' ability in articulating a vision of the future, the majority (62.4%) of teachers agreed that principals articulate a compelling vision of the future, while 8.2% of them disagree. Besides, the average response of teachers (Mean = 2.76) indicated that principals often articulate a compelling vision of the future. This implies that principals at Grade 2 secondary schools articulate a compelling vision of the future.

Regarding principals' confidence expression, the majority (58.8%) of teachers approved that principals express confidence that goals will be achieved, while 6% teachers disagreed. Additionally, their average perception (Mean=2.80) also showed that the principals express confidence to achieve the goal of the school. This indicates that principals of secondary schools express confidence that goals will be achieved.

Inspirational motivation as rated By Grade 3 and 2 School Teachers

The above table deals with inspirational leadership practice and in the first category 76% of Grade 3 teachers and 45 % of Grade 2 teachers with average (Mean = 2.99) for Grade 3 school teachers and (Mean = 2.56) for Grade 2 teachers claim that the principals talk optimistically about the future. Nevertheless, t-test result (t-value = 3.21, $p < 0.01$) indicates that there is statistically significant difference in their ratings.

Regarding talking enthusiastically about the future, 72% of teachers of Grade 3 and 52% of Grade 2 school teachers agreed that their principals do talk enthusiastically about the future, average score also indicates that Grade 3 school teachers (Mean = 2.83) and that of Grade 2 schools being (M = 2.80). In addition to this t-test result (t-value = 0.20, $p > 0.01$) indicates that there is statistically no significant difference in the rating of both groups.

Concerning principals ability to articulate compelling vision of the future, 71% of Grade 3 school teachers and 53% of Grade 2 schools teachers agree that their principals do articulate compelling vision of the future and the average result of Grade 3 schools (Mean 2.90) and that of Grade 2 schools (M = 2.76) reveals the same idea. Furthermore, t-test result (t-value = 1.11, $p > 0.01$) indicates that there is no statistically significant difference in the rating of both groups.

With regard to the last point under this category 71% of Grade 3 school teachers and 50% of Grade 2 schools pointed out that their school principals do express confidence that goals will be achieved, average point indicating that Grade 3 school teachers (Mean = 2.97) and that of Grade 2 school teachers (Mean = 2.80). The t-test result (t-value = 1.31, $p > 0.01$) indicates that there is no statistically significant difference in their rating of principals leadership style.

Table4.4: The perception of teachers from Grade 3 and Grade 2 secondary schools on Intellectual Stimulation

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Re-examines critical assumptions to question whether they are appropriate	Grade 3	2 1.9	2 1.9	39 37.5	42 40.4	19 18.3	104 (100)	2.71 .855	1.57 (.119)
	Grade 2	-	13 15.3	30 35.3	28 32.9	14 16.5	85 (100)	2.51 .946	
He seeks differing perspectives when solving problems	Grade 3	4 3.8	2 1.9	26 25.0	40 38.5	32 30.8	104 (100)	2.90 .990	2.37 (.019)
	Grade 2	3 3.5	7 8.2	27 31.8	35 41.2	13 15.3	85 (100)	2.56 .969	
Gets others to look at problems from many different angles	Grade 3	4 3.8	3 2.9	31 29.8	43 41.3	23 22.1	104 (100)	2.75 .963	1.09 (.277)
	Grade 2	1 1.2	9 10.6	26 30.6	36 42.4	13 15.3	85 (100)	2.60 .915	
Helps others to develop their strengths	Grade 3	2 1.9	6 5.8	21 20.2	46 44.2	29 27.9	104 (100)	2.90 .940	0.36 (.326)
	Grade 2	3 3.5	5 5.9	21 24.7	36 42.4	20 23.5	85 (100)	2.76 .996	

Note: Numbers in bracket under rating scale refers to percentage

Intellectual Stimulation by Grade 3 School Teachers

As indicated above in all variables under inspirational motivation teachers rated principals reaction to be very high in talking optimistically, enthusiastically, articulating vision of the future and expressing confidence that goals will be achieved, that is the average being (M = 2.71), (M = 2.90), (M = 2.75) and (M = 2.90) respectively.

Intellectual Stimulation as Rated by Grade 2 School Teachers

Respondents were asked to answer whether principals re-examine critical assumptions to question or not. In corresponding to this idea, about 49.4% of teachers revealed that principals often re-examine critical assumptions to question whether they are appropriate, while 15.3% of teachers replied that principals rarely re-examine critical assumptions to question whether they are appropriate. In addition, the average response of teacher (Mean= 2.51) indicated that principals often re-examine critical assumptions to question whether they are appropriate. This revealed that principals at schools re-examine critical assumptions to question whether they are appropriate.

As depicted in the above table (56.5%) of teachers agreed that principals seek different perspectives when solving problems. In contrarily, 11.7% of them responded disagree. Besides, the average perception of teachers (Mean= 2.56) also revealed that principals seek different perspectives when solving problems. This indicated that principals of secondary schools seek different perspectives when solving problems.

Concerning the principals' problem investigation ability, about 57.7% of teachers responded that principals often get others to look at problems from many different angles, while 11.8% of them perceived occasionally. Furthermore, the mean response of teachers (Mean = 2.60) indicated that principals often get others to look at problems from many different angles. This implies that principals of Grade 2 secondary schools get others to look at problems from many different angles.

Regarding principals' willingness to help others to develop their strengths, the majority (65.9%) of teachers replied that principals often help others to develop their strengths, while 9.4% teachers indicated that principals rarely help others to develop their strengths. Additionally, teachers average perception (Mean=2.76) also approved that principals help others to develop

their strengths. This indicates that principals Grade 2 secondary schools help others to develop their strengths.

Intellectual Stimulation as Rated by Grade 3 and 2 School Teachers

The perception of teachers regarding principals' intellectual stimulation has been rated by using the following variables. As to the above table 61% of Grade 3 school teachers and 42% of Grade 2 School teachers agreed that their principals re-examine critical assumptions to question whether they are appropriate. The average result of Grade 3 school teachers ($M = 2.71$) and that of Grade 2 school teachers ($M = 2.51$) shows that they rated their principals as re-examining critical assumptions to questions whether they are appropriate or not. The t-test result (t-value = 1.57, $p > 0.01$) which indicates that there is no significant difference in their ratings

In the second category of intellectual stimulation, 72% of Grade 3 school teachers and 48% of Grade 2 school teachers rated their principals as seeking differing perspectives when solving problems. Similarly, the average of level 3 school teachers (Mean = 2.90) and that of level 2 school teachers (Mean = 2.56) indicated the same response. But t-test result (t-value 2.37, $p > 0.01$) indicates that there is statistically no significant difference in their ratings.

With regard to the other question 66% of teachers from Grade 3 school and 49% of teachers from Grade 2 schools claimed that their principals get others to look at problems from many different angles, the average of level 3 schools rating (Mean = 2.75) and that of level 2 school teachers being (Mean = 2.60). The t-test result (t-value = 1.09, $p > 0.01$) showing that there is statistically no significant difference in the rating of both groups of teachers.

In the last category of intellectual stimulation, 75% of teachers from Grade 3 schools and 56% of teachers from Grade 2 schools agree that their principals fairly often help others to develop their

strengths, with average of (Mean = 2.90) for Grade 3 school teachers and (Mean = 2.76) for Grade 2 school teachers ratings. Similarly the t-test result (t-value = 0.36, p>0.01) indicates that there is no significant difference in their rating of principals behavior.

Table 4.5: The perception of teachers from Grade 3 and Grade 2 secondary schools on Individualized Consideration

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Spends time teaching and coaching	Grade 3	5 (4.8)	6 (5.8)	25 (24.0)	46 (44.2)	22 (21.2)	104 (100)	2.71 1.02	1.17 (.245)
	Grade 2	2 (2.4)	10 (11.8)	26 (30.6)	34 (40.0)	13 (15.3)	85 (100)	2.54 .970	
Treats others as individuals rather than just a member of a group	Grade 3	7 (6.7)	9 (8.70)	28 (26.9)	40 (38.5)	20 (19.2)	104 (100)	2.55 1.10	0.75 (.455)
	Grade 2	2 (2.4)	8 (9.4)	38 (44.7)	25 (29.4)	12 (14.1)	85 (100)	2.44 .932	
Considers an individual as having different needs, abilities, and aspirations from others	Grade 3	6 (5.8)	5 (4.8)	21 (20.2)	44 (42.3)	28 (26.9)	104 (100)	2.80 1.07	1.41 (.160)
	Grade 2	5 (5.9)	7 (8.2)	23 (27.1)	34 (40.0)	16 (18.8)	85 (100)	2.58 1.07	
Suggests new ways of looking at how to complete assignments	Grade 3	1 (1.0)	11 (10.6)	19 (18.3)	44 (42.3)	29 (27.9)	104 (100)	2.86 .978	1.91 (.058)
	Grade 2	3 (3.5)	8 (9.4)	28 (32.9)	29 (34.1)	17 (20.0)	85 (100)	2.58 1.03	

Note: Numbers in bracket under rating scale refers to percentage

In Individualized considerations principals provide their followers with helpful advice relevant to each individual. It is the degree to which principals attend to followers' needs, act as mentors or coaches, enabling them to develop and listen to follower concerns.

Individualized Consideration by Grade 3 School Teachers

As shown in the above table, about 65.4% of teachers viewed that principals often spend their time by teaching and coaching, while 10.6% of them indicated that the principals rarely spend time by teaching and coaching. In addition, the average perception of teachers (Mean= 2.71) also revealed that principals often spend their time by teaching and coaching. This indicated that principals at Grade 3 secondary schools spend their time by teaching and coaching.

Regarding the principals' way of treating others, about 57.7% of teachers answered that principals often treat others as individuals rather than just a member of a group, while 15.4% of teachers replied that principals occasionally treat others as individuals rather than just a member of a group. Furthermore, the average response of teachers (Mean= 2.55) disclosed that principals at their school treat others as individuals rather than just a member of a group. This implied that principals at Grade 3 secondary schools treat others as individuals rather than just a member of a group.

Teachers were asked to answer whether the principals consider an individual as having different needs, abilities, and aspirations from others or not. Depending on this idea, the majority (69.2%) of them show their agreement, while 10.6% of them disagree. Besides, the mean score of teachers (Mean = 2.80) indicated that principals often consider an individual as having different needs, abilities, and aspirations from others. This implies that principals at Grade 3 secondary schools consider an individual as having different needs, abilities, and aspirations from others.

Regarding principals' suggestion, the majority (70.2%) of teachers indicated that principals suggest new ways of looking at how to complete assignments, whereas 11.6% of teachers replied that principals rarely suggest new ways of looking at how to complete assignments. Additionally, their average perception (Mean=2.86) also approved that principals often suggest new ways of

looking at how to complete assignments. This indicates that principals at Grade 3 secondary schools suggest new ways of looking at how to complete assignments.

Individualized Consideration by Grade 2 School Teachers

As shown in the table about 55.3% of teachers viewed that principals often spend their time by teaching and coaching, while 14.2% of them indicated that the principals rarely spend time by teaching and coaching. In addition, the average perception of teachers (Mean= 2.54) also revealed that principals often spend their time by teaching and coaching. This indicated that principals at Grade 2 secondary schools spend their time by teaching and coaching.

Regarding the principals' way of treating others, about 43.5% of teachers answered that principals often treat others as individuals rather than just a member of a group, while 11.8% of teachers replied that principals occasionally treat others as individuals rather than just a member of a group. Furthermore, the average response of teachers (Mean= 2.44) disclosed that principals at their school treat others as individuals rather than just a member of a group. This implied that principals at secondary schools treat others as individuals rather than just a member of a group.

Teachers were asked to answer whether the principals consider an individual as having different needs, abilities, and aspirations from others or not. Depending on this idea, the majority (58.8%) of them show their agreement, while 14.1% of them disagree. Besides, the mean score of teachers (Mean = 2.58) indicated that principals often consider an individual as having different needs, abilities, and aspirations from others. This implies that principals at Grade 2 secondary schools consider an individual as having different needs, abilities, and aspirations from others.

Regarding principals' suggestion, the majority (54.1%) of teachers indicated that principals suggest new ways of looking at how to complete assignments, whereas 12.9% of teachers replied that principals rarely suggest new ways of looking at how to complete assignments. Additionally,

their average perception (Mean=2.58) also approved that principals often suggest new ways of looking at how to complete assignments. This indicates that principals at Grade 2 secondary schools suggest new ways of looking at how to complete assignments.

Individualized Consideration by Grade 3 and 2 School Teachers

The above table deals with individualized consideration of principal's behavior in dealing with others. As to the result of the above table 68% of Grade 3 school teachers and 47% of Grade 2 teachers perception of their principals indicate they spend much time teaching coaching their followers averagely (Mean = 2.71) for Grade 3 school teachers and (Mean = 2.54) for Grade 2 school teachers. Furthermore the t-test result (t-value = 1.17, $p > 0.01$) indicating that there is no significant difference their rating of principals.

Regarding the principals ability to treat followers as individuals 60% of Grade 3 school teachers and 37 % of Grade 2 school teachers rated principals of their school as if they are fairly often treating teachers as individuals rather than as members of the group and average (Mean = 2.55) for Grade 3 schools and (Mean = 2.44) for Grade 2 schools. Furthermore, t-test result (t-value =0.75, $p>0.01$) which shows that there is statistically no significant difference in their rating of their school principals.

Teachers were also requested to rate their principals on their ability to consider an individual as having different needs, abilities, and aspirations from others and the result indicates that 72% of Grade 3 school teachers and 50% of Grade 2 school teachers rated that principals fairly often practicing average revealing that for Grade 3 school principals (Mean = 2.80) and for Grade 2 principals (Mean = 2.50). The t-test result (t-value = 1.41, $p > 0.01$) indicates that there is no significant difference in their rating of their principals.

Concerning principals' ability to suggest new ways of looking at how to complete assignments, 73% of Grade 3 school teachers and 46% of Grade 2 school teachers agreed that their principals do suggest new ways of looking at how to complete assignments. The average rating of Grade 3 school teachers (Mean = 2.86) and that of Grade 2 school teachers is (Mean = 2.58). However the t-test result (t-value = 1.91, $p > 0.01$) which indicates that there is no significant difference in their rating their respective school principals.

Transformational Leadership

Table 4.8. The perception of teachers from Level 3 and Level 2 secondary schools on transformational leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Idealized influence /attribute/	Grade 3	104	2.7981	.61640	2.163 (0.032)
	Grade 2	85	2.6029	.61757	
Idealized influence /Behavior/	Grade 3	104	2.9904	.58181	3.968 (0.000)
	Grade 2	85	2.6265	.67879	
Inspirational Motivation	Grade 3	104	2.9231	.59435	2.038 (0.043)
	Grade 2	85	2.7324	.69199	
Intellectual Stimulation	Grade 3	104	2.8173	.66394	2.083 (0.039)
	Grade 2	85	2.6088	.70863	
Individualized Consideration	Grade 3	104	2.7284	.81410	1.705 (0.090)
	Grade 2	85	2.5324	.75078	
Overall	Grade 3	104	2.8514	.53383	2.925 (0.004)
	Grade 2	85	2.6206	.54681	

Overall Transformational Leadership as Rated by Grade 3 School Teachers

The perception of teachers on the use of transformational leadership by secondary school principals in the first two categories which indicated whether teachers trusted, respected, showed dedication and considered the principals as a role model, indicated that principals exercise idealized attribute (Mean=2.8) and idealized behavior (Mean= 3.0). This indicated that teachers from Grade 3 secondary school perceived that principals exercise idealized attribute and idealized behavior. Similarly, the average perception of teachers on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 2.9), intellectual simulation (Mean = 2.8) and individualized consideration (Mean= 2.7) showed that Level 3 secondary school principals do make use of inspirational leadership, intellectual simulation and idealized consideration. Furthermore, the overall average perceptions of teachers (Mean= 2.9) on the use of transformational leadership revealed that Grade 3 secondary school principals often used transformational leadership style.

Overall Transformational Leadership as Rated By Grade 2 School Teachers

The perception of teachers on the use of transformational leadership by secondary school principals in the first two categories which indicated whether teachers trusted, respected, showed dedication and considered the principals as a role model, indicated that principals exercise idealized attribute (Mean=2.60) and idealized behavior (Mean= 2.62). This indicated that teachers from Grade 3 secondary school perceived that principals exercise idealized attribute and idealized behavior. Similarly, the average perception of teachers on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 2.73), intellectual simulation (Mean = 2.60) and individualized consideration (Mean= 2.63) showed that Grade 2 secondary school principals do make use of inspirational leadership, intellectual simulation and individualized consideration. Furthermore,

the overall average perceptions of teachers (Mean= 2.62) on the use of transformational leadership revealed that secondary school principals often used transformational leadership style though they are weaker than principals of Grade 3 school principals.

Overall Transformational Leadership as Rated by Grade 3 and 2 School Teachers

The idealized influence behaviors scale identifies leaders who act with integrity. High scores on this scale are typically for leaders who manifest positive and highly valued behaviors, like dominance, consciousness, self-control, a high moral judgment, optimism and self-efficiency. They focus on a desirable vision and almost always consider the moral and ethical consequences of their actions. Under this category teachers of Grade 3 schools rated (Mean = 2.79) and that of Grade 2 schools rated (Mean = 2.60). The t-test result is (t-value = 2.16, $p > 0.01$) indicating that there is statistically no significant difference in teachers rating of their principals leadership behavior.

Regarding idealized influence /behavior/ teachers of Grade 3 schools average rating is (Mean = 2.99) and that of Grade 2 schools teachers is (Mean = 2.60) and the t-test result is (t-value = 3.96, $p < 0.01$) indicating that there is statistically significant difference in teachers rating of their principals leadership behavior.

The inspirational motivation scale identifies leaders who inspire others. Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important. They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done.

Concerning this category teachers average rating shows that (Mean = 2.92) for Grade 3 school principals and (Mean = 2.73) for Grade 2 school principals. Furthermore, the t-test result (t-value = 2.03, $p > 0.01$) which implies that there is statistically no significant difference in their rating

of principals behavior. Principals of Grade 3 schools apply inspirational motivation better than that of Grade 2 schools.

The intellectual stimulation scale identifies leaders who are able to encourage innovative thinking. Through intellectual stimulation, leaders help others to think about old problems in new ways. Followers are encouraged to question their own beliefs, assumptions, and values when appropriate, those of leader, which be outdated or inappropriate for solving current problems. As a consequence, associates develop the capacity to solve future problems unforeseen by the leader. They learn to tackle and solve problems on their own by being creative and innovative.

Under this category teachers rating of principals behavior averagely indicates that (Mean = 2.81) for Grade 3 school principals and (Mean = 2.60) for Grade 2 school principals and the t-test result (t-value = 2.08, $p > 0.01$) indicating that there is statistically no significant difference in rating of both groups.

The individual consideration scale identifies leaders who are able to coach people. It means understanding and sharing in others' concern and developmental needs and treating each individual uniquely. It represents an attempt on the part of leaders to not only recognize and satisfy their followers' current needs, but also to expand and elevate those needs in an attempt to maximize and develop their full potential.

Regarding individualized consideration the average (Mean = 2.72) for Grade 3 school principals and (Mean = 2.53) for Grade 2 school principals. The t-test result (t-value = 1.75, $p > 0.01$), implies that there is no statistically significant difference in the rating of both groups.

Transformational leaders have associates who view them in an idealized way and these leaders have much power and influence over their followers. The followers also develop strong feelings

about their leaders. Transformational leaders arouse and inspire others with whom they work with a vision of what can be accomplished.

The overall evaluation of transformational leadership exercise practiced by school principals shows that the average (Mean = 2.85) for Grade 3 school principals and (Mean = 2.62) for Grade 2 school principals. In addition to this the t-test result (t-value = 2.92, $p < 0.01$) shows that there is statistically significant difference in their use of transformational leadership style. Grade 3 school principals are rated to be more transformational leaders than that of Grade 2 school principals.

Transformational leadership is a form of leadership in which leaders set a common goal and shared vision of the future, inspires followers mentally and show individual consideration to followers (Chi & Huang,2004)

Transformational leadership focuses on stimulating and inspiring followers to achieve both extraordinary outcomes and develop their own leadership capacity (Bass &Riggio, 2006). The teachers included in this study in both groups have rated their principals that they fairly often show the behaviors included under transformational leadership style.

This is also clearly explained by teachers who participated in interview under this study. One of the teachers from Grade 3 schools stated that:

Our school principal is an effective principal because he talks about vision statement and its implication for teaching – learning process and deals with teachers how to improve the result of students and to minimize absenteeism and drop out.

Similarly, another teacher explained how the principal of his school undertakes his job and explained in the following manner:

The principal of our school develops a strategic plan which indicates vision, mission and values and discusses it with all concerned stakeholders at the beginning of the academic year so that everyone in the school perceives the plan as his own.

Transformational leadership is a type of shared or distributed leadership. Principals who exercise transformational leadership model focus on bottom up approaches to incite change in the schools (Hallinger, 2003). By defining the need for change, creating new visions, and mobilizing commitment to these visions, leaders are capable of achieving changes in the whole organization (Den Hartog, 1997).

This idea has been supported by one of the teachers in the interview by stating that:

The principal of our school always discusses different issues with teachers, parents and community of the school at large and encourages everyone to elicit new ideas for developing plan and for the solution of a problem; he makes others to be part of the solution.

To transform a school system, the leader needs to set out a vision, properly plan and put activities in a sequential order. The practice of reforming the organization may include shaping and properly matching the organization and the vision (Kiper, 2007).

One of the teachers in the interview has put the above practice of principals of his school by explaining in a very interesting way and said that:

The principal of our school focuses on distributing the responsibility and power for leadership widely throughout the school, he shares decision making power to the staff, takes staff opinion when making decision and provides autonomy for teachers, makes the staff collaborate in making plan gives opportunity to the staff development through teachers' continuous professional development program that is practiced in the school.

Similarly one of the teachers from grade 2 schools explained that:

The principal of my school talks to teachers what has to be done and explains the vision of the school at the beginning of the academic year.

In contrast to this another teacher stated that:

Our principal does not have confidence on teacher's performance and does not involve teachers in solving problems that needs immediate solution in the school.

However principals in both groups have been rated to practice fairly often transformational leadership style.

4.2.2 Transactional Leadership

In order to see the level at which transactional leadership style the principals follow, responses of teachers were considered. At this sub-topic, the data were analyzed and discussed for each of the dimensions of transactional leadership. The following tables show the results of teachers rating of their principals' transactional leadership style.

Contingent Reward is the type of leadership style which focuses contingent reward or contingent penalization. Contingent reward is given when the set goals are accomplished on time, ahead of time or to keep followers working at good pace, whereas, contingent punishment is applied when performance quality falls below standards.

Contingent Reward

Table 4.9. The perception of teachers from Grade 3 and Grade 2 secondary schools on Contingent Reward

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Provides others with assistance in exchange for their efforts	Grade 3		5 (4.8)	42 (40.4)	37 (35.6)	20 (19.2)	104 (100)	2.69 (.834)	1.73 (.085)
	Grade 2	4 (4.7)	10 (11.8)	25 (29.4)	35 (41.2)	11 (12.9)	85 (100)	2.46 (1.02)	
Discuss in specific terms who is responsible for achieving performance targets	Grade 3	2 (1.9)	5 (4.8)	22 (21.2)	46 (44.2)	29 (27.9)	104 (100)	2.91 (.923)	2.07 (.040)
	Grade 2	2 (2.4)	11 (12.9)	27 (31.8)	23 (27.1)	22 (25.9)	85 (100)	2.61 (1.08)	
Makes clear what one can expect to receive when performance goals are achieved	Grade 3		9 (8.7)	19 (18.3)	51 (49.0)	25 (24.0)	104 (100)	2.88 (.874)	2.57 (.011)
	Grade 2	4 (4.7)	10 (11.8)	26 (30.6)	28 (32.9)	17 (20.0)	85 (100)	2.52 (1.09)	
Expresses satisfaction when others meet expectations	Grade 3	2 (1.9)	7 (6.7)	26 (25.0)	47 (45.2)	22 (21.2)	104 (100)	2.77 (.927)	1.80 (.074)
	Grade 2	1 (1.2)	13 (15.3)	27 (31.8)	29 (34.1)	15 (17.6)	85 (100)	2.52 (.995)	

Note:Numbers in bracket under rating scale refers to percentage

Contingent Reward as Rated by Grade 3 School Teachers

The above table depicts that, about 54.8% of teachers strongly agree that principals provide teachers with assistance in exchange for their efforts, whereas 40.4% agree that principals sometimes exhibit such behavior to their subordinates. However the average perception of teachers (Mean= 2.69) indicates that principals fairly often provide assistance to teachers in exchange for their efforts.

Regarding principals ability to discuss in specific terms who is responsible for achieving performance targets, teachers rated their principals as 44. 2% fairly often and 27.9% agreed that they frequently show such behavior. The average perception teachers (Mean = 2.91) which reveals that principals fairly often openly discuss who is responsible for each activity in their working environment.

Concerning the expectation of teachers when performance goals are achieved 49% of teachers rated fairly often where as 24% of them rated frequently which shows that principals make clear what teachers should expect at the end of the game. Generally the average perception of teachers (Mean = 2.88) indicates that principals fairly often explain their followers what to expect from the achievement of the school goal.

On the other hand 45.2% and 21.2% of teachers also rated their principals fairly often and frequently expressing satisfaction when their subordinates meet expectation respectively.

Contingent Reward as Rated by Grade 2 School Teachers

The above table depicts that, about 54.1% of teachers strongly agree that principals provide teachers with assistance in exchange for their efforts, whereas 40.4% agree that principals sometimes exhibit such behavior to their subordinates. However the average perception of teachers (Mean= 2.69) indicates that principals fairly often provide assistance to teachers in exchange for their efforts.

Regarding principals' ability to discuss in specific terms that who is responsible for achieving performance targets, teachers rated their principals as 23% fairly often and 22% agreed that they frequently show such behavior. The average perception of teachers is (Mean = 2.61) which reveals that principals fairly often openly discuss who is responsible for each activity in their working environment.

Concerning the expectation of teachers when performance goals are achieved 28% of teachers rated fairly often where as 17% of them rated frequently which shows that principals make clear what teachers should expect at the end of the game. Generally the average perception of teachers (Mean = 2.52) indicates that principals fairly often explain their followers what to expect from the achievement of the school goal.

On the other hand 34.1% and 17.1% of teachers also rated their principals fairly often and frequently expressing satisfaction when their subordinates meet expectation respectively. This indicates that average (mean = 2.52) principals fairly often express satisfaction when teachers meet what is expected of them in their responsibility.

Contingent Reward as Rated by Grade 3 and 2 School Teachers

Contingent Reward is the of leadership style which focuses contingent reward or contingent penalization. Contingent reward is given when the set goals are accomplished on time, ahead of time or to keep followers working at good pace, whereas, contingent punishment is applied when performance quality falls below standards.

As indicated in the table teachers were requested to rate their principals in the first category of contingent reward to identify whether principals Provides others with assistance in exchange for their efforts. The rating of teacher shows that 57% of Grade 3 school teachers and 46% of Grade 2 teachers responded that principals fairly often provide assistance in exchange for their effort. The average rating (Mean = 2.69) of Grade 3 school teachers and (Mean = 2.46) of Grade 2 school teachers. In addition to this the t-test result (t-value = 1.73, $p > 0.01$) indicating that there is no statistically significant difference in both groups of principals

Concerning discussing in specific terms about who is responsible for achieving performance targets 75% of Grade 3 school teachers 45% of Grade 2 school principals agreed that principals fairly often practice it. The average response also shows that (Mean = 2.91) for Grade 3 school principals and (Mean= 2.61) for Grade 2 school principals. However the t-test result (t-value = 2.07, $p > 0.01$) implies that there is statistically no significant difference in the behavior of principals as teachers perception.

Regarding the behavior of principals in making clear what one can expect to receive when performance goals are achieved, 76% Of Grade 3 school teachers and 45 % of Grade 2 school teachers agreed that their principals fairly often do it. The average result also shows that (Mean = 2.88) for Grade 3 school principals and (Mean = 2.52). In support of this the t-test result (t-value = 2.57, $p > 0.01$) shows that there is statistically no significant difference in the rating of teachers of both groups.

The other point in this category is whether principals express satisfaction when others meet expectations or not. 69% of Grade 3 school teachers and 44% of Grade 2 school principals agree that their principals do express fairly often. The average (Mean = 2.88) for Grade 3 principals and (Mean = 2.52) for Grade 2 school principals shows that the fairly often express satisfaction when their followers meet expectations. Furthermore, the t-test result (t-value = 1.80, $p > 0.01$) indicates that there is no statistically significant difference in their rating of principals behavior.

Management by Exception- Active

Table 4.6: The perception of teachers from Grade 3 and Grade 2 secondary schools on Management by Exception- Active

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Focus attentions on irregularities, mistakes, exceptions, and deviations from standards	Grade 3	7 (6.7)	12 (11.5)	27 (26.0)	33 (31.7)	25 (24.0)	104 (100)	2.55 (1.17)	0.04 (.966)
	Grade 2	3 (3.5)	11 (12.9)	23 (27.1)	33 (38.8)	15 (17.6)	85 (100)	2.54 (1.04)	
Concentrate his full attention on dealing with mistakes, complaints and failures	Grade 3	8 (7.7)	13 (12.5)	34 (32.7)	29 (27.9)	20 (19.2)	104 (100)	2.38 (1.16)	-0.24 (.809)
	Grade 2	2 (2.4)	14 (16.5)	28 (32.9)	28 (32.9)	13 (15.3)	85 (100)	2.42 (1.02)	
Keeps track of all mistakes	Grade 3	8 (7.7)	8 (7.7)	51 (49.0)	23 (22.1)	14 (13.5)	104 (100)	2.26 (1.04)	0.01 (.996)
	Grade 2	5 (5.9)	9 (10.6)	42 (49.4)	17 (20.0)	12 (14.1)	85 (100)	2.26 (1.03)	
Directs his attention toward failures to meet standards	Grade 3	5 (4.8)	13 (12.5)	47 (45.2)	26 (25.0)	13 (12.5)	104 (100)	2.28 (.999)	-1.33 (.186)
	Grade 2	3 (3.5)	5 (5.9)	41 (48.2)	21 (24.7)	15 (17.6)	85 (100)	2.47 (.971)	

Note: Numbers in bracket under rating scale refers to percentage

Management by Exception- Active- Within management by exception, there are active and passive directions. Active management by exception indicates that the principal continually looks at each followers' performance and makes changes to the to the followers' work to make correction throughout the process.

Management by Exception- Active as rated by Grade 3 School Teachers

The table above indicates that 55.7% of teachers rated their principals as focusing attention on irregularities, mistakes, exceptions and deviation from standard. Generally the average rating of teachers (Mean = 2.55) which indicate that principals focus on finding faults of teachers. When we look into the other variables in this category It shows that teachers rated their principals as

sometimes focusing their attention on dealing with mistakes and directing attention toward failure to meet standards.

Regarding principals concentration on dealing with mistakes, complaints and failures 47.1% feel that most of the time they concentrate on failures and mistakes, where as 20.2% disagree with this idea. On the average (Mean = 2.38) teachers rated their principals sometimes concentrate on mistakes and failures.

32.5% of teachers also rated their principals as directing their attention toward failure and 21.3% disagree that they do not concentrate their attention towards failure to meet standards. However average teachers (Mean = 2.28) rated their principals sometimes show attention toward failures to meet standard.

Management by Exception- Active as rated by Grade 2 School Teachers

Table above indicates that 56.4% of teachers rated their principals as focusing attention on irregularities, mistakes, exceptions and deviation from standard, whereas 16.4% of teachers disagree with this idea. Generally the average rating of teachers (Mean = 2.55) which indicate that principals focus on finding faults of teachers

Regarding principals concentration on dealing with mistakes, complaints and failures 48.9% feel that most of the time they concentrate on failures and mistakes, where as 18.9% disagree with this idea. On the average (Mean = 2.54) teachers rated their principals sometimes concentrate on mistakes and failures.

42.3% of teachers also rated their principals as directing their attention toward failure and 9.4% disagree that they do not concentrate their attention towards failure to meet standards. However average teachers (Mean = 2.47) rated that principals behave or show attention toward failure to meet standards.

Management by Exception- Active as rated by Grade 3 and 2 School Teachers

Within management by exception, there are active and passive directions. Active management by exception indicates that the principal continually looks at each followers' performance and makes changes to the to the followers' work to make correction throughout the process.

Regarding principals behavior on focusing attentions on irregularities, mistakes, exceptions, and deviations from standards 58% of Grade 3 school teachers and 48% of Grade 2 school teachers believe that principals do focus on the above mentioned activities. The average (Mean = 2.55) response of Grade 3 school teachers and (Mean = 2.54) of Grade 2 school principals indicate the same result. Furthermore the t-test result (t-value = 0.04, $p > 0.01$) indicates that there is no significant difference in their rating of principals behavior.

Regarding principals' concentration on dealing with mistakes, complaints and failures 49% of Grade 3 school teachers and 41% of Grade 2 school teachers feel that most of the time they concentrate on failures and mistakes. On the average (Mean = 2.38) Grade 3 school teachers and (Mean = 2.42) Grade 2 school teachers rated their principals fairly often concentrate on mistakes and failures. Furthermore t-test result (t-value = -0.24, $p > 0.01$) indicates that there is no statistically significant difference in their rating of both groups.

37% of Grade 3 school teachers and 29% of Grade 2 school teachers rated that their principals Keep track of all mistakes. The average shows that (Mean = 2.26) for Grade 3 school teachers and (Mean = 2.26) for Grade 2 school teachers rating of their respective school principals. The t-test result (t-value = 0.01, $p > 0.01$) indicates that there is no statistically significant difference in their rating.

47% of Grade 3 school teachers and 41% of Grade 2 school teachers claim that their principals sometimes concentrate their attention towards failure to meet standards. However averagely

(Mean = 2.28) Grade 3 school teachers and (Mean = 2.47) believe that principals concentrate their attention towards failure to meet standards. The t-test result (t-value = -1.33, $p > 0.01$) indicates that there is no significant difference in the rating of both groups about their principals behavior.

Management by Exception - Passive

Table 4.7: The perception of teachers from Grade 3 and Grade 2 secondary schools on Management by Exception - Passive

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Fail to interfere until problems become serious	Grade 3	22 (21.2)	13 (12.5)	33 (31.7)	25 (24.0)	11 (10.6)	104 (100)	1.90 (1.28)	-2.83 (.005)
	Grade 2	14 (16.5)	4 (4.7)	17 (20.0)	30 (35.3)	20 (23.5)	85 (100)	2.45 (1.35)	
Waits for things to go wrong before taking action	Grade 3	26 (25.0)	9 (8.7)	26 (25.0)	26 (25.0)	17 (16.3)	104 (100)	1.99 (1.42)	-2.66 (.009)
	Grade 2	14 (16.5)	7 (8.2)	15 (17.6)	16 (18.8)	33 (38.8)	85 (100)	2.55 (1.48)	
Shows that he is a firm believer “if it is not broken, don’t fix it”	Grade 3	12 (11.5)	15 (14.4)	34 (32.7)	29 (27.9)	14 (13.5)	104 (100)	2.17 (1.19)	-3.37 (.001)
	Grade 2	5 (5.9)	1 (1.2)	33 (38.8)	18 (21.2)	28 (32.9)	85 (100)	2.74 (1.11)	
Demonstrates that problems must become chronic before he takes action	Grade 3	24 (23.1)	12 (11.5)	26 (25.0)	22 (21.2)	20 (19.2)	104 (100)	2.02 (1.43)	-3.05 (.003)
	Grade 2	6 (7.1)	7 (8.2)	20 (23.5)	34 (40.0)	18 (21.2)	85 (100)	2.60 (1.13)	

Note:Numbers in bracket under rating scale refers to percentage

Management by Exception- Passive as rated by Grade 3 School Teachers

The above table indicates that 34.6% rated their principals as failing to interfere until problems become serious and 33.7% of teachers rated their principals that they never fail to interfere until problem becomes serious, with average (Mean = 1.90) which indicates that principals sometimes fail to interfere until problems become serious.

Concerning principals' reaction on when things go wrong 41.3% of teachers believe that their principals wait for things go wrong before taking action and 33.7% rated that they do not wait to take action until things go wrong. Averagely (Mean =1.99) teachers rated that their principals sometimes wait for things to go wrong before taking action.

Regarding in taking action to problems 40.4% replied that they do not take action until problems become chronic and 34.6% disagree with this idea and averagely (Mean = 2.02) rated that they sometimes fail to take action before problems become chronic.

Management by Exception- Passive as rated by Grade 2 School Teachers

The above table indicates that 58.8% rated their principals as failing to interfere until problems become serious and 21.2% of teachers rated their principals that they never fail to interfere until problem becomes serious, with average (Mean = 2.45) which indicates that principals fairly often fail to interfere until problems become serious.

Concerning principals' reaction on when things go wrong 57.6% of teachers believe that their principals wait for things go wrong before taking action and 24.7% rated that they do not wait to take action until things go wrong. Averagely (Mean =2.55) teachers rated that their principals fairly often wait for things to go wrong before taking action.

Regarding in taking action to problems 61.2% replied that they do not take action until problems become chronic and 15.3% disagree with this idea and averagely (Mean = 2.60) rated that they fairly often fail to take action before problems become chronic.

Management by Exception- Passive as rated by Grade 3 and 2 School Teachers

In the above table 36% of Grade 3 school teachers and 50% of Grade 2 school teachers claim that their principals fail to interfere until problems become serious. The average rating (Mean = 1.90) of Grade 3 school teachers and (Mean = 2.45) of Grade 2 school teachers indicates that

principals fairly often fail to interfere until problems become serious. In addition to this t-test result (t-value = -2.83, $p < 0.01$) indicates that there is statistically significant difference in their rating

Regarding principal's reaction in taking action 43% of Grade 3 school teachers and 49% of Grade 2 school teachers, claim that their principals fairly often wait for things to go wrong before taking action. The average (Mean = 1.99) of Grade 3 school teachers and (Mean = 2.55) of Grade 2 school teachers indicate that principals Wait for things go wrong. The t-test result (t-value = -2.66, $p < 0.01$) which refers to that there is statistically significant difference in the rating of groups about their principals behavior.

Concerning principals firm belief on the principle that "if it is not broken, don't fix it" 43% of Grade 3 school teachers with average (Mean = 2.17) and 46% of Grade 2 school teachers with average (Mean = 2.74) rated their principals that they fairly show the behavior that they are firm believers in the principle of firm believer of "if it is not broken, don't fix it" The t-test result (t-value = -3.37, $p < 0.01$) shows that there is significant difference in the rating of both groups of teachers.

The other point under this category that was rated by teachers was to identify how principals react when problem arises in their school. 42% of Grade 3 school teachers and 52% of Grade 2 school teachers responded that their principals fairly often demonstrate that problems must become chronic before he takes action. The average rating (Mean = 2.02) of Grade 3 school teachers and (Mean = 2.60) shows that teachers rated their principals take action when problems become chronic. Furthermore, the t-test result (t-value = -3.05, $p < 0.01$) indicates that there is statistically significant difference in the ratings of teachers of the two groups.

Overall Transactional Leadership Practice as Rated by Teachers

Table 4.12: The perception of teachers from Grade 3 and Grade 2 secondary schools on transactional Leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Contingent Reward	Grade 3	104	2.81	.666	2.63 (0.009)
	Grade 2	85	2.53	.839	
Management by Exception- Active	Grade 3	104	2.37	.876	-0.46 (0.646)
	Grade 2	85	2.42	.765	
Management by Exception - Passive	Grade 3	104	2.02	1.036	-3.77 (0.000)
	Grade 2	85	2.59	1.006	
Transactional Leadership	Grade 3	104	2.40	.714	-1.19 (0.235)
	Grade 2	85	2.51	.516	

Overall Transactional Leadership Practice as Rated by Grade 3 School Teachers

The perception of teachers on the use of transactional leadership style by principals in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 2.81). On the other hand in the second category which deals with management by exception-active indicates (Mean = 2.37) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 2.02) In general this indicates that principals do not implement transactional leadership style in their schools.

Overall Transactional Leadership Practice as Rated by Grade 2 School Teachers

The perception of teachers on the use of transactional leadership style by principals in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 2.53). On the other hand in the second category which deals with management by exception-active indicates (Mean = 2.42) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 2.59) In general this indicates that principals averagely practice transactional leadership style in their schools.

Overall Transactional Leadership Practice as Rated by Grade 3 School Teachers and Grade 2 School Teachers

The perception of teachers on the use of transactional leadership style by principals in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 2.81) for Grade 3 schools and (Mean = 2.53) for Grade 2 school teachers. The t-test result (t-value = 2.63, $p < 0.01$) shows that there is statistically significant difference in their ratings.

On the other hand in the second category which deals with management by exception-active indicates (Mean = 2.37) for Grade 3 schools (Mean = 2.42) for Grade 2 school teachers that principals sometimes focus on weakness and mistakes of teachers and the t-test result (t-value = -0.46, $p > 0.01$) indicating that there is no significant difference in their ratings

The third category which is management by exception passive is rated by teachers to be (Mean = 2.02) by Grade 3 school teachers and (Mean = 2.59) for Grade 2 school teachers. The t-test result

(t-value = -3.77, $p > 0.01$) indicates that there is no significant difference in the rating of the two groups.

The overall evaluation of transactional leadership exercise practiced by school principals shows that the average (Mean = 2.40) for Grade 3 school principals and (Mean = 2.51) for Grade 2 school principals. In addition to this the t-test result (t-value = -1.19 $p > 0.01$) shows that there is statistically no significant difference in their use of transactional leadership style.

Transactional Leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Odumeru, James A 2013).

One of the teachers in an interview clearly stated the practice his school principal by stating that:
Our school principal focuses his attention on mistakes; he also seeks for wrong doing of others and blames others when there are any critical problems in the school. He does not take risk in accomplishing a task.

Bass (1985) argues that leadership in research has generally been conceptualized as a transactional or cost-benefit exchange process. Transactional leadership theories are founded on the idea that leader-follower relations are based on a series of exchanges or implicit bargains between leaders and followers.

Another teacher also explained the behavior of his school principal by stating that:
He (the principal) presents the staff and parents about the school plan and expecting each to accomplish as stated in planning document, but does not include the idea as part of planning,

that is elicited from others and staff members. teachers are evaluated based on the performance achieved as per scheduled.

Laissez fair Leadership style

Table 4.12

Variables	Respondents	n	Mean	SD	t-test (p-value)
Laissez fair	Grade 3	104	1.85	1.177	-1.74 (0.083)
	Grade 2	85	2.14	1.111	

The rating of teachers of the two groups on Laissez fair Leadership style shows that Grade 3 school teachers (Mean = 1.85) and that of Grade 2 (Mean = 2.14). However the t-test result (t-value = -1.74, $p > 0.01$) shows that there is statistically no significant difference in their rating.

4.3. Principals Self-rating of Leadership Practice

4.3.1: Transformational Leadership Style

Table 4.14: The perception of principals from Grade 3 and Grade 2 secondary schools on idealized influence /attributed

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I instill pride in others for being associated with them	Grade 3	-	1 (20.0)	-	2 (40.0)	2 (40.0)	5 (100)	3.00 (1.22)	-0.30 (.771)
	Grade 2	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	
I go beyond self-interest for the good of the group	Grade 3	-	-	2 (40.0)	2 (40.0)	1 (20.0)	5 (100)	2.80 (.837)	-0.94 (.373)
	Grade 2	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	
I act in ways that builds others to give respect for me	Grade 3	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	0.95 (.371)
	Grade 2	-	1 (20.0)	1 (20.0)	2 (40.0)	1 (20.0)	5 (100)	2.60 (1.14)	
I display a sense of power and confidence	Grade 3	-	-	-	2 (40.0)	3 (60.0)	5 (100)	3.60 (.548)	1.79 (.111)
	Grade 2	-	-	2 (40.0)	2 (40.0)	1 (20.0)	5 (100)	2.80 (.837)	

Note: Numbers in bracket under rating scale refers to percentage

Idealized Influence /attributed as Rated by Grade 3 School Principals

Principals were requested to rate how they perceive their leadership style. As to the above table they rated their ability to strongly influence a feeling of pleasure for being associated with them 80% rated as they strongly instill pride for being associated with them and only 20% disagree with idea. On the other hand 60% of principals mentioned that they go beyond self-interest for the good of others while none of them disagree with this concept.

Regarding they act others to give them respect, 80% responded that they act in the way that builds others to give them respect and none of them disagree with this idea the average being (Mean = 3.20). All principal (100%) indicated that they display a sense of power and confidence.

Idealized Influence /attributed as Rated by Grade 2 School Principals

As indicated in the above table principals in this group have rated their behavior on the questionnaire under idealized influence /attributed/ 80% of principals rated that they always instill pride for being associated with them, 60% mentioned that they frequently act in ways that builds others to give respect for them display a sense of power and confidence

Idealized Influence /attributed as Rated by Grade 3 and 2 school Principals

As the above table indicate, the principals from Grade 3 schools (80%) and (80%) of principals from Grade 2 schools indicated that they instill pride for being associated with them. In addition, the average perception of principals from Grade 3 schools (Mean = 3.00) and from Grade 2 schools (Mean = 3.20) showed that both groups agreed for that they are instilling pride in others for being associated with them. However, the t-test result (t-value = -0.30, $p > 0.01$) showed that there is statistically no significant difference in the rating of both groups.

Regarding principals self-perception on going beyond self-interest for the good of the group, 60% of Grade 3 school principals and 100% of Grade 2 principals indicated that they fairly often

go beyond self-interest for the good of the group. Additionally the average perception of principals from Grade 3 schools (Mean = 2.80) and from Grade 2 schools (Mean = 3.20) indicated that principals go beyond self-interest. Furthermore, the t-test result (t-value = -.95, $p > 0.01$) shows that there is no significant difference in their self-rating.

Concerning their action in building others to respect them, 80% of Principals from Grade 3 and 80% of principals from Grade 2 revealed that their principals act in a way that builds others to give him respect. The average (Mean = 3.20) for Grade 3 principals and (Mean = 2.60) for Grade 2 showing that principals of both group agree on their reaction. In addition to this, the t-test result (t-value = 0.95, $p > 0.01$) which indicates that there is no statistically significant difference in their self-rating under this category.

With regard to displaying a sense of pride and confidence 100% of level 3 and 60% of level 2 school principals agree that their display a sense of pride and confidence, the average perception of Grade 3 school principals (Mean = 3.60) and that of Grade 2 school principals (Mean = 2.80) shows that they agree with this idea. Furthermore, the t-test result (t-value = 1.79, $p > 0.01$) indicates there is no statistically significant difference in their perception.

Idealized Influence/ Behavior

Table 4.15: The perception of principals from Grade 3 and Grade 2 secondary schools on idealized influence /behavior

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I talks about my most important values and beliefs	Grade 3	1 (20.0)	-	-	3 (60.0)	1 (20.0)	5 (100)	2.60 (1.52)	-.492 (.636)
	Grade 2	-	-	2 (40.0)	1 (20.0)	2 (40.0)	5 (100)	3.00 (1.00)	
I specify the importance of having a strong sense of purpose	Grade 3	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.837)	.000 (1.000)
	Grade 2	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	
I consider the moral and ethical consequences of decisions	Grade 3	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	-2.14 (.065)
	Grade 2	-	-	-	1 (20.0)	4 (80.0)	5 (100)	3.80 (.447)	
I emphasize the importance of having a collective sense of mission	Grade 3	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	-.365 (.724)
	Grade 2	-	-	1 (20.0)	1 (20.0)	3 (60.0)	5 (100)	3.40 (.894)	

Idealized Influence /Behavior as Rated by Grade 3 School Principals

As to the above table majority of the principals described or rated that they talk about their most important values and beliefs, specify the importance of having a strong sense of purpose, consider the moral and ethical consequences of decisions and emphasize the importance of having a collective sense of mission.

Idealized Influence /Behavior as Rated by Grade 2 School Principals

Concerning questions under idealized influence /behavior/ principals have rated above average. Regarding how often they talk about important values and beliefs 60% of them replayed that they do it most of the time average being (Mean = 3.00), whereas all of them rated above average

for considering the moral and ethical consequences of decisions and specifying the importance of having a strong sense of purpose.

Idealized Influence /Behavior as Rated by Grade 3 and 2 school Principals

As to the above table regarding principals talking about their most important values and beliefs, 80% of principals of Grade 3 schools and 60 % of Grade 2 school principals rated their behavior as talking about their most important values and belief, with average showing (Mean = 2.60) for level 3 and (Mean = 3.00) for Grade 2 school principals. In addition to this t-test result (t-value = -4.92, $p > 0.01$) which indicates that there is no statistically significance difference in the rating of both groups.

Concerning the principals' ability to specify the importance of having a strong sense of purpose 60% of Grade 3 school principals and 100% of Grade 2 principals indicated that they agree do specify the importance of having a strong sense of purpose. The average response of Grade 3 school principals is (Mean = 3.20) and that of Grade 2 school principals is (Mean = 3.20). However, the t-test result (t-value = 0.00, $p > 0.01$) indicates that there is statistically no significant difference in their rating.

With regard to the third category under idealized influence behavior principals were requested to self-rate their behavior and the result shows that 80% of principals from Grade 3 schools and 80% of principals from Grade 2 schools agreed that they consider the moral and ethical consequences of decisions, average indicating that Grade 3 school principals (Mean = 3.00) and that of Grade 2 (Mean = 3.80) principals fairly often consider the moral and ethical consequences of decisions. When looking in to t-test result (t-value = -2.14, $p > 0.01$) indicates that there is statistically no significant difference in their self-rating of their behavior.

Concerning having a collective sense of mission, principals were requested to rate themselves and 80% of Grade 3 school principals and 44% of Grade 2 school principals indicated that they emphasize importance of having a collective sense of mission, the average indicating that Grade 3 school principals (Mean = 3.20) and Grade 2 school principals (Mean = 3.410). However, t-test result (t-value = -3.65, $p > 0.01$) indicates that there is statistically no significant difference in their self-ratings.

Inspirational Motivation

Table 4.8: The perception of principals from Grade 3 and Grade 2 secondary schools on Inspirational Motivation

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I talk optimistically about the future	Grade 3	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	0.41 (.694)
	Grade 2	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	
I talk enthusiastically about what needs to be accomplished	Grade 3	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	-1.27 (.242)
	Grade 2	-	-	-	2 (40.0)	3 (60.0)	5 (100)	3.60 (.548)	
I articulate a compelling vision of the future	Grade 3	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	0.41 (.694)
	Grade 2	-	-	2 (40.0)	2 (40.0)	1 (20.0)	5 (100)	2.80 (.837)	
I express confidence that goals will be achieved	Grade 3	-	-	-	2 (40.0)	3 (60.0)	5 (100)	3.60 (.548)	1.27 (.242)
	Grade 2	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	

Inspirational Motivation as Rated by Grade 3 school Principals

As indicated above in all variables under inspirational motivation principals rated their reaction to be very high in talking optimistically, enthusiastically, articulating vision of the future and expressing confidence that goals will be achieved, that is the average being (M = 3.20), (M = 3.20), (M = 3.00) and (M = 3.60) respectively.

Inspirational Motivation as Rated by Grade 2 School Principals

Regarding inspirational motivation, in which a leader has a sense of team spirit, enthusiasm, passion and optimism, talking optimistically about the future, articulating a compelling vision, expressing confidence that goals will be achieved and talking enthusiastically about what has to be accomplished, they have rated averagely as (Mean = 3.00), (Mean = 2.80), (Mean = 3.20) and (Mean = 3.60) respectively.

Inspirational Motivation as Rated by Grade 3 and 2 School Principals

The above table deals with inspirational motivation of leadership practice and in the first category 80% of Grade 3 school principals and 80 % of Grade 2 school principals with average (Mean = 3.20) for Grade 3 school principals and (Mean = 3.00) for Grade 2 principals claim that they talk optimistically about the future. Furthermore, t-test result (t-value = -0.41, $p > 0.01$) indicates that there is statistically no significant difference in their ratings.

Regarding talking enthusiastically about the future, 100% of principals of Grade 3 and 100% of Grade 2 school principals agreed that they do talk enthusiastically about the future, average score also indicates that Grade 3 school principals (Mean = 3.20) and that of Grade 2 schools being (M = 3.60). In addition to this t-test result (t-value = -1.72, $p > 0.01$) indicates that there is no statistical difference in the rating of both groups.

Concerning their ability to articulate compelling vision of the future, 80% of Grade 3 school principals and 60% of Grade 2 schools principals agree that they do articulate compelling vision of the future and the average result of Grade 3 schools (Mean 3.00) and that of Grade 2 schools (M = 2080) reveals the same idea. Furthermore, t-test result (t-value = 0.41, $p > 0.01$) indicates that there is no statistically significant difference in the rating of both groups.

With regard to the last point under this category 100% of Grade 3 school principals and 100% of Grade 2 schools principals pointed out that they do express confidence that goals will be achieved, average point indicating that level 3 school principals (Mean = 3.60) and that of level 2 school principals (Mean = 3.60). The t-test result (t-value = 1.27, $p > 0.01$) indicates that there is no statistically significant difference in their rating of their leadership style.

Intellectual Stimulation

Table 4.9: The perception of principals from Grade 3 and Grade 2 secondary schools on Intellectual Stimulation

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I re-examine critical assumptions to question whether they are appropriate	Grade 3	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	0.54 (.608)
	Grade 2	1 (20.0)	-	-	3 (60.0)	1 (20.0)	5 (100)	2.60 (1.52)	
I he seek differing perspectives when solving problems	Grade 3	-	-	-	3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	1.00 (.347)
	Grade 2	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	
I get others to look at problems from many different angles	Grade 3	-	-	-	3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	1.00 (.347)
	Grade 2	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 (.707)	
I help others to develop their strengths	Grade 3	-	-	-	1 (20.0)	4 (80.0)	5 (100)	3.80 (.447)	0.63 (.545)
	Grade 2	-	-	-	3 (60.0)	2 (40.0)	5 (100)	3.60 (.548)	

Intellectual Stimulation as Rated by Grade 3 School Principals

Regarding intellectual stimulation principals rated that 80% of them believe that they reexamine critically the appropriateness of questions raised and all principals rated that they seek different

perspectives when solving problems, getting others to look at problems from different angles and help others to develop their strength.

Intellectual Stimulation as Rated by Grade 2 School Principals

In this leadership style, a leader solicits ideas, and nurtures and develops people who think independently and who value learning. Regarding this, 80% of teachers believed that they reexamine critical assumptions to appropriateness of questions, but 20% did not agree with this idea the average rate being (Mean = 2.60).

Concerning seeking of differing perspectives 80% responded that they fairly often practice it, averagely they rated themselves to be (Mean = 3.00). 80% of principals rated that they get others to look at problems from many different angles to reach to solutions and 100% of principals claimed that they help others to develop their strengths.

Intellectual Stimulation as Rated by Grade 3 and 2 School Principals

The perception of teachers regarding principals' intellectual stimulation has been rated by using the following variables. As to the above table 80% of Grade 3 school principals and 100% of Grade 2 school principals agreed that they re-examine critical assumptions to question whether they are appropriate. The average result of Grade 3 school principals ($M = 3.00$) and that of Grade 2 school principals ($M = 2.60$) shows that they rated themselves as re-examining critical assumptions to questions whether they are appropriate or not. The t-test result ($t\text{-value} = 0.54$, $p > 0.01$) which indicates that there is no statistically significant difference in their ratings

In the second category of intellectual stimulation, 100% of Grade 3 school principals and 80% of Grade 2 school principals rated their behavior as seeking differing perspectives when solving problems. Similarly, the average of Grade 3 school principals (Mean = 3.40) and that of Grade 2

school principals (Mean = 3.00) indicated the same response. But t-test result (t-value 1.00, $p > 0.01$) indicates that there is no statistically significant difference in their ratings.

With regard to the other question 100% Of of principals from Grade 3 school and 80% of principals from Grade 2 schools claimed that they get others to look at problems from many different angles, the average of Grade 3 schools rating (Mean = 3.40) and that of Grade 2 school principals being (Mean = 3.00). The t-test result (t-value = 1.00, $p > 0.01$) showing that there is no statistically significant difference in the rating of both groups of teachers.

In the last category of intellectual stimulation, 100% of principals from Grade 3 schools and 100% of principals from Grade 2 schools agree that they fairly often help others to develop their strengths, with average of (Mean = 2.80) for Grade 3 school teachers and (Mean = 3.60) for Grade 1 2 school principals ratings. Similarly the t-test result (t-value = 0.63, $p > 0.01$) indicates that there is no significant difference in their rating of their behavior.

Individualized Consideration

Table 4.10: The perception of principals from Grade 3 and Grade 2 secondary schools on Individualized Consideration

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I spends time teaching and coaching	Grade 3	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 .707	-0.54 (.608)
	Grade 2	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 .447	
I treats others as individuals rather than just a member of a group	Grade 3	-	-	-	2 (40.0)	3 (60.0)	5 (100)	2.60 .548	-0.78 (.455)
	Grade 2	-	-	2 (40.0)	1 (20.0)	2 (40.0)	5 (100)	3.00 1.00	
I considers an individual as having different needs, abilities, and aspirations from others	Grade 3	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 .447	-0.63 (.545)
	Grade 2	-	-	-	3 (60.0)	2 (40.0)	5 (100)	3.40 .548	
I suggests new ways of looking at how to complete assignments	Grade 3	-	-	-	1 (20.0)	4 (80.0)	5 (100)	2.80 .447	-0.54 (.608)
	Grade 2	-	-	1 (20.0)	3 (60.0)	1 (20.0)	5 (100)	3.00 .707	

Individualized Consideration as Rated by Grade 3 school Principals

Concerning individualized consideration, 80% of principals' rate that they spend time in teaching and coaching teachers, whereas all principals agreed that they treat others as individuals, consider individuals as having different needs, abilities and suggest new ways of looking at how to complete assignments

Individualized Consideration as Rated by Grade 2 school Principals

Under Individualized Consideration -- A transformational leader pays attention to the needs of individuals, and seeks to develop followers by supporting, mentoring, and coaching employees

to reach their full potential. In this category they have rated their behavior to be above average in all of the sub scales.

Individualized Consideration as Rated by Grade 3 and 2 school Principals

The above table deals with individualized consideration of principal's behavior in dealing with others. As to the result of the above table 80% of Grade 3 school principals and 100% of Grade 2 school principals perception indicates that they spend much time teaching and coaching their followers averagely (Mean = 3.00) for Grade 3 school principals and (Mean = 3.20) for Grade 2 school principals. Furthermore the t-test result (t-value = -0.54, $p > 0.01$) indicates that there is no statistically significant difference their rating.

Regarding the principals ability to treat followers as individuals 100% of Grade 3 school principals and 60% of Grade 2 school principals rated their behavior as if they are fairly often treating teachers as individuals rather than as members of the group and average (Mean = 2.60) for Grade 3 schools and (Mean = 3.00) for Grade 2 schools. Furthermore, t-test result (t-value = -0.78, $p > 0.01$) which shows that there is statistically no significant difference in their rating. Principals were also requested to rate themselves on their ability to consider an individual as having different needs, abilities, and aspirations from others and the result indicates that 100% of Grade 3 school principals and 100% of Grade 2 school principals rated that they fairly often practicing, and average revealing that for Grade 3 school principals (Mean = 3.20) and for Grade 2 principals (Mean = 3.40). The t-test result (t-value = -0.63, $p > 0.01$) indicates that there is no significant difference in their rating of their practice.

Concerning principal's ability to suggest new ways of looking at how to complete assignments, 100% of Grade 3 school principals and 80% of Grade 2 school principals agreed that they do

suggest new ways of looking at how to complete assignments. The average rating of Grade 3 school principals (Mean = 2.80) and that of Grade 2 school principals is (Mean = 3.00). However the t-test result (t-value = -0.54, $p < 0.01$) which indicates that there is no significant difference in their rating.

Overall Transformational Leadership style as Rated by school Principals

Table 4.11: The perception of principals from Grade 3 and Grade 2 secondary schools on transformational leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Idealized influence /attributed/	Grade 3	5	3.15	.675	0.580 (0.578)
	Grade 2	5	2.95	.371	
Idealized influence/ Behavior	Grade 3	5	3.00	.586	-1.000 (0.347)
	Grade 2	5	3.35	.518	
Inspirational motivation	Grade 3	5	3.25	.354	0.431 (0.678)
	Grade 2	5	3.15	.379	
Intellectual Stimulation	Grade 3	5	3.40	.487	1.476 (0.178)
	Grade 2	5	3.05	.209	
Individualized Consideration	Grade 3	5	2.90	.418	-1.104 (0.302)
	Grade 2	5	3.15	.285	
Overall	Grade 3	5	3.14	.393	0.045 (0.965)
	Grade 2	5	3.13	.301	

Overall Transformational Leadership style as Rated by Grade 3 School Principals

As to the rating of principals regarding their leadership style, all of the principals have rated that they frequently practice transformational leadership style in their day to day activities

Overall Transformational Leadership style as Rated by Grade 2 school Principals

Under transformational leadership style category, principals have rated their behavior that they frequently practice and implement transformational leadership style.

Overall Transformational Leadership style as Rated by Grade 3 and 2 school Principals

The idealized influence attributed scale identifies leaders who are able to build trust in their followers. They inspire power and pride in their followers by going beyond their own individual interests and focusing on the interests of the group and of its members. Thus they become reference models for their followers. High scores on this scale identify leaders whom their followers attribute these special qualities.

As the above table indicates the overall behavior principals on idealized influence /behavior/ shows that the rating of principals averagely is (Mean = 3.15) for Grade 3 school principals and (Mean = 2.95) for Grade 2 school principals. The t-test result (t-value 0.58, $p > 0.01$) indicates that there is statistically no significant difference in the use of idealized influence.

The idealized influence behaviors scale identifies leaders who act with integrity. High scores on this scale are typically for leaders who manifest positive and highly valued behaviors, like dominance, consciousness, self-control, a high moral judgment, optimism and self-efficiency. They focus on a desirable vision and almost always consider the moral and ethical consequences of their actions.

Regarding this category principals of Grade 3 schools average rating is (Mean = 3.00) and that of Grade 2 schools principals is (Mean = 3.35) and the t-test result is (t-value = -1.00, $p > 0.01$) indicating that there is statistically no significant difference in teachers rating of their principals leadership behavior.

The inspirational motivation scale identifies leaders who inspire others. Inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important.

They provide visions of what is possible and how to attain them. They enhance meaning and promote positive expectations about what needs to be done.

Concerning this category principals average rating shows that (Mean = 3.25) for Grade 3 school principals and (Mean = 3.15) for Grade 2 school principals. Furthermore, the t-test result (t-value = 0.431, $p > 0.01$) which implies that there is statistically no significant difference in rating of theirs behavior.

The intellectual stimulation scale identifies leaders who are able to encourage innovative thinking. Through intellectual stimulation, leaders help others to think about old problems in new ways. Followers are encouraged to question their own beliefs, assumptions, and values when appropriate, those of leader, which be outdated or inappropriate for solving current problems. As a consequence, associates develop the capacity to solve future problems unforeseen by the leader. They learn to tackle and solve problems on their own by being creative and innovative.

Under this category principals rating of theirs behavior averagely indicates that (Mean = 3.40) for Grade 3 school principals and (Mean = 3.05) for Grade 2 school principals and the t-test result (t-value = 1.476, $p > 0.01$) indicating that there is statistically no significant difference in rating of both groups.

The individualized consideration scale identifies leaders who are able to coach people. It means understanding and sharing in others' concern and developmental needs and treating each individual uniquely. It represents an attempt on the part of leaders to not only recognize and satisfy their followers' current needs, but also to expand and elevate those needs in an attempt to maximize and develop their full potential.

Regarding individualized consideration the average (Mean = 2.90) for Grade 3 school principals and (Mean = 3.15) for Grade 2 school principals. The t-test result (t-value = -1.104, $p > 0.01$), implies that there is no statistically significant difference in the rating of both groups.

Transformational leaders have associates who view them in an idealized way and these leaders have much power and influence over their followers. The followers also develop strong feelings about their leaders. Transformational leaders arouse and inspire others with whom they work with a vision of what can be accomplished.

The overall evaluation of transformational leadership exercise practiced by school principals shows that the average (Mean = 3.14) for Grade 3 school principals and (Mean = 3.13) for Grade 2 school principals. In addition to this the t-test result (t-value = 0.045, $p > 0.01$) shows that there is statistically no significant difference in their use of transformational leadership style

4.3.2 Transactional Leadership Style

Table 4.20: The perception of principals from Grade 3 and Grade 2 secondary schools on Contingent Reward

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I provide others with assistance in exchange for their efforts	Grade 3				1 (20.0)	4 (80.0)	5 (100)	3.80 (.447)	3.54 (.008)
	Grade 2				1 (20.0)	4 (80.0)	5 (100)	2.80 (.447)	
I discuss in specific terms who is responsible for achieving performance targets	Grade 3				4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	-1.27 (.242)
	Grade 2				2 (40.0)	3 (60.0)	5 (100)	3.60 (.548)	
I make clear what one can expect to receive when performance goals are achieved	Grade 3			1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	0.00 (1.00)
	Grade 2			1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	
I express satisfaction when others meet expectations	Grade 3				3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	0.00 (1.00)
	Grade 2				3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	

Contingent Reward as rated by Grade 3 School Principals

Concerning contingent reward all principals rated their behavior as discussing in specific terms who is responsible for achieving performance targets, make clear what one can expect to receive for performance achievement and express satisfaction when followers meet expectations the average being (Mean = 3.80), (Mean = 3.20), (Mean = 3.20) and (Mean = 3.40) respectively.

Contingent Reward as rated by Grade 2 School Principals

Contingent reward is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements”.

Contingent punishments (such as suspensions) are given when performance quality or quantity falls below production standards or goals and tasks are not met at all.

With regard to contingent reward averagely (Mean = 2.80) rated that they provide assistance in an exchange for followers effort, (Mean = 3.60) discuss in specific terms responsibility of each individual, (Mean = 3.20) make clear what one has to expect to receive and (Mean = 3.40) express when followers meet expectations

Contingent Reward as rated by Grade 3 and 2 School Principals

Contingent Reward is the of leadership style which focuses contingent reward or contingent penalization. Contingent reward is given when the set goals are accomplished on time, ahead of time or to keep followers working at good pace, whereas, contingent punishment is applied when performance quality falls below standards.

As indicated in the table principals were requested to rate their perception in the first category of contingent reward to identify whether they provide others with assistance in exchange for their efforts. The rating of principals shows that 100% of level 3 school principals and 100% of level 2 principals responded that they fairly often provide assistance in exchange for teachers/followers effort. The average rating (Mean = 3.80) of Grade 3 school principals and (Mean = 2.80) of Grade 2 school principals. In addition to this the t-test result (t-value = 3.54, $p < 0.01$) indicating that there is statistically significant difference in both groups of principals

Concerning discussing in specific terms who is responsible for achieving performance targets 80% of Grade 3 school principals 20% of Grade 2 school principals agreed that they frequently, if not always practice it. The average response also shows that (Mean = 3.20) for Grade 3 school

principals and (Mean= 3.60) for Grade 2 school principals. However the t-test result (t-value = -1.27, $p > 0.01$) implies that there is statistically no significant difference in the behavior of principals their rating.

Regarding the behavior of principals in making clear what one can expect to receive when performance goals are achieved, 80% of Grade 3 school principals and 80 % of Grade 2 school principals agreed that they fairly often do it. The average result also shows that (Mean = 3.20) for Grade 3 school principals and (Mean = 3.20) for Grade 2 school principals. In support of this the t-test result (t-value = 0.00, $p > 0.01$) shows that there is statistically no significant difference in the rating of principals of both groups.

The other point in this category is whether principals express satisfaction when others meet expectations or not. 100% of Grade 3 school principals and 100% of Grade 2 school principals agree that they do express fairly often. The average (Mean = 3.40) for Grade 3 principals and (Mean = 3.40) for Grade 2 school principals shows that the fairly often express satisfaction when their followers meet expectations. Furthermore, the t-test result (t-value = 0.00, $p > 0.01$) indicates that there is no statistically significant difference in their rating.

Table 4.121: The perception of principals from Grade 3 and Grade 2 secondary schools on Management by Exception- Active

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I focus attentions on irregularities, mistakes, exceptions, and deviations from standards	Grade 3			1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	-0.37 (.724)
	Grade 2			1 (20.0)	1 (20.0)	3 (60.0)	5 (100)	3.40 (.894)	
I concentrate his full attention on dealing with mistakes, complaints and failures	Grade 3			1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	0.00 (1.00)
	Grade 2			1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	
I keep track of all mistakes	Grade 3				1 (20.0)	4 (80.0)	5 (100)	3.60 (.894)	1.81 (.108)
	Grade 2		1 (20.0)	2 (40.0)	1 (20.0)	1 (20.0)	5 (100)	2.20 (1.48)	
I direct my attention toward failures to meet standards	Grade 3				3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	0.00 (1.00)
	Grade 2				3 (60.0)	2 (40.0)	5 (100)	3.40 (.548)	

Management by Exception – Active as rated by Grade 3 School Principals

With regard to management by exception-active, 80% of principals rated their reaction towards dealing with mistakes, irregularities, complaints, concentrating full attention dealing with mistakes complaints and failures 100% of them rated that they direct attention toward failure to meet standards.

Management by Exception – Active as rated by Grade 2 School Principals

In MBE-A, the leader arranges to actively monitor deviances, mistakes, and errors in the followers' assignments and to take corrective action as necessary. Under this category principals indicated that they focus their attention on irregularities, mistakes, exceptions and deviations

from standards. However, 40% of them indicated, they keep track of all mistakes and others disagreed with this idea and average shows that (Mean = 2.20) this is not always true but practiced sometimes.

Management by Exception – Active as rated by Grade 3 and 2 School Principals

Within management by exception, there are active and passive directions. Active management by exception indicates that the principal continually looks at each follower's performance and makes changes to the followers' work to make correction throughout the process.

Regarding principals behavior on focusing attentions on irregularities, mistakes, exceptions, and deviations from standards 80% of Grade 3 school principals and 80% of Grade 2 school principals believe that they do focus on the above mentioned activities. The average (Mean = 3.20) response of Grade 3 school principals and (Mean = 3.40) of Grade 2 school principals indicate the same result. Furthermore the t-test result (t-value = -0.37, $p > 0.01$) indicates that there is no significant difference in their rating of principals behavior.

Regarding principals' concentration on dealing with mistakes, complaints and failures 80% of Grade 3 school principals and 80% of Grade 2 school principals feel that most of the time they concentrate on failures and mistakes. On the average (Mean = 3.20) Grade 3 school principals and (Mean = 3.20) Grade 2 school principals rated their behavior to be fairly often concentrate on mistakes and failures. Furthermore t-test result (t-value = 0.00, $p > 0.01$) indicates that there is no statistically significant difference in their rating of both groups.

100% of Grade 3 school principals and 40% of Grade 2 school principals rated that they keep track of all mistakes. The average shows that (Mean = 3.60) for Grade 3 school principals and (Mean = 2.20) for Grade 2 school principals. The t-test result (t-value = -1.81, $p > 0.01$) indicates that there is statistically no significant difference in their rating.

100% of Grade 3 school principals and 100% of Grade 2 school principals claim that fairly often concentrate their attention towards failure to meet standards. However averagely (Mean = 3.40) Grade 3 school principals and (Mean = 3.40) Grade 2 principals believe that they concentrate their attention towards failure to meet standards. The t-test result (t-value = 0.00, $p > 0.01$) indicates that there is no significant difference in the rating of both group.

Table 4.13: The perception of principals from Grade 3 and Grade 2 secondary schools on Management by Exception - Passive

Variables	Respondents	Rating Scale					Tota 1	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I fail to interfere until problems become serious	Grade 3	-	-	-	4 (80.0)	1 (20.0)	5 (100)	3.20 (.447)	2.85 (.022)
	Grade 2	-	-	2 (40.0)	2 (40.0)	1 (20.0)	5 (100)	1.40 (1.34)	
I wait for things to go wrong before taking action	Grade 3	1 (20.0)	-	1 (20.0)	1 (20.0)	2 (40.0)	5 (100)	2.60 (1.67)	1.13 (.290)
	Grade 2	2 (40.0)	1 (20.0)	1 (20.0)		1 (20.0)	5 (100)	1.40 (1.67)	
I show that I am a firm believer “if it is not broken, don’t fix it”	Grade 3	1 (20.0)	-	1 (20.0)	2 (40.0)	1 (20.0)	5 (100)	2.40 (1.52)	0.00 (1.00)
	Grade 2	-	2 (40.0)	-	2 (40.0)	1 (20.0)	5 (100)	2.40 (1.34)	
I demonstrate that problems must become chronic before he takes action	Grade 3	1 (20.0)	-	-	3 (60.0)	1 (20.0)	5 (100)	2.60 (1.52)	0.00 (1.00)
	Grade 2	1 (20.0)	-	-	3 (60.0)	1 (20.0)	5 (100)	2.60 (1.52)	

Management by Exception – Passive as rated by Grade 3 School Principals

As to the above table 100% of principals rated their reaction above average (Mean = 3.20) that they fail to interfere until problem becomes serious. 60% of principals believed that they Wait for things to go wrong before taking action.

Management by Exception – Passive as rated by Grade 2 School Principals

MBE-P implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. Under this category whether they fail to interfere until problems become serious is rated to be (Mean = 1.40) that is below average and the same is true for waiting until things go wrong before taking action. They also mentioned that they are believers of the saying that “if it is not broken, don’t fix it”. With average being (Mean = 2.40), while the belief that they demonstrate that problems must become chronic is rated to be averagely (Mean = 2.60) which is above average.

Management by Exception – Passive as rated by Grade 3 and 2 School Principals

In the above table 100% of Grade 3 school principals and 60% of Grade 2 school principals claim that they fail to interfere until problems become serious. The average rating (Mean = 3.20) of Grade 3 school principals and (Mean = 1.40) of Grade 2 school principals indicates that principals fairly often fail to interfere until problems become serious. In addition to this t-test result (t-value = -2.85, $p > 0.01$) indicates that there is statistically no significant difference in their rating

Regarding principal’s reaction in taking action 40% of Grade 3 school principals and 20% of Grade 2 School principal’s claim that they fairly often wait for things to go wrong before taking action. The average (Mean = 2.60) of Grade 3 school principals and (Mean = 1.40) of Grade 2

school principals indicate that they wait for things to go wrong. The t-test result (t-value = 1.13, $p > 0.01$) which refers to that there is statistically no significant difference in the rating of groups about their principals' behavior.

Concerning principals' firm belief on the principle that "if it is not broken, don't fix it" 60% of Grade 3 school principals with average (Mean = 2.40) and 60% of Grade 2 school principals with average (Mean = 2.40) rated that they fairly show the behavior that they are firm believers in the principle of firm believer of "if it is not broken, don't fix it". The t-test result (t-value = 0.00, $p > 0.01$) shows that there is a no significant difference in the rating of both groups..

The other point under this category that was rated by teachers was to identify how principals react when a problem arises in their school. 80% of Grade 3 school principals and 80% of Grade 2 school principals responded that they fairly often demonstrate that problems must become chronic before he takes action. The average rating (Mean = 2.60) of Grade 3 school principals and (Mean = 2.60) of Grade 2 school principals shows that they take action when problems become chronic. Furthermore, the t-test result (t-value = 0.00, $p > 0.01$) indicates that there is statistically no significant difference in the ratings of the two groups

Overall Transactional Leadership Style

Table 4.14: The perception of principals from Grade 3 and Grade 2 secondary schools on transactional Leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Contingent Reward	Grade 3	5	3.40	.418	0.583 (0.576)
	Grade 2	5	3.25	.395	
Management by Exception- Active	Grade 3	5	3.35	.652	0.76 (0.470)
	Grade 2	5	3.05	.597	
Management by Exception - Passive	Grade 3	5	2.70	1.178	1.001 (0.346)
	Grade 2	5	1.95	1.191	
Transactional Leadership	Grade 3	5	3.15	.538	1.17 (0.276)
	Grade 2	5	2.75	.543	

Overall Transactional Leadership Style as rated by Grade 3 School Teachers

In general principals who work in these school are averagely (Mean = 3.15) rated they are fairly often apply practicing transaction leadership style in their school management practice.

Overall Transactional Leadership Style as rated by Grade 2 School Principals

Transactional leadership focuses on the role of supervision, organization and group performance. It assumes that people are motivated primarily by reward and punishment. These leaders, pay attention to follower' work in order to find faults and deviations from their followers. As to the above table principals in this group rated their behavior above average (Mean = 2.75) indicating that they follow transactional leadership style.

Overall Transactional Leadership Style as Rated by Grade 3 and 2 School Principals

The perception of principals on the use of transactional leadership style in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 3.40) for Grade 3 schools and (Mean = 3.25) for Grade 2 schools. The t-test result (t-value = 0.583, $p > 0.05$) shows that there is statistically no significant difference in their ratings.

On the other hand in the second category which deals with management by exception-active (Mean = 3.35) for Grade 3 schools (Mean = 3.05) for Grade 2 schools indicates that principals fairly often focus on weakness and mistakes of teachers and the t-test result (t-value = 0.76, $p > 0.01$) indicating that there is no significant difference in their ratings.

The third category which is management by exception passive is rated by principals to be (Mean = 2.70) by Grade 3 school principals and (Mean = 1.95) for Grade 2 school principals. The t-test result (t-value = 1.001, $p > 0.01$) indicates that there is no significant difference in the rating of the two groups.

The overall rating of transactional leadership exercise practiced by school principals shows that the average (Mean = 3.15) for Grade 3 school principals and (Mean = 2.75) for Grade 2 school principals. In addition to this the t-test result (t-value = 1.17, $p > 0.01$) shows that there is statistically no significant difference in their use of transactional leadership style.

4.3.3 Laissez fair Leadership Style

Table 4.15: The perception of principals from Grade 3 and Grade 2 secondary schools on Laissez fair

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
I avoid getting involved when important issues arises	Grade 3	1 (20.0)	-	1 (20.0)	-	3 (60.0)	5 (100)	2.80 (1.79)	0.55 (.596)
	Grade 2	1 (20.0)	1 (20.0)	-	2 (40.0)	1 (20.0)	5 (100)	2.20 (1.64)	
I am absent when needed	Grade 3	1 (20.0)	-	1 (20.0)	-	3 (60.0)	5 (100)	2.80 (1.79)	1.86 (.100)
	Grade 2	2 (40.0)	2 (40.0)	-	1 (20.0)	-	5 (100)	1.00 (1.22)	
I avoid making decisions	Grade 3	1 (20.0)	-	1 (20.0)	1 (20.0)	2 (40.0)	5 (100)	2.60 (1.67)	1.48 (.178)
	Grade 2	2 (40.0)	1 (20.0)	1 (20.0)	1 (20.0)	-	5 (100)	1.20 (1.30)	
I delay responding to urgent questions	Grade 3	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	2.99 (.017)
	Grade 2	3 (60.0)	-	1 (20.0)	1 (20.0)	-	5 (100)	1.00 (1.41)	

Laissez fair Leadership Style as Rated by Grade 3 School Principals

60% of principals in Grade 3 schools in self-rating indicated that they avoid getting involved when important issues arise average being (Mean = 2.80), regarding the second point which requests about the presence of principals when they are needed 60% rated that they are absent when needed (Mean = 2.80), 60% rated that they avoid making decision and 80% of them reported that they delay responding to urgent questions (Mean = 3.20)

Laissez fair Leadership Style as Rated by Grade 2 School Principals

As mentioned in the above table, principals were asked whether they are getting involved when important issues arise 60% of the responded that they avoid it, where as 40% replayed that they do not do so with average (Mean = 2.20) implying that most often they avoid being involved.

Regarding their availability when they are needed 20% responded that they are absent and 80% replied that they are always available with average (Mean = 1.00) indicating that they are absent once in a while.

Principals also responded to rate themselves on decision making capacity, 60% responded that they make decisions where as 20% replied they avoid making decisions. On the other hand 60% of principals in this category rated that they do not delay responding to urgent questions and 20% of them responded that they do delay responding to urgent questions.

Laissez fair Leadership Style as Rated by Grade 3 and 2 School Principals

The above table deals with laissez fair leadership style practiced by principals. The first category deals with weather principals are avoiding getting involved when important issues arise is rated by Grade 3 school principals 60 % and by Grade 2 school principals also 60% as they avoid getting involved. The t-test result (t-value = 0.55, $p > 0.01$) which indicates that there is statistically no significant difference in their self-rating

In the second category 60% of Grade 3 school principals and 20% of Grade 2 school principals believed that they are absent when they are needed. The average (Mean = 2.80) for Grade 3 school principals and (Mean = 1.00) for Grade 2 school principals. The t-test result (t-value = 1.86, $p > 1.00$) indicates that there is no significant difference in their ratings

Principals were also requested to rate if they are avoiding making decisions, 60% of Grade 3 school principals and 20% of Grade 2 school principals rated that they are avoiding making decisions and the average (Mean = 2.60) for Grade 3 school principals and (Mean = 1.20) for Grade 2 school principals. The t-test result (t-value = 1.48, $p > 0.01$) reveals that there is no statistically significant difference in the two groups.

The last category is about whether principals delay responding to urgent questions or not and 40% of Grade 3 school principals and 0% of Grade 2 school principals rated that they

frequently, if not always delay to respond to urgent questions. The average (Mean = 3.20) for Grade 3 school principals and (Mean = 1.00). The t-test result (t-value = 2.99, $p > 0.01$) indicates that there is statistically no significant difference in their rating.

Table 4.16: The perception of principals from Grade 3 and Grade 2 secondary schools on Laissez fair

Variables	Respondents	n	Mean	SD	t-test (p-value)
Laissez fair	Grade 3	5	2.85	1.431	1.87 (0.099)
	Grade 2	5	1.35	1.084	

Laissez fair Leadership Style as Rated by Grade 3 and 2 School Principals

The overall rating of the practice of laissez fair leadership style is averagely rated (Mean = 2.85) for Grade 3 school principals and (Mean = 1.35) for Grade 2 school principals. The t-test result (t-value 1.87, $p > 0.01$) indicates that there is statistically no significant difference in the use of laissez fair leadership by both groups of principals.

Is there any significant difference between principals self-rating and rating made by teachers of Grade 3 Schools?

4.4. Leadership Styles of Principals as Rated by Principals and Teachers

4.4.1. Transformational Leadership Style as Rated by Grade 3 School Principals and Teachers

Table 4.17: The perception of principals and teachers from Grade 3 secondary schools on transformational leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Idealized influence /attributed/	Teachers	104	2.80	.616	1.24 (.217)
	Principals	5	3.15	.675	
Idealized influence /Behavior/	Teachers	104	2.99	.582	0.04 (.971)
	Principals	5	3.00	.586	
Inspirational Leadership	Teachers	104	2.92	.594	1.22 (.227)
	Principals	5	3.25	.354	
Intellectual Stimulation	Teachers	104	2.82	.664	1.93 (.056)
	Principals	5	3.40	.487	
Individualized Consideration	Teachers	104	2.73	.814	0.47 (.641)
	Principals	5	2.90	.418	
Overall	Teachers	104	2.85	.534	1.19 (.236)
	Principals	5	3.14	.393	

Concerning idealized attribute dimension of transformational leadership, the average perception of teachers (Mean = 2.80) and principals (Mean = 3.15) indicated that principals fairly often use idealized attribute at school. Moreover, the independent sample t-test result (t-value = 1.24, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals perceived principals do make use of the idealized attribute.

The result of the table above shows that the average perception of teachers (Mean= 2.99) and principals (Mean= 3.00) showed that principals fairly often and frequently use idealized behavior respectively. However, the t-test result (t-value = 0.04, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement about the use of idealized behavior. This indicated that both leaders and principals agreed to principals' usage of idealized behavior.

For the inspirational leadership dimension of transformational leadership style, the average perception of teachers (Mean= 2.99) and principals (Mean= 3.25) showed that both teachers and principals agreed that principals fairly often use inspirational leadership. Furthermore, the t-test result (t-value = 1.22, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement about the use of inspirational leadership. This indicated that both leaders and principals perceived that the leaders to make use of inspirational leadership.

Intellectual stimulation is another dimension of transformational leadership. Thus, the average perception of teachers (Mean = 2.82) and principals (Mean = 3.40) indicated that principals fairly often use intellectual stimulation at school. Moreover, the independent sample t-test result (t-value = 1.93, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals perceived principals used intellectual stimulation.

The result from the above table showed that the average perception of teachers (Mean= 2.73) and principals (Mean= 2.90) showed that both teachers and principals agreed that principals fairly often use individualized consideration. Furthermore, the t-test result (t-value = 0.47, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in

their level of agreement about the use of individualized consideration. This indicated that principals from below average secondary schools used intellectual stimulation.

Regarding the overall transformational leadership style of principals, the average perception of teachers (Mean= 2.85) and principals (Mean= 3.14) showed that both teachers and principals agreed that principals fairly often exercise transformational leadership style. Nevertheless, the t-test result (t-value = 1.19, $p > 0.01$) revealed that there is a statistically no significant difference between teachers and principals rating about the use of transformational leadership style.

4.4.2 Transactional Leadership Style as Rated by Grade 3 School Principals and Teachers

Table 4.27: The perception of principals and teachers from Grade 3 secondary schools on transactional Leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Contingent Reward	Teachers	104	2.81	.666	1.94 (.55)
	Principals	5	3.40	.418	
Management by Exception- Active	Teachers	104	2.37	.876	2.47 (.015)
	Principals	5	3.35	.652	
Management by Exception - Passive	Teachers	104	2.02	1.036	1.42 (.158)
	Principals	5	2.70	1.178	
Transactional Leadership	Teachers	104	2.40	.714	2.31 (.023)
	Principals	5	3.15	.538	

Regarding contingent teachers averagely rated principals (M = 2.81) in which they perceived as they fairly often practice it, whereas principals averaged rated they behavior (Mean = 3.40) which indicates that they frequently practice it. However the independent sample t-test result (t-

value = 1.93, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals perceived principals using contingent reward as a means of motivating teachers to accomplish their duties effectively.

Concerning the use of management by exception-active teachers perceived their principals (Mean = 2.37) which indicates that they fairly often implement whereas principals rated (Mean = 3.35 which is explained as they use it frequently. The independent sample t-test result (t-value = 2.47, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement.

MBE-P implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. Active MBE-P may be required and effective in some situations such as when safety is paramount in importance. Teachers averagely rate their principals (Mean = 2.02) and principals rate to be (M = 2.70). The independent sample t-test result (t-value = 1.42, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement.

Generally teachers revealed that principals sometimes show such behavior average being (M = 2.40) and principals claim that they fairly often exhibit transactional leadership style average showing that (Mean = 3.15). However the independent sample t-test result (t-value = 2.31, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement

4.4.3 Laissez fair leadership Style as Rated by Grade 3 School Principals and Teachers

Table 4.28: The perception of principals and teachers from Grade 3 secondary schools about Laissez fair

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Avoids getting involved when important issues arises	Teachers	22 (21.2)	8 (7.7)	30 (28.8)	30 (28.8)	14 (13.5)	104 (100)	2.06 (1.33)	-1.20 (.232)
	Principals	1 (20.0)	-	1 (20.0)	-	3 (60.0)	5 (100)	2.80 (1.79)	
He is absent when needed	Teachers	36 (34.6)	11 (10.6)	28 (26.9)	16 (15.4)	13 (12.5)	104 (100)	1.61 (1.42)	-1.82 (.071)
	Principals	1 (20.0)	-	1 (20.0)	-	3 (60.0)	5 (100)	2.80 (1.79)	
Avoids making decisions	Teachers	35 (33.7)	19 (18.3)	12 (11.5)	23 (22.1)	15 (14.4)	104 (100)	1.65 (1.49)	-1.38 (.171)
	Principals	1 (20.0)	-	1 (20.0)	1 (20.0)	2 (40.0)	5 (100)	2.60 (1.67)	
Delays responding to urgent questions	Teachers	20 (19.2)	18 (17.3)	23 (22.1)	20 (19.2)	23 (22.1)	104 (100)	2.08 (1.43)	-1.74 (.084)
	Principals	-	-	1 (20.0)	2 (40.0)	2 (40.0)	5 (100)	3.20 (.837)	

Variables	Respondents	n	Mean	SD	t-test (p-value)
Laissez fair	Teachers	104	1.85	1.177	1.84 (.068)
	Principals	5	2.85	1.432	

Regarding Laissez fair leadership style principals were rated by using four categories. Regarding getting involved when important issues arise 42.3% of teacher rated principals fairly often avoid being involved average showing (Mean = 2.06)and 60% of principals agree with this rating average being (Mean = 2.80), while 28.9% of teachers disagree with this rating. However the independent sample t-test result (t-value = -1.20, p > 0.01) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

In the second category they were requested to rate the availability of principals when they are needed 27.9% of teachers and 60% of principals' claim that they are absent the average indicating that (Mean = 1.61) and (mean = 2.80) respectively. However the independent sample t-test result (t-value = -1.80, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

In the third category which deals with making decisions 52.5% of teachers and 60% of principals claim that they avoid making decisions and 36.5% of teachers argue that principals do not avoid making decisions. However the independent sample t-test result (t-value = -1.38, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

The last category deals with whether principals delay responding to urgent questions or not 41% of teachers and 80% of principals agreed that they do delay responding to urgent questions the average showing that teachers averagely rated that (Mean = 2.08) indicating that they sometimes do delay and of principals average (Mean = 3.20) implying that they fairly often delay. However the independent sample t-test result (t-value = -1.74, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

The overall rating by both groups indicate that teachers averagely rated (Mean = 1.85) and principals rated averagely (Mean = 2.85). The t-test result (t-value = 1.84, $p > 0.01$) indicated that there is statistically no significant difference in their ratings.

4.4.4. Transformational Leadership Style as Rated by Grade 2 School Principals and Teachers

Table 4.29: The perception of principals and teachers from Grade 2 secondary schools on transformational leadership

Variables	Respondents	<i>n</i>	Mean	SD	t-test (p-value)
Idealized /influence/ attributed	Teachers	85	2.60	.618	1.24 (.219)
	Principals	5	2.95	.371	
Idealized influence/ Behavior/	Teachers	85	2.63	.679	2.34 (.022)
	Principals	5	3.35	.518	
Inspirational Leadership	Teachers	85	2.73	.692	1.33 (.186)
	Principals	5	3.15	.379	
Intellectual Stimulation	Teachers	85	2.61	.709	1.38 (.171)
	Principals	5	3.05	.209	
Individualized Consideration	Teachers	85	2.53	.751	1.82 (.072)
	Principals	5	3.15	.285	
Overall	Teachers	85	2.62	.547	2.06 (.043)
	Principals	5	3.13	.301	

Note: Numbers in bracket under rating scale refers to percentage

Concerning idealized attribute dimension of transformational leadership, the average perception of teachers (Mean = 2.6) and principals (Mean = 2.95) indicated that principals fairly often use idealized attribute at school. Moreover, the independent sample t-test result (t-value = 1.24, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals from below average secondary schools perceived principals do make use of the idealized attribute.

The result of Table 4.7 shows that the average perception of teachers (Mean= 2.63) and principals (Mean= 3.35) showed that principals fairly often and frequently use idealized

behavior respectively. However, the t-test result (t-value = 2.34, $p > 0.01$) revealed that there is a statistically no significant difference between teachers rating and principals self-rating in level of agreement about the use of idealized behavior. This indicated that both leaders and principals agreed to principals' usage of idealized behavior.

For the inspirational leadership dimension of transformational leadership style, the average perception of teachers (Mean= 2.73) and principals (Mean= 3.15) showed that both teachers and principals agreed that principals fairly often use inspirational leadership. Furthermore, the t-test result (t-value = 1.33, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement about the use of inspirational leadership. This indicated that both leaders and principals perceived that the leaders do make use of inspirational leadership.

Intellectual simulation is another dimension of transformational leadership. Thus, the average perception of teachers (Mean = 2.61) and principals (Mean = 3.05) indicated that principals fairly often use intellectual simulation at school. Moreover, the independent sample t-test result (t-value = 1.38, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals from below average secondary schools perceived principals used intellectual stimulation.

The result from the above table showed that the average perception of teachers (Mean= 2.53) and principals (Mean= 3.15) showed that both teachers and principals agreed that principals fairly often use individualized consideration. Furthermore, the t-test result (t-value = 1.82, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement about the use of individualized consideration. This indicated that principals from below average secondary schools used intellectual stimulation.

Regarding the overall transformational leadership style of Grade 2 secondary school principals, the average perception of teachers (Mean= 2.62) and principals (Mean= 3.13) showed that both teachers and principals agreed that principals fairly often exercise transformational leadership style. Nevertheless, the t-test result (t-value = 2.06, p > 0.01) revealed that there is statistically no significant difference between teachers and principals in their level of agreement about the use of transformational leadership style. This indicated that both leaders and principals agreed to principals' usage of transformational leadership style.

4.4.5 Transactional Leadership Style as Rated by Grade2 School Principals and Teachers

Table 4.30: The perception of principals and teachers from Grade 2 secondary schools on transactional Leadership

Variables	Respondents	n	Mean	SD	t-test (p-value)
Contingent Reward	Teachers	85	2.53	.839	1.91 (.060)
	Principals	5	3.25	.395	
Management by Exception- Active	Teachers	85	2.42	.765	1.80 (.076)
	Principals	5	3.05	.597	
Management by Exception - Passive	Teachers	85	2.59	1.001	-1.36 (.177)
	Principals	5	1.95	1.191	
Transactional Leadership	Teachers	85	2.51	.516	1.00 (.320)
	Principals	5	2.75	.543	

Regarding contingent teachers averagely rated principals (M = 2.53) in which they perceived as they fairly often practice it, whereas principals averaged rated they behavior (Mean = 3.25) which indicates that they frequently practice it. However the independent sample t-test result (t-

value = 1.91, $p > 0.01$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement. This shows that both teachers and principals perceived principals using contingent reward as a means of motivating teachers to accomplish their duties effectively.

Concerning the use of management by exception-active teachers perceived their principals (Mean = 2.42) which indicates that they fairly often implement whereas principals rated (Mean = 3.05 which is explained as they use it frequently. The independent sample t-test result (t-value = 1.80, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement.

MBE-P implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. Active MBE-P may be required and effective in some situations such as when safety is paramount in importance. Teachers averagely rated their principals (Mean = 2.59) and principals rate to be (M = 1.95). The independent sample t-test result (t-value = -1.36, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement.

Generally teachers revealed that principals sometimes show such behavior average being (M = 2.51) and principals claim that they often exhibit transactional leadership style average showing that (Mean = 2.75). However the independent sample t-test result (t-value = 1.00, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

4.4.6. Laissez fair Style as Rated by Grade 2 School Principals and Teachers

Table 4.31: The perception of principals and teachers from Grade 2 secondary schools about Laissez fair

Variables	Respondents	Rating Scale					Total	Mean (SD)	t-test (p-value)
		0	1	2	3	4			
Avoids getting involved when important issues arises	Teachers	12 (14.1)	3 (3.5)	26 (30.6)	26 (30.6)	18 (21.2)	85 (100)	2.41 (1.27)	0.36 (.721)
	Principals	1 (20.0)	1 (20.0)	-	2 (40.0)	1 (20.0)	5 (100)	2.20 (1.64)	
He is absent when needed	Teachers	22 (25.9)	9 (10.6)	16 (18.8)	25 (29.4)	13 (15.3)	85 (100)	1.98 (1.44)	1.48 (.141)
	Principals	2 (40.0)	2 (40.0)	-	1 (20.0)	-	5 (100)	1.00 (1.22)	
Avoids making decisions	Teachers	20 (23.5)	11 (12.9)	21 (24.7)	16 (18.8)	17 (20.0)	85 (100)	1.99 (1.44)	1.19 (.237)
	Principals	2 (40.0)	1 (20.0)	1 (20.0)	1 (20.0)	-	5 (100)	1.20 (1.30)	
Delays responding to urgent questions	Teachers	14 (16.5)	9 (10.6)	24 (28.2)	23 (27.1)	15 (17.6)	85 (100)	2.19 (1.31)	1.96 (.053)
	Principals	3 (60.0)	-	1 (20.0)	1 (20.0)	-	5 (100)	1.00 (1.41)	

Variables	Respondents	n	Mean	SD	t-test (p-value)
Laissez fair	Teachers	85	2.14	1.111	-1.55 (.125)
	Principals	5	1.35	1.084	

Regarding Laissez fair leadership style principals were rated by using four categories. Regarding getting involved when important issues arise 51.8% of teacher rated principals fairly often avoid being involved average showing (Mean = 2.41) and 60% of principals agree with this rating average being (Mean = 2.20), while 17.6% of teachers disagree with this rating. However the independent sample t-test result (t-value = 0.36, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

In the second category they were requested to rate the availability of principals when they are needed 44.7% of teachers and 2% of principals' claim that they are absent when needed the average indicating that (Mean = 1.98) and (mean = 1.00) respectively. However the independent sample t-test result (t-value = -1.48, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

In the third category which deals with making decisions 38.8% of teachers and 20% of principals claim that they avoid making decisions and 36.4% of teachers argue that principals do not avoid making decisions. However the independent sample t-test result (t-value = 1.19, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

The last category deals with whether principals delay responding to urgent questions or not 44.7% of teachers and 20% of principals agreed that they do delay responding to urgent questions the average showing that teachers averagely rated that (Mean = 2.19) indicating that they sometimes do delay and of principals average (Mean = 1.00) implying that they once in a while delay. However the independent sample t-test result (t-value = 1.96, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

In the interview one of the teachers indicated that

Principals are in most cases are involved in other social, political and economic affairs of kebele and are absent when they are urgently needed.

A principal in one of the selected sample schools mentioned that: ***We are responsible not only for school activities, but also for youth affairs, female affairs and other social activities in the kebele and woreda, therefore we are absent to observe and respond to activities in the school.***

This indicates that principals in most cases are involved in other activities than academic affair of their schools which leads them to avoid being involved in school important issues, avoid making decisions and delay responding to urgent questions of their respective schools

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The primary objective of this study was to investigate the leadership by principals of secondary schools in Wolaita zone based on the performance of school as leveled by zonal educational department.

To achieve the objective mentioned above the following basic questions were raised

1. Based on teachers ratings, what are the leadership styles practiced by secondary school principals in Wolaita Zone /of SNNPR /?
 - 1.1 How do teachers of Grade 3 schools rate the leadership style practiced by their principals?
 - 1.2 How do teachers of Grade 2 schools rate the leadership style practiced by their principals?
 - 1.3 Are there any difference between Grade 3 and Grade 2 school teachers' in rating of their principals
2. How do Wolaita Zone Secondary School principals view their leadership style?
 - 2.1 How do principals of Grade 3 schools view/rate their leadership styles?
 - 2.2. How do principals of Grade 2 schools view/rate their leadership styles?
 - 2.3. Are there any differences between Grade 3 and Grade 2 school principals' self-ratings of their leadership styles?
3. Is there any significant difference between principals self-rating and rating made by teachers of Wolaita zone secondary schools?

3.1. Is there any significant difference between self-rating of principals and rating of teachers of Grade 3 secondary schools of Wolaita Zone?

3.2. Is there any significant difference between self-rating of principals and rating of teachers of Grade 2 secondary schools of Wolaita Zone?

The study used a descriptive research design to investigate the leadership style practiced by principals of different categories of schools of Wolaita zone in Southern Nations, Nationalities and Peoples' Regional State. In the study quantitative data were acquired from 10 principals (5 from Grade 3 and 5 from Grade 2 secondary schools) and 189 teachers (104 from Grade 3 and 85 from Grade 2 schools). The primary data were collected from principals and teachers by using standardized questionnaire known as Multifactor Leadership Questionnaire Form (5x-short). The secondary data were collected from documents of zonal educational department and from schools under the study. The collected data were presented, analyzed and interpreted in chapter four in detail. This chapter deals with summary of findings, conclusions and recommendations of the study. The findings are based on quantitative data collected by using MLQ-5x questionnaires from primary sources and qualitative data collected through interview.

In order to present it clearly, the chapter is classified into three parts which will be presented as to the following order: summary of findings and discussion, conclusion and recommendations.

5.1.1 Major Findings

This section of the chapter discusses the findings of the study and is subdivided into the following subsections: a demographic characteristic of respondents, principal's leadership style as perceived by teachers, principals' perception of their leadership practice and, and the relationship between the perception of teachers and principals regarding leadership practice of

principals. Based on the data gathered, analyzed, and interpreted, the discussions, and findings are summarized as follows:

5.1.1.1 Descriptive Summary of Demographic Characteristics of Respondents

This subsection summarizes respondents' demographic characteristics, which includes gender, age, educational background, and work experiences. The demographic analysis regarding gender shows that all principals (100%) in schools that have been selected for the study are males. Regarding teachers 86.7% are males and the remaining 18.3% are females. This shows that females are underrepresented in teaching and management positions.

As to the finding of this research the majority of principals, that 100% of Grade 3 schools and 20% of Grade 2 schools are between the age of 31 -40, whereas 40% of Grade 2 schools are above 40 years of age .Regarding teachers 46% are between the age of 20 – 30, 33% of them are between 31- 40 and 21% of them are aged above 40.

Regarding academic status /rank 85% of teachers and 90% of principals are BA degree holders and the remaining hold MA degree which is as to the requirement of the Ministry of Education.

The years of services of teachers indicates that 43% of teachers have served 1 – 10 years and 42% of them have served 11 – 20 years, whereas 80% of principals have served 1 – 10 years as principals in their respective schools.

5.1.1. 2. Teachers' Perception of Leadership Styles Practiced by Principals

Teachers of Grade 3

The perception of teachers on the use of transformational leadership by Grade 3 secondary school principals in the first two categories which indicated whether teachers trusted, respected, showed dedication and considered the principals as a role model, indicated that principals exercise idealized attribute (Mean=2.8) and idealized behavior (Mean= 3.0). This indicated that

teachers from Grade 3 secondary school perceived that principals exercise idealized attribute and idealized behavior. Similarly, the average perception of teachers on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 2.9), intellectual simulation (Mean = 2.8) and individualized consideration (Mean= 2.7) showed that Grade 3 secondary school principals do make use of inspirational leadership, intellectual simulation and idealized consideration. Furthermore, the overall average perceptions of teachers (Mean= 2.9) on the use of transformational leadership revealed that Grade 3 secondary school principals fairly often use transformational leadership style.

The perception of teachers of Grade 3 on the use of transactional leadership style by principals in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 2.81). On the other hand in the second category which deals with management by exception-active indicates (Mean = 2.37) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 2.02) In general this indicates that principals sometimes use transactional leadership style in their schools.

Teachers of Grade 2

The perception of teachers of Grade 2 secondary schools on the use of transformational leadership, in the first two categories which indicated whether principals trusted, respected, showed dedication and considered the principals as a role model, indicated that principals exercise idealized attribute (Mean=2.60) and idealized behavior (Mean= 2.62). This indicated that teachers from Grade 2 secondary school perceived that principals exercise idealized attribute

and idealized behavior. Similarly, the average perception of teachers on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 2.73), intellectual simulation (Mean = 2.60) and individualized consideration (Mean= 2.63) showed that Grade 2 secondary school principals do make use of inspirational leadership, intellectual simulation and idealized consideration. Furthermore, the overall average perceptions of teachers (Mean= 2.62) on the use of transformational leadership revealed that Grade 2 secondary school principals sometimes make use of transformational leadership style

The perception of teachers of Grade 2 on the use of transactional leadership style by principals in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 2.81). On the other hand in the second category which deals with management by exception-active indicates (Mean = 2.37) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 2.02) In general this indicates that principals rarely use transactional leadership style in their schools.

Overall Transformational Leadership as Rated by Grade 3 and 2 School Teachers

The overall evaluation of transformational leadership exercise practiced by school principals shows that the average (Mean = 2.85) for Grade 3 school principals and (Mean = 2.62) for Grade 2 school principals. In addition to this the t-test result (t-value = 2.92, $p < 0.01$) shows that there is statistically significant difference in their use of transformational leadership style. Grade 3 school principals are rated to be more transformational leaders than that of Grade 2 school principals.

Overall Transactional Leadership Style as Rated by Grade 3 and 2 School Teachers

The overall evaluation of transactional leadership exercise practiced by school principals shows that the average (Mean = 2.40) for Grade 3 school principals and (Mean = 2.51) for Grade 2 school principals. In addition to this the t-test result (t-value = -1.19 $p > 0.01$) shows that there is statistically no significant difference in their use of transactional leadership style.

Overall Laissez fair leadership Style as Rated by Grade 3 and 2 School Teachers

The rating of teachers of the two groups on Laissez fair Leadership style shows that Grade 3 school teachers (Mean = 1.85) and that of Grade 2 (Mean = 2.14). However the t-test result (t-value = -1.74, $p > 0.01$) shows that there is statistically no significant difference in their rating.

5.1.1. 3. Principals' Self-rating of Leadership Styles Practiced

The perception of principals of Grade 3 secondary schools on the use of transformational leadership, in the first two categories which indicated whether they trusted, respected, showed dedication and considered themselves to be a role model, indicated that they exercise idealized attribute (Mean=3.15) and idealized behavior (Mean= 3.00). This indicated that principals of Grade 3 secondary school rated that they exercise idealized attribute and idealized behavior. Similarly, the average rating of principals on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 3.25), intellectual simulation (Mean = 3.40) and individualized consideration (Mean= 2.90) showed Grade 3 secondary school principals do make use of inspirational leadership, intellectual simulation and idealized consideration. Furthermore, the overall average rating of principals (Mean= 3.14) on the use of transformational leadership revealed that Grade 3 secondary school principals frequently make use of transformational leadership style.

The rating of principals of Grade 3 on the use of transactional leadership style, in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 3.40). On the other hand in the second category which deals with management by exception-active indicates (Mean = 3.35) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 2.70). The overall indicates that average (Mean = 3.15). In general this indicates that principals frequently make use transactional leadership style in their schools.

Rating of Grade 2 Principals

The perception of principals of Grade 2 secondary schools on the use of transformational leadership, in the first two categories which indicated whether they trusted, respected, showed dedication and considered themselves to be a role model, indicated that they exercise idealized attribute (Mean=2.95) and idealized behavior (Mean= 3.35). This indicated that principals of Grade 3 secondary school rated that they exercise idealized attribute and idealized behavior. Similarly, the average rating of principals on inspirational leadership which measured the degree to which the principals provided a vision and made teachers feel their work is significant (Mean= 3.15), intellectual simulation (Mean = 3.05) and individualized consideration (Mean= 3.15) showed Grade 3 secondary school principals do make use of inspirational leadership, intellectual simulation and idealized consideration. Furthermore, the overall average rating of principals (Mean= 3.13) on the use of transformational leadership revealed that Grade 2 secondary school principals frequently make use of transformational leadership style.

The rating of principals of Grade 2 on the use of transactional leadership style, in the first category which deals with provision of assistance, discussing in specific terms what to expect, making clear what one has to expect and expression of satisfaction reveals that principals fairly often provide contingent reward (Mean = 3.25). On the other hand in the second category which deals with management by exception-active indicates (Mean = 3.05) that principals sometimes focus on weakness and mistakes of teachers and the third category which is management by exception passive is rated by teachers to be (Mean = 1.95). The overall indicates that average to be (Mean = 2.75). In general this indicates that principals fairly often make use transactional leadership style in their schools.

Overall Transformational Leadership Style as Rated by Grade 3 and 2 School Principals

The overall evaluation of transformational leadership exercise practiced by school principals shows that the average (Mean = 3.14) for Grade 3 school principals and (Mean = 3.13) for Grade 2 school principals. In addition to this the t-test result (t-value = 0.045, $p > 0.01$) shows that there is statistically no significant difference in their use of transformational leadership style

Overall Transactional Leadership Style as Rated by Grade 3 and 2 School Teachers

The overall rating of transactional leadership exercise practiced by school principals shows that the average (Mean = 3.15) for Grade 3 school principals and (Mean = 2.75) for Grade 2 school principals. In addition to this the t-test result (t-value = 1.17, $p > 0.01$) shows that there is statistically no significant difference in their use of transactional leadership style.

Laissez fair Leadership Style as Rated by Grade 3 and 2 School Principals

The overall rating of the practice of laissez fair leadership style is averagely rated (Mean = 2.85) for Grade 3 school principals and (Mean = 1.35) for Grade 2 school principals. The t-test result

(t-value 1.87, $p > 0.01$) indicates that there is statistically no significant difference in the use of laissez fair leadership by both groups of principals.

Overall Transformational Leadership Style as Rated by Grade 3 School Teachers and Principals

Regarding the overall transformational leadership style of principals, the average perception of teachers (Mean= 2.85) and principals (Mean= 3.14) showed that both teachers and principals agreed that principals fairly often exercise transformational leadership style. Nevertheless, the t-test result (t-value = 1.19, $p > 0.01$) revealed that there is a statistically no significant difference between teachers and principals rating about the use of transformational leadership style.

Overall Transactional Leadership Style as Rated by Grade 3 School Teachers and Principals

Generally teachers revealed that principals sometimes show such behavior average being (M = 2.40) and principals claim that they fairly often exhibit transactional leadership style average showing that (Mean = 3.15). However the independent sample t-test result (t-value = 2.31, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement

Overall Laissez fair Leadership Style as Rated by Grade 3 School Teachers and Principals

The overall rating by both groups indicate that teachers averagely rated (Mean = 1.85) and principals rated averagely (Mean = 2.85). The t-test result (t-value = 1.84, $p > 0.01$) indicated that there is statistically no significant difference in their ratings.

Overall Transformational Leadership Style as Rated by Grade 2 School Teachers and Principals

Regarding the overall transformational leadership style of Grade 2 secondary school principals, the average perception of teachers (Mean= 2.62) and principals (Mean= 3.13) showed that both teachers and principals agreed that principals fairly often exercise transformational leadership style. Nevertheless, the t-test result (t-value = 2.06, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals in their level of agreement about the use of transformational leadership style. This indicated that both leaders and principals agreed to principals' usage of transformational leadership style.

Overall Transactional Leadership Style as Rated by Grade 2 School Teachers and Principals

Generally teachers revealed that principals sometimes apply transactional leadership style average being (M = 2.51) and principals claim that they often exhibit transactional leadership style average showing that (Mean = 2.75). However the independent sample t-test result (t-value = 1.00, $p > 0.01$) revealed that there is statistically no significant difference between teachers and principals rating in their level of agreement.

Overall Laissez fair Leadership Style as Rated by Grade2 School Teachers and Principals

The overall rating by both groups indicate that teachers averagely rated (Mean = 2.14) and principals rated averagely (Mean = 1.35). The t-test result (t-value = -1.35, $p > 0.01$) indicated that there is statistically no significant difference in their ratings.

5.2 Conclusion

This study sought to analyze if there is any difference in the leadership styles practiced by principals of secondary schools who work in schools with different categories as to the evaluation of school inspectors in Wolaita zone. Based on this analysis was made to see the leadership styles practiced by principals in different categories of schools.

The study found that there is no significant difference in the leadership style practiced by Grade 3 and Grade 2 school principals as to the rating of teachers and self-rating of principals.

5.3. Recommendations

In Ethiopia, the education system is undergoing transformation. Federal as well as Regional governments are striving to provide quality education. To ensure this, several school-based reforms have been launched (SIP, CPD, Teachers' and Leaders' development, ICT, Curriculum, Teaching and Learning Materials, Quality assurance), and the results are encouraging (MoE, ESDP-V report, 2015). The government as well as the society believe that behind all successes and failures of the reforms, the principals' leadership role is there. From the very onset of its policy, the government of Ethiopia gave high emphasis to the decentralization of school leadership "promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilizing and using resources efficiently". The principals hand book (Blue Book) prepared by MoE and adopted by regional education bureaus clearly describes how the school and its community should be governed. Roles of the principals defined in this book correspond with transformational leadership behaviors called by Bass and Riggio, 2006: and particularly by Leithwood and Jantiz (2006:212-216) and Leithwood and Jantiz (2010).

This section presents the recommendations in accordance with the main research aim

The concluding objective of this study states that: to make recommendations that may serve as strategy for secondary schools leadership based on the findings of the study. Thus, on the basis of the study results, the following recommendations are forwarded:

1. Schools in Wolaita zone have been evaluated for the last five years and they have never showed improvement in their performance. Therefore in order to transform schools from where they are to the next grade level principals must clearly understand the elements and processes of transformational leadership and transactional leadership style. Among other things, this involves an appreciation for the core dimensions studied in this study.
2. The regional education bureaus are encouraged to prepare in-service and pre-service training that will enhance the principals' skills on leadership style.
3. The performance evaluation system in the region should include the leadership behaviors that could enables them to act as to the direction that helps schools to perform better than the current practice.
4. Selecting, assigning and training of school leaders must consider state of the art practices that meet school effectiveness demands.

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Appendix 1

Addis Ababa University
Department of Educational Planning and Management
Questionnaire for Teachers

This questionnaire is designed to investigate out leadership styles practiced by school principals as perceived by teachers of general secondary and preparatory schools. It is designed for the partial fulfillment of PhD degree on Education Policy and Leadership. Therefore your responses will be used strictly confidential and only for PhD dissertation work

Part I Personal data

Academic Status: BA/BSc/Bed _____ MA/MSc _____

If other please specify it _____

Subject you are teaching _____

Grade level your teaching _____

Years of service: in this school _____ in other school _____

Sex M _____ F _____ Age: 20 – 30 _____ 31 – 40 _____ Above 40 _____

Part Two

Please answer all items on this answer sheet. If an item is irrelevant or if you are not sure or do not know the answer leave the answer blank.

Forty five descriptive statements are listed on the following pages. Judge how frequently each statement fits your school principal and circle the number of your judgment.

Use the following rating scale

0. Not at all
1. Once in a while
2. Sometimes
3. Fairly often
4. Frequently, if not always

1	Provides others with assistance in exchange for their efforts	0	1	2	3	4
2	Re-examines critical assumptions to question whether they are appropriate	0	1	2	3	4
3	Fail to interfere until problems become serious	0	1	2	3	4
4	Focus attentions on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	Avoids getting involved when important issues arises	0	1	2	3	4
6	Talks about his most important values and beliefs	0	1	2	3	4
7	He is absent when needed	0	1	2	3	4
8	He seeks differing perspectives when solving problems	0	1	2	3	4
9	Talks optimistically about the future	0	1	2	3	4
10	Instill pride in others for being associated with them	0	1	2	3	4
11	Discuss in specific terms who is responsible for achieving performance targets-	0	1	2	3	4
12	Waits for things to go wrong before taking action	0	1	2	3	4
13	Talks enthusiastically about what needs to be accomplished	0	1	2	3	4
14	Specifies the importance of having a strong sense of purpose	0	1	2	3	4
15	Spends time teaching and coaching	0	1	2	3	4
16	Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	Shows that he is a firm believer "if it is not broken, don't fix it"	0	1	2	3	4
18	Goes beyond self interest for the good of the group.	0	1	2	3	4
19	Treats others as individuals rather than just a member of a group-	0	1	2	3	4
20	Demonstrates that problems must become chronic before he takes action	0	1	2	3	4
21	Acts in ways that builds others 'to give respect for him	0	1	2	3	4
22	Concentrate his full attention on dealing with mistakes,	0	1	2	3	4

	complaints and failures					
23	Considers the moral and ethical consequences of decisions	0	1	2	3	4
24	Keeps track of all mistakes	0	1	2	3	4
25	Displays a sense of power and confidence	0	1	2	3	4
26	Articulates a compelling vision of the future	0	1	2	3	4
27	Directs his attention toward failures to meet standards	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4
29	Considers an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	Gets others to look at problems from many different angles	0	1	2	3	4
31	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
32	Helps others to develop their strengths	0	1	2	3	4
33	Delays responding to urgent questions	0	1	2	3	4
34	Emphasizes the importance of having a collective sense of mission	0	1	2	3	4
35	Expresses satisfaction when others meet expectations	0	1	2	3	4
36	Expresses confidence that goals will be achieved	0	1	2	3	4
37	Effective in meeting others' job related needs	0	1	2	3	4
38	Uses methods of leadership that are satisfying	0	1	2	3	4
39	Get others to more than they expected to do	0	1	2	3	4
40	Effective in representing others to higher authority	0	1	2	3	4
41	Works with others in a satisfactory way	0	1	2	3	4
42	Heighten others desire to succeed	0	1	2	3	4
43	Effective in meeting organizational requirements	0	1	2	3	4
44	Increases others willingness to try harder	0	1	2	3	4
45	Leads a group that is effective	0	1	2	3	4

Thank you for your heart full cooperation

Appendix 2

Addis Ababa University
Department of Educational Planning and Management
Questionnaire for Principals

This questionnaire is designed to investigate out leadership styles practiced by school principals as perceived by teachers of general secondary and preparatory schools. It is designed for the partial fulfillment of PhD degree on Education Policy and Leadership. Therefore your responses will be used strictly confidential and only for PhD dissertation work

Part I Personal data

Academic Status: BA/BSc/Bed _____ MA/MSc _____

If other please specify it _____

Years of service: _____ years

Sex M _____ F _____ Age: 20 – 30 _____ 31 – 40 _____ Above 40 _____

Part Two

Please answer all items on this answer sheet. If an item is irrelevant or if you are not sure or do not know the answer leave the answer blank.

Forty five descriptive statements are listed on the following pages. Judge how frequently each statement fits your school principal and circle the number of your judgment.

Use the following rating scale

0. Not at all
1. Once in a while
2. Sometimes
3. Fairly often
4. Frequently, if not always

1	I provide others with assistance in exchange for their efforts	0	1	2	3	4
2	I re-examine critical assumptions to question whether they are appropriate	0	1	2	3	4
3	I fail to interfere until problems become serious	0	1	2	3	4
4	I focus attentions on irregularities, mistakes, exceptions, and deviations from standards	0	1	2	3	4
5	I avoid getting involved when important issues arises	0	1	2	3	4
6	I talk about his most important values and beliefs	0	1	2	3	4
7	I am absent when needed	0	1	2	3	4
8	I seeks differing perspectives when solving problems	0	1	2	3	4
9	I talk optimistically about the future	0	1	2	3	4
10	I instill pride in others for being associated with me	0	1	2	3	4
11	I discuss in specific terms who is responsible for achieving performance targets	0	1	2	3	4
12	I wait for things to go wrong before taking action	0	1	2	3	4
13	I talk enthusiastically about what needs to be accomplished	0	1	2	3	4
14	I specify the importance of having a strong sense of purpose	0	1	2	3	4
15	I spend time teaching and coaching	0	1	2	3	4
16	I make clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17	I show that he is a firm believer “if it is not broken, don’t fix it”	0	1	2	3	4
18	I go beyond self-interest for the good of the group.	0	1	2	3	4
19	I treat others as individuals rather than just a member of a group	0	1	2	3	4
20	I demonstrate that problems must become chronic before he takes action	0	1	2	3	4
21	I act in ways that builds others ’to give respect for me	0	1	2	3	4
22	I concentrate his full attention on dealing with mistakes, complaints and failures	0	1	2	3	4

23	I consider the moral and ethical consequences of decisions	0	1	2	3	4
24	I keep track of all mistakes	0	1	2	3	4
25	I display a sense of power and confidence	0	1	2	3	4
26	I articulate a compelling vision of the future	0	1	2	3	4
27	I directs my attention toward failures to meet standards	0	1	2	3	4
28	I avoid making decisions	0	1	2	3	4
29	I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	I gets others to look at problems from many different angles	0	1	2	3	4
31	I suggest new ways of looking at how to complete assignments	0	1	2	3	4
32	I help others to develop their strengths	0	1	2	3	4
33	I delay responding to urgent questions	0	1	2	3	4
34	I emphasize the importance of having a collective sense of mission	0	1	2	3	4
35	I express satisfaction when others meet expectations	0	1	2	3	4
36	I express confidence that goals will be achieved	0	1	2	3	4
37	I am Effective in meeting others' job related needs	0	1	2	3	4
38	I use methods of leadership that are satisfying	0	1	2	3	4
39	I get others to more than they expected to do	0	1	2	3	4
40	I am Effective in representing others to higher authority	0	1	2	3	4
41	I work with others in a satisfactory way	0	1	2	3	4
42	I heighten others desire to succeed	0	1	2	3	4
43	I am Effective in meeting organizational requirements	0	1	2	3	4
44	I increase others willingness to try harder	0	1	2	3	4
45	I lead a group that is effective	0	1	2	3	4

Thank you for your heart full cooperation

Appendix 3

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions for principals

1. In your opinion, do you think the type of leadership styles employed influence performance in your school?
2. What kind of leadership style do you apply in your school and how?
3. Have you ever taken any specialized course or short term training on educational leadership or management?
4. Are there any other extra activities that interfere with your regular work?
5. How often do you discuss with school community regarding school planning and school performance?

Appendix 4

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions for teachers

1. How do you view the leadership style practiced by your school principal?
2. How do principals, teachers other stakeholders collaborate in planning, implementing and monitoring school activities?
3. Do teachers participate in decision making with the principals in this school?
4. Do you think your principals leadership style is effective to bring the desired change in your school?
5. Is your principal always available in his office to provide when needed?
6. How do you describe the role of your principal in achieving high performance in school activities?

Appendix 5

Standards of School Inspection

The process of school classification is based on the standards and indicators stipulated in the National School Inspection Framework. In light with this, there are 26 standards that broadly classified as input, process and output. They are illustrated below.

1. INPUT

- Fulfilled standards for classroom and other buildings, facilities and pedagogical resources.
- Fulfilled financial resources and executes for its priority areas.
- Having sufficient qualified directors, teachers and support staff.
- conducive learning and teaching environment for the school community has been established
- well-organized Education Development Army has been established
- There is a shared vision, mission and values.
- Well prepared participatory school improvement plan.

2. PROCESS

- Students' learning and participation has increased.
- Students have made progress in their learning.
- Students show positive attitudes towards their schools.
- Teaching is well planned, is supported by suitable educational resources.
- Teachers have adequate knowledge of the subject they teach.
- Using appropriate teaching methods that help all students' participation.
- Records data regarding females and students with special needs; provides support.
- Undertaking continuous professional development (CPD) programme.
- School community is working as a team and organized in Development Army.

- Teachers evaluate the curriculum and give feedback
- There is an accurate assessment and students are given appropriate feedback.
- School leadership bodies monitor school plans and the implementation.
- The school has good system for proper utilization of an overall resource.
- The school has strong partnership with parents and the local community.

3. OUT-PUT

- The school met the education access, internal efficiency and education development goals.
- The students' classroom, regional and national examination results met the expectations.
- Students have shown responsible behaviour, ethical values and cultural understanding.
- There is good interaction among teachers, leaders and support staff
- The school has secured support from parents, local community and partner organizations.