



**RELATIONSHIP BETWEEN PRINCIPALS LEADERSHIP STYLES AND
SCHOOL PERFORMANCE OF SECONDARY SCHOOLS IN DECHA
WOREDA, KAFFA ZONE**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES**

BY:

MESFIN MAMO

JUNE, 2019

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, that all sources of materials used for this thesis have been duly Acknowledge.

Full name: Mesfin Mamo Phone Address: +251932675306

Date: June, 2019 Email Address: mesfinmamo49@gmail.com

Signature:

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

Name- Dr. Wossenu Yimam

Signature _____

Date _____

LETTER OF APPROVAL

This is to certify that the thesis prepared by Mesfin Mamo entitled “THE RELATIONSHIPS BETWEEN PRINCIPALS LEADERSHIP STYLES AND SCHOOL PERFORMANCE OF SECONDARY SCHOOLS IN DECHA WOREDA, KAFFA ZONE” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Chairman Name	Signature	Date
_____	_____	_____
Advisor Name	Signature	Date
_____	_____	_____
Internal Examiner Name	Signature	Date
_____	_____	_____
External Examiner Name	Signature	Date

ACKNOWLEDGEMENTS

Above all, I would like to thank Almighty God for granting me the unending strength, survival, health and wisdom to complete my work. Next, I wish to express my sincere gratitude and appreciation to the following people and organizations, which have been there for me through this journey.

I would like to thank my advisor Dr. Wossenu Yimam for his whole hearted professional advice and guidance that helped me in making this thesis work. Finally, but not least I would like to thank all my respondents at all levels for giving valuable information which was vital for the success of this study.

ACRONYMS

BLS: - Bureau of Labor Statistics

CSA: - Central Statistically Agency

E.C:- Ethiopian Calendar

ESDP:-Education Sector Development Program

FGD: - Focus group discussion

MoE: - Ministry of Education

NASSP: - National Association Secondary School Principals

PSTA: - Parent student teacher association

REB: - Regional Education Bureau

SBRR: - Scientifically based reading research

SD: - Standard Deviation

SNNPRS:-Southern Nations, Nationalities and People`s regional states

SPSS: - Statistical Package for Social Sciences

WEO: - Woreda Education Office

ZED: - Zone Education Department

TABLE OF CONTENT

CONTENTS PAGE

ACKNOWLEDGMENTS	IV
ABSTRACT	V
ACCRONYMS	VI
TABLE OF CONTENTS.....	VII
LIST OF TABLES.....	VIII
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background Justification	1
1.2. Statement of the problem	3
1.3. Basic rersarch questions.....	4
1.4. Objectives of the study.....	4
1.4.1. General Objective.	4
1.4.2. Specific Objectives	4
1.5. Significance of the study.....	5
1.6. Delimitation of the study	5
1.7. Limitation of the study.....	5
1.8. Operational definition	6
1.9. Organization of the study.....	6
CHAPTER TWO	7
2. LITERATURE REVIEW	7
2.1. Concept of leadership	7
2.2. Importance of leadership.....	8
2.3. Theories of leadership.....	10
2.4. Leadership styles.....	11
2.5. School performance	24

2.5.1. Measurement of school performance	26
2.5.2. Leadership styles and the school performances.....	27
2.5.3. The roles of principals in school management and performance	27
2.5.4. School leadership development in Ethiopia	28
2.5.5. The role of school principals in Ethiopia.....	29
2.6 .Summary of the literature review-----	33
CHAPTER THREE	34
3. RESEASRCH DESIGN AND METHODOLY	34
3.1. Research design.	34
3.2. Methods	34
3.3. Sources of data.....	34
3.3.1. Primary sources of data	35
3.3.2. Secondary sources of data	35
3.4. Population, Sample size and sampling techniques	35
3.5. Instruments of data collection.....	36
3.5.1. Questionnaires	36
3.5.2. Interviews	36
3.5.3. Focus Group discusion	37
3.6. Procedures of data collection	37
3.6.1. Validity and reliablity test	38
3.7. Method of data analysis	38
CHAPTER FOUR.....	41
4. PRESENTATION, ANALYSIS ANDINTERPRETATION	41
4.1. Introduction	41
4.2. Background information of the resoondents.....	41
4.3. Analysis of data	42
4.3.1. The extent to which school principals leadership style can affect the effectiveness of school performance.....	42
4.3.1.1.The extent of Democratic leadership and effective school performance	42
4.3.1.2. Authocratic leadership style and school performance	45
4.3.1.3. Laizes faire leadership style and school performance	48

4.4. The leadership style which brings effective school performance	50
4.5. The relationship between principals leadership style and school performance	52
4.5.1. Correlation between school performance and Democratic leadership style	52
4.5.2. Correlation between school performance and Authoritarian leadership style	53
4.5.3. Correlation between school performance and Laissez faire leadership style	54
CHAPTER FIVE	56
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	56
5.1. Summary	56
5.2. Conclusion	58
5.3. Recommendations	59
References	60
Appendices	I

LIST OF TABLES

Tables Page

Table 1: Reliability and validity test.....	40
Table 2: Democratic leadership style and school performance	42
Table 3: Autocratic leadership style and school performance	46
Table 4: Laissez faire leadership style and school performance	48
Table 5: The leadership style which brings affective school performance.....	51
Table 6: Correlation between school performance and Democratic leadership style....	52
Table 7: Correlation between school performance and Autocratic leadership style.....	53
Table 8: Correlation between school performance and Laissez faire leadership style...	54

ABSTRACT

The purpose of this study were the relationships between principal's leadership style and school performance in Decha Woreda, Kaffa Zone. The population of this study included principals, teachers, supervisor, monitors, Woreda office head and parent student teachers' association (PSTA). To accomplish this purpose, descriptive survey design was used. The study was carried out in fivepurposely selected secondary schools of Decha Woreda. Then all 110 teachers, 5 school leaders, 10 class room monitors of the selected secondary schools, 1 supervisor, 1 head office of Woreda and 5 parent student teachers' association (PSTA) were involved in the study through simple random sampling and purposive sampling techniques respectively. Total of 132 respondents were involved in this study. Questionnaire was the main instrument of data collection. FGDand interview were also utilized to substantiate the data obtained through the questionnaire. Percentages, Mean, SD, t-value and p-value were employed in analyzing and reporting the results. The principals leadership style and school performance were very far apart. That means most of the time principals were used the autocratic way of leadership style than democratic leadership style. As the study showed that there is disjointed relationship between training received by principals from universities and the performance requirement in the schools leadership position. Besides that the majoring of principal respondents reported that they had neither received induction management training nor in service training courses. There is a strong positive (0.651) relationship between democratic leadership style and schools performance in Kaffa Zone Decha Woreda and it is the most commonly used style of leadership in selected secondary school. School principals should work in collaboration with the staff and other stake holders to improve school performance.

Keywords: school performance, principal's leadership style.

CHAPTER ONE

1. INTRODUCTION

1.1. Background justification

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche& Moorman, 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve overall students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider principals as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995). The successes of school principals have been thought to be, due to the different styles that are used in their administration process. The principal's leadership style influences the efficiency and also the effectiveness of the schools and it is the function of other several inter-related factors like the employee's level of psychological and social maturation at work and their main expectations (Alageheband, 1997). In most cases, leadership style of a principal really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style.

Different experts have identified that different leadership styles have distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Douglas (1996), Robbins and Caulter (1999) claimed that decisions by leaders depends on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and collaboration.

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

freedom and free-will.

To rebuild the organization, the leader is considered to be one of the most critical factors that play a significant role in high performance school (Panitee 2010). Thus, no doubt that there is mounting pressure of leadership styles among principals of secondary schools in Decha Woreda in Kaffa Zone. However, many school principals have not considered their leadership styles as determinants of schools' performance. In this regard, Brumach, (1998), stated that it is necessary to find the effects of principal leadership style on school performance. He concluded that democratic leadership style affected student and general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. In supporting this Armstrong, (2001), contends that performance refers to both behaviors and results, and adjusting organization behaviors and actions of work to achieve results or outcomes. School performance has been defined by different authors and researchers. According to Yusuf, (2008) the school performance should not only be defined in terms of test scores, examination results and students' ability to apply what is learnt and the rate at which students move on to higher institution of learning but should consider the performance of school in area like equipping learners with requisite skills for survival.

In general, effective performance is concerned with results that impact on societal and school 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. That's why the Ethiopian Educational and Training Policy, (MOE 1994: p: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and over all right and duties.

1.2. Statement of the Problem

School leadership, is believed to play a key role in improving the relations between the outside world and individual schools, school policies and practice in the classroom. School principal should serve as the key intermediary between the whole education system, individual teacher and classroom performance. In addition, Principals as educational leader play a pivotal role in the success of the school performance. By creating a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members (MoE 2005:16). But, in Kafa zone the appointment of secondary school principals is very much based on experience and being a degree holder because there is lack of the requisite knowledge, skill and adequate experiences in school leadership and management and lack of various trainings on school leadership and management (KZEO, 2013). Therefore, the principal's leadership style is characterized by less effective in performing technical management, in building school culture and participatory decision making for teachers and students; creating orderly school environment by clarifying duties and responsibilities and communicating with different stakeholders like REB, ZEO, PTA and KETB. This seems to affect the school performance and school improvement programs and student performance (KZEO, 2013).

Hence, the practice of principal leadership style on school performance in the selected secondary schools have different problems regarding the issue of low student achievement, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school leadership capacity has frequently existing. Moreover, as the data from the Decha Woreda annual abstract indicated, the average National examination result of grade 10 scored 2 and above was 39.3% students for three consecutive years (2015-2017)

In addition to this, the total no of Decha Woreda secondary schools students' were 2577 (100%) of which the students who score 2 : 0 0 point and above were 1012 (39.3%) while the rest 1565 (60.7%) students scored below 2:00. Thus, the existence of these problem and low student achievement seems to show that there might be problem of leadership in the Zone. This

indicates that there is an important research gap to be filled. That is why the researcher is initiated to conduct this study.

Therefore, the purpose of this study is to determine the relationship between principals' leadership styles and school performance in secondary schools of Decha Woreda. To this end, the following research questions are formulated:

1.3. Research Questions

1. Which leadership style brings about effective school performance?
2. Is there significant relationship between principals' leadership styles and school performance?

1.4. Objectives of the Study

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

1.4.1. General Objective

The major objective of this study is to examine and determine the relationships between school principals' leadership styles and school performance in secondary schools of Decha Woreda, in Kaffa zone SNNPRS

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To determine the leadership style of principals which relates to effective school performances?
2. To describe the leadership styles used by principals to enhance school performance.
3. To find out the significant relationship between leadership styles and school performance.

1.5. Significance of the Study

The finding of this study has the following potential contributions,

It may show the major contributions of school principal's leadership style for the professional development of secondary school teachers in KaffaZone Decha Woreda.

- ✓ It may also give pertinent and timely information to principals, teachers and education officers in Decha Woreda concerning the existing system and practice of school principal's leadership style and school performance.
- ✓ It may provide information to regional and zonal educational officials on the current status of principal's leadership style and helps them to do their share to improve the school performance practices in secondary schools.
- ✓ It may serve as a base for other researchers to be conducted in this area.
- ✓ It is hoped that the research will shed light on the practices of leadership, thus based on the type of leadership, WEO, ZEO and REB in collaboration or alone can provide Leadership training programs to enhance the leadership qualities and capacity among principals and develop a relevant characteristic of effective leadership style

1.6. Delimitation of the Study

To make the study manageable; inKaffa zone, there are 13 Woreda. However, this study wasconducted in Decha Woreda which encompasses government secondary schools.All the secondary schools were included in the study since their number is manageable to study the issue under investigation.

1.7. Limitation of the study

In the study area, the research has not carried out and conducted on the relationships between principal's leadershipstyles and school performance of secondary schools in Decha Woreda, Kaffa Zone. As a result, there was lack of well documented and organized information in the Woreda education office. Distance of some areas of household, unwillingness of some respondents to give information, shortage of time to collect important information because of in service work, difficulties on identification of all members of the population, difficulties of contacting all members of the respondent regularly and language problem were the major. Due to time and resource limit, the study was restricted to some selected Kebele's in the Woreda instead of full coverage of the whole Woreda.

1.8. Definitions of terms

Autocratic style: is a style that leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation. (Leithwood, K., Jantzi, D., 1999).

Democratic style: is a style that leaders regularly communicate with teaching staff and to participate them in decision-making for more delegation of duties. (Leithwood, K., Jantzi, D., 1999).

Laissez-Faire style: is a style that leaders advocate minimal supervision and moderate involvement in the instructional process (Leithwood, K., Jantzi, D., 1999).

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

Leadership style: is the pattern of behaviors, which a leader adopts to influence the behaviors of his/her followers. (Lewin, Lippert & White, 1939)

School Principal: a person who has been provided a formal authority and position to run the school towards goal achievement. Thus, in the study, the principals are the school governing bodies (MOE, 1994).

1.9. Organization of the Study

This study was organized into five main Chapters. The first Chapter is introductory part of the research which discusses background, statement of the problem, objectives, significance, delimitation and limitation of the study and operational definition of key terms. Chapter two is a body of literature. Third Chapter presents research design and methodology of the study. Chapter four considers the sample respondents, analysis and interpretation of data and discussion. Finally, Chapter five deals with summary, conclusion and recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter focuses on a review of the literature related to 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 Kafa Zone Decha Woreda five secondary schools will be highlighted.

2.1. Conception of Leadership

Curving out a succinct definition for leadership is very tricky. Different scholars have interpreted the concept of leadership differently. Yukl (1989) and Omar (2005) describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In addition, Omar (2005) argues that leadership is a subject of much published work produced annually. Over 7000 books, articles or presentations on leadership were produced in 1990 Bass (1990); Hogan, Curphy& Hogan, (1994). In addition, its definitions, taxonomies and topologies are numerous, at one time; leadership was noted as having over 350 definitions Bass (1990); Bennis&Nanus (1985). It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003).

Research 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 (2003:2004), 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. Jacques 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.

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. Along the same lines, Hannagan (1995) and Botha (2005) define leadership as the process of motivating people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change.

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) define leadership as the art of transforming people and organizations with the aim of improving the organization.

2.2. The Importance of Leadership

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 & Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunji (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, learners' 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. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

This argument is further augmented by Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools.

Indeed, principals 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.

Linda (1999) quotes one of the teachers research and who had this to say about her principal: "I don't know what it is about her, but she made you want to do your best and not just for her, but for yourself ... You are not working to please her, but she suddenly made you realize what was possible, and you, kind of raised your game".

The key question is what is it about the principal to whom she referred that made her leadership so charming and hence effective.

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 principal is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic principal 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 pronounced 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 Leithwood, K. (1997), 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 affairs.

2.3. Theories of Leadership

Leadership has evolved overtime and has taken different forms. Views on leadership theories have been changing over the years. Oyetunye (2006), asserts that the leadership paradigm has changed over the last decades and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhore *etal.*, (2000) and (Hoy and Miskel 2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. According to the above researchers leadership theories recognize that effective leadership depends on the interaction of three factors

namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the Ohio State University Studies (Halpin, 1966), the managerial grid model and the contingency theories (Kerr & Jermier, 1978; Fielder, 1971), is often assumed to occur between a leader and the followers. However, most leadership theories are explored on the trait, behavioral, and contingency approaches (Mullins, 2002). As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist principals and leaders of educational institutions to better manage their institutions in different situations.

2.4. Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. Lewin led this group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles, authoritarian, participative, and delegating. 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 individual's 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. Huffman & Jacobson (2003) describe the laissez-faire style that shares some characteristics with the behavioral style in this research. In addition, this particular research helped researchers realize that all leaders are not alike. This is an important point because the literature on school reform seldom considers the different leadership styles that principals bring to their positions Williams (2006).

After examining sixty nine studies in a meta-analysis, Marzano, Waters & McNulty (2005:42-43), found twenty one categories of leadership behaviors that were positively correlated to learner achievement. According to the authors these behaviors, referred to as responsibilities, will provide new insights into the nature of school leadership.

Every school leader has a style of leadership. One style promoted in the business world and in religious organizations is servant leadership Spears & Lawrence (2002). Servant leadership emphasizes service to others over self-interest and self-promotion. Servant leaders attempt to enhance the personal growth of organization members and improve the organization through a combination of teamwork, shared decision-making and ethical, caring behavior (Spears, 1995). This leadership style contrasts with traditional conceptions of leadership based on power and authority. The term servant leadership is attributed to Robert Greenleaf (1991), who believed that effective leadership comes from the desire to serve others. Greenleaf (1991) described servant leadership as a style of leadership that begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant first to make sure that other people's highest priority needs are being served.

According to Stone & Patterson (2004), the overriding focus of servant leaders is on service to their followers. The extent to which leaders are able to shift the primary focus of their leadership from the organization to the follower is the distinguishing factor in determining whether the leader may be a transformational or servant leader. There is greater emphasis on service of and to followers in the servant leadership paradigm. Servant leaders gain influence in a non-traditional manner that derives from servant hood itself (Russell & Stone, 2002). Leaders, in this case, allow more freedom for their followers to develop and exercise their own abilities. Most importantly, leaders place a high degree of trust in their followers. Stone & Patterson's (2005) research has led to a servant leadership model encompassing seven virtuous constructs exhibited as behaviors by a servant leader and their interaction. These seven

behaviors are agape love, humility, altruism, vision, trust, empowerment, and service. These virtues become constructs when activated within the context of servant leadership behaviors (2005).

Even though the term servant leadership is attributed to Greenleaf (1970: 37) idea on servant leadership comes from a 2000 year old philosophy that appears to be the foundation for this unique type of leadership. A success in building a billion-dollar African-American company in 2000, the author believed that good leadership is serving others by placing the needs of his employees above his own. Much of his leadership style is centered on coaching, advising, and coaching subordinates while providing them with related training and development so that their careers can be enhanced. Ultimately, his intention was that his subordinates will grow and realize their full potential. Stewart bases this management philosophy on the biblical passage (Mark 10:43-45, New International Version): “Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many”.

These instructions that Jesus gave to his twelve disciples may be used by principals to inspire their subordinates to do their best. Similarly, Stone, G. & Patterson, K (2005) also believes that servant leadership thrives on serving subordinates. According to Bethel, if leadership serves only the leader, it will fail. She adds that true leadership comes only when service for a common good is the primary purpose. In other words, leaders should understand that good leadership and serving others are synonymous.

Mendel, Watson & MacGregor (2002) found, based on teachers' perceptions, that the majority of principals practice a collaborative leadership style. These collaborative principals also contribute to the highest average scores on positive school climate. Based on this study, collaborative leadership is the most desirable style to help contribute to a positive school climate. On the contrary, in research conducted by Bulach, Boothe & Pickett (1998), one of the major complaints from teachers regarding school climate is about principals who use 'I' and 'my' too frequently. They communicate the impression that they own the teachers and the building. Some teachers resent this immensely, so principals are urged to substitute the pronouns 'we' and 'our' when talking about their teachers or school Bulach *et al.*, (1998).

Marzano, Waters & McNulty (2005), introduced an interesting leadership style that dealt with

situational awareness which addresses leaders' awareness of details and the undercurrents regarding the functioning of the school and their use of information to current and potential problems. Deering, Dilts & Russell (2003) describe this responsibility as anticipatory leadership. Recommendations are made for principals to identify clues of coming opportunities and hints about emerging threats. With the openness and mental agility of truly anticipatory leadership throughout the organization, the organization is well positioned to survive and prosper. To illustrate, the principal demonstrates the responsibility of situational awareness when s/he studies adequate yearly progress data in an attempt to identify problems that may occur with the scheduling of remedial classes. Learner-centered leadership is another type of leadership style that involves a balance between the professional norms and personal dispositions of educators, with the larger good as defined by a learning community Danzig & Wright (2002). It involves changing the major source of inspiration for educational leadership away from management and towards education and learning. Murphy (2002) proposes a role for leadership which entails developing a learning community, one in which greater attention is needed to promote an atmosphere of inquiry with greater focus on collaboration and shared decision-making.

As more and more women attained positions of leadership, questions whether they lead in a different manner than men and whether men or women are more effective as leaders have garnered great attention. According to research conducted by Zepp, Eckstein, Khalid & Li (2009) the choice of leadership styles and behaviors in highly masculine cultures should depend on leaders who are dependable, consistent, and broad-minded, while the traits of intelligence and confidence are less important than in more feminine cultures. Likewise behaviors should differ. A leader in a highly masculine culture should focus on showing respect to subordinates and pushing them to higher performance, while in a feminine culture, the leader should emphasize morality and the well-being of the subordinates (2009).

The findings of a study conducted by Johnson, Busch & Slate (2008) regarding male and female leadership behavior revealed that males are more directive and authoritative whereas females prefer leadership through suggestion accompanied by a strong democratic style in an agreeable and deferential manner. Both male and female principals prefer to act on a high energy level while working to capacity in industrious and physically active manner—females prefer an even higher level of activity. Both males and females also seem to consider the

well-being of others, emphasizing values and the importance of the team while exhibiting cooperative and well-intentioned behavior Johnson, Busch & Slate, (2008).

Empirical research supports small differences in leadership style and effectiveness between men and women Busch & Slate (2008). Women experience slight effectiveness disadvantages in masculine leadership roles, whereas more feminine roles offer them some advantages. Fondas(1997) observes that women exceed men in the use of democratic or participatory styles, and they are more likely to use transformational leadership behaviors and contingent reward.

According to the researcher, these theories currently underpin the philosophical ideals of the subject and have far-reaching implications in shaping a more complex understanding of leadership as a discipline and have given many insights into questions such as what character traits define a leader and what constitutes excellent leadership practices. All activities of organizations public or private, religious or the family, are impacted either directly or indirectly by the established principles associated with leadership. Organizational goals and objectives are accomplished through someone taking the lead and responsibility for influencing and directing people and activities, and irrespective of whether such leadership is prudent or otherwise it does have significant implications and continues to be the cornerstone of humanity's development or its downfall. For this qualitative study the researcher highlighted the following leadership styles.

2.4.1. Authoritative Leadership Style

Vibrant enthusiasm and clear vision are the hallmarks of the authoritative style. This leadership style, research has shown, drove up every aspect of the organizational climate. This leader motivates people by making it clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus maximizing commitment to the organization's goals and strategies. The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation. It works best when the organization is adrift and the authoritative leader charts a new vision.

2.4.2. Directive Leadership Style

Directive leadership engenders telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at

specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing). This may be used when the task is unstructured and complex and the follower are inexperienced. This increases the follower's sense of security and control, and hence is appropriate to the situation Kouzes&Posner (2002).

2.4.3. Democratic Leadership Style

With this style, spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or fresh ideas for executing the vision.

2.4.4. Supportive Leadership Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. S/he displays concern for the well-being and personal needs of the subordinates. S/he creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction Hoy & Miskel (2001).

2.4.5. Participative Leadership Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier&Achua, 2001).

2.4.6. Achievement-Oriented Leadership Style

In this style, the leader sets challenging, but achievable goals for the subordinates. S/he pushes work improvement, sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader demonstrates both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented

subordinates Lussier&Achua, (2001:175).

2.4.7. Transformational Leadership Style

Transformational leadership is the buzz word in educational leadership today. This leadership style evolved from Marzano& McNulty (2005), who proposed a theory of transformational leadership in his book, Leadership. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to him, transformational leadership is the favored style of leadership given that it is assumed to produce results beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. They also articulate the vision in a clear and appealing manner, explain how to attain the vision, act confidently and optimistically, express confidence in his followers, emphasize values with symbolic actions, lead by example, and empower followers to achieve the vision. Bass (1998) gives four factors, also referred as the four of leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected (Bass, 1998). Intellectual stimulation is characterized by enabling followers to think of old problems in new ways (Bass, 1998).

Bass, (1998). Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior. Regarding transformational leadership in education, (Bass, 1998) developed the transformational model of school leadership. He found that the four Is of transformational leadership are necessary for school principals if they are to meet the challenges of today's schools. Each of the four is of leadership, individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, might greatly impact a principal in building the foundation for a positive school climate. According to Bass (1998) transformational leaders achieve superior results from followers by engaging in one or more of the fours.

Based on the Multifactor Leadership Questionnaire (MLQ), transformational leadership may work well in schools. The MLQ has been used for over a decade to test transformational leadership theory (Bass, 1998). Over time, this instrument has been refined. Analysts like Bass (1998) have concluded that transformational leaders receive higher ratings, are perceived as

leading more effective organizations, and move followers to exceed expected performance further than transactional leaders.

Transformational leaders impact a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers (Bass, 1998). The leader gets individuals' team spirit and enthusiasm aroused. The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision Bass, (1998). Bass (1998) suggest that it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Followers are included in the process of addressing problems and finding creative solutions, and are encouraged to try new approaches without fear of public criticisms because of mistakes made or due to a different approach from the leaders. Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more frequently, and are involved in increased teamwork that serves as an integrative device for the school Bass, (1998).

In a compilation of articles on leadership styles by library professionals, Bass (1998) highlights a conceptual framework for transformational leadership resulting from a meta-ethnographic analysis of the literature. Seven major themes that define a profile of transformational leadership are identified:

Creating a Vision: Transformational leaders paint an imaginary picture of the organization's potential future and share it with their followers, encouraging them to make it their own. When the vision is elevated to the level of the common good, both leader and led raise one another to higher levels of motivation and morality. Characteristics of shared vision include the ability to provide meaning, to inspire and excite, to inspire individuals to extra effort, to create a commonsense of community and to view change as opportunity.

Communicating the Vision: To be effective, vision must be shared with everyone in the organization through repeated communication. The transformational leader must clearly articulate the shared vision and must do so repeatedly. The vision is clarified and driven home through stories, analogies, symbols, ceremonies, rituals and traditions. Inspirational appeals are effective in persuading people of the importance of the vision. Transformational

leader's give life to the spoken word by living the vision. Their actions are examined by followers who demand consistency with the spoken or written word.

Building Relationships: Transformational leaders are approachable, friendly and informal. They are sincere in their invitation to engage in meaningful dialogue and two-way communication. These leaders frequently act as mentors, coaches and teachers to those with whom they share the vision. They emphasize recognition and reward, both formal and informal. They encourage social functions and professional development opportunities. All of these actions contribute to the development of trust between leader and follower.

Developing a Supportive Organizational Culture: In order for leadership to thrive, a supportive organizational environment must be cultivated. Transformational leaders do this by treating people of diverse backgrounds with respect, distributing justice, correcting injustice, and acting with unfailing honesty and integrity. This is accomplished with constant communication and is institutionalized when others in the organization respond in the same way.

Guiding Implementation: Transformational leaders shape the organization through their own actions and by personally guiding the implementation of the shared vision. They do this through leading strategic planning efforts, team building, innovating and setting high expectations for excellence with continuous quality improvement. They embrace the role of "servant leader" and enrich themselves by serving their own followers.

Exhibiting Character: Transformational leader's exhibit character of the highest order, demonstrating honesty, integrity and unquestioned nobility of heart and mind. They exude self-confidence, passion, commitment and native intelligence. While they have many characteristics in common with charismatic leaders, they use their leadership more to advance the shared vision than to attract followers for their own sake. These leaders have a broad perspective that they demonstrate with a high degree of tolerance for ambiguity, and a healthy respect for organizational history and cultural sensitivity.

Achieving Results: Transformational leaders are successful in achieving the shared vision. Those with whom they share the vision are moved to the highest levels of accomplishment and satisfaction. Leader and led are mutually perceived as increased in effectiveness and a higher level of performance (Bass, 1998).

Kouzes&Posner (1987, 2002) develop another perspective of transformation leadership.

They developed this model by soliciting the perceptions of other leaders. According to this model consist of five fundamental practices that enable leaders to get extraordinary things accomplished: model the way, inspire the shared vision, challenge the process, enable others to act, and encourage the heart.

2.4.8. Transactional Leadership Style

In the late 1970s, leadership theory research moved beyond focusing on various types of situational supervision as a way to incrementally improve organizational performance Behling&McFillen, (1996). Research has shown that many leaders turned to a transactional leadership theory, the most prevalent method of leadership still observed in today's organizations Avolio, Waldman &Yammarino, (1991). Transactional leaders lead through specific incentives and motivate through an exchange of one thing for another (Bass, 1990). The underlying theory of this leadership method was that leaders exchange rewards for employees' compliance, a concept based on bureaucratic authority and a leader's legitimacy within an organization Yukl, (1998).

Avolio, Waldman &Yammarino(1991) suggest that transactional leadership focuses on ways to manage the status quo and maintain the day-to-day operations of a business, but does not focus on identifying the organization's directional focus and how employees can work toward those goals, increasing their productivity in alignment with these goals, thus increasing organizational profitability. The idea of transactional leadership is near-sighted in that it does not take the entire situation, employee, or future of the organization into account when offering rewards Crosby, (1996).

The underlying theory of this leadership method is that leaders exchange rewards for employees' compliance, a concept based in bureaucratic authority and a leader's legitimacy within an organization Yukl, (1998). Examples of this reward exchange included the leader's ability to fulfill promises of recognition, pay increases, and advancements for employees who perform well Bass, (1990). Transactional leadership is a theory considered to be value free; however, Heifetz (1994) contends that the values are simply covert.

2.4.9. Instructional Leadership Style

The shift toward instructional leadership started in the 1980s and was a response to the public's desire that schools raise standards and improve the academic performance of

learners (Resnick, L., 2002). The principal who was an instructional leader became the primary source of educational expertise in the building. The principal became responsible for managing the school and improving the teaching and learning in the building. The nature of instructional leadership was typically top-down because most principals set school goals.

The principal 'led' the faculty towards attainment of the goals as a means to school improvement. According to Resnick (2002), however, the practices which defined an instructional leader were not achieved. Educational researchers have noted reasons and limitations of instructional leadership which help explain this failure to change schools. One major area of concern for scholars is the top-down nature of instructional leadership.

The school improvement process is particularly difficult in secondary schools because the many specialized subject areas mean the principal lacks the curricular knowledge to impact the teaching and learning. Another flaw in instructional leadership is that sometimes great leaders are not always great classroom teachers. The principal who is an instructional leader must have a solid grounding in teaching and learning. Some leaders do not have a vast knowledge base about teaching and learning, but are still able to improve schools Resnick (2002). In addition to these flaws in instructional leadership, the top-down approach of this leadership style did not blend well with the shift in the 1980s toward schools becoming more democratic institutions.

These issues with instructional leadership provided a type of foundational grounding for one of today's more prevalent perspectives on leadership. That theory is transformational leadership. Resnick predicted that transformational leadership would subsume instructional leadership as the dominant leadership philosophy in schools. One of the major driving forces in the rise of transformational leadership was its ability to assist principals in coping with unplanned actions which are necessary for school reform.

2.5. Introduction to School Performance

DeCenzo&Robbins (1998) examined performance in relation to effectiveness and efficiency. According to them, effectiveness refers to goal accomplishment. For instance, a principal who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective principal. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. A principal who provides education to learners from a low socio-economic status and manages to provide them with good education (holistic education) 'against all odds' and with

meager resources so that they qualify for the next level may be referred to as an efficient principal. So in this case performance has been examined in terms of productivity DeCenzo & Robbins, (1998). In addition, productivity, as measured in terms of efficiency and effectiveness, can also be used to describe an employee who not only performs well in terms of productivity, but also minimizes problems for the organization by being at work on time, by not missing days and minimizing loss.

In summary, satisfactory performance implies a combination of many things. It means doing a job efficiently and effectively.

Defining educational performance is difficult and yet also essential. Certainly, it is not just academic achievement, but the social and emotional dimensions of the child's overall development and the role of the school in the community Genck (1983). The arguments raised by the author seem to be true. There is a tendency for people to look at performance in terms of the cognitive development or academic achievement only. The researcher regards performance in the context of this study in terms of the overall education outcomes. It is important for us to consider performance in terms of all three domains of education (affective, cognitive and the psychomotor domains). Therefore, a performing school should be able to score very well in all three domains, if it is to produce a holistic learner. Leadwood & Hopkins (2006) concluded that learning is an unpredictable process. A teacher's responsibility is to create conditions which enable a learner to generate significant outcomes for themselves. According to him, school performance should not only rely on academic results, but on the teaching and learning process. Similarly, Roberts & Roach (2006) contended that the school's financial resources and the professional experience of its teachers are the two categories of school inputs that significantly contribute to its performance. He claimed that the above factors have a direct impact on the processes that determine the school's performance. In addition, the nature of school leadership, teacher cooperation within the school and the school-level characteristics also affect the learner's achievement directly or indirectly (e.g. the quality of Instructions). Genck (1983), on the other hand, identified the following as the characteristics of good school performance: Learner learning which entails academic progress and general development, parent

satisfaction, which entails sustaining public confidence, support and taking into consideration of the learners opinions, staff satisfaction, which has to do with program quality and

performance, working conditions, productivity and morale, cost control which includes financial planning, management and control.

Genck, (1983) on the other hand, identified the following as the characteristics of good school performance: Learner learning which entails academic progress and general development, parent satisfaction, which entails sustaining public confidence, support and taking into consideration the learners' opinions, staff satisfaction, which has to do with program quality and performance, working conditions, productivity and morale, cost control which includes financial planning, management and control.

2.5.1. Measurement of School Performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding of the relationship therein. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. 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 learner performance in class work, and national examinations. Teachers and learners or even principals of schools with the intention of positively transforming the academic culture of the school 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 learner, performance would mean excelling regularly in the examinations and class tasks. The researcher wishes to add, however, that the school's performance should not only be viewed in terms of the academic severity, 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. Focusing on teacher development initiatives is one of the ways in which academic standards can be maintained. The maintenance of this teacher development involves putting into place a leader who is committed to subordinate development Christie (2010).

2.5.2. Leadership styles and School Performance

2.5.2.1. Autocratic Leadership and Performance

This part of the thesis examines the relationship between the autocratic leadership style and school performance in schools. Dubrin(1998) described autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. S/he is not bothered about attitudes of the staff towards a decision. S/he is rather concerned about getting the task done. S/he tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task- oriented Dubrin, (1998).

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and learners, for example, whose school principals employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

2.5.2.2. Democratic leadership and performance

However, as Oyetunyi (in Yusuf, 2008) points out the major point of focus is sharing of authority. The manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final

authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands (Dubrin, 1998). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration.

David (2007), argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. David (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in school. The implication of this study is that, school heads who favor the use of the democratic style of leadership attach the same level of trust to their stakeholders in the management of schools and engage subordinates in the decision making process. As pointed out by Kouzes and Posner (2003), school heads know that no one does his or her best when feeling weak, incompetent or alienated. They know that those who are expected to produce the results must feel a sense of ownership. Democratic leadership can be effectively utilized their influence to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster academic achievement of students by adding quality education.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Rowley, 1997).

2.5.2.3. Laisses faire leadership and performance

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way

the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.5.2. The Role of Principals in School Management and Performance

Successful implementation of these functions of the principals will depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to his deputies and HoDs as well as by promoting teacher leadership by empowering his teachers. The principals manage tasks professionally, which include (Tekamura, 2008): setting achievable objectives for education; seizing new opportunities and coping with change; maintaining a committed staff and managing effective teams; developing an effective communication system; allocating and managing resources effectively; participating effectively; staff management, managing time effectively, and evaluating the school curriculum. Schools, as learning organizations, deserve to be led well and effectively. Principals need to be effective leaders if schools are to be good and effective. The principals should possess all good attributes of leaders and good quality leaders. Oyetunji (2006) asserts that leadership matters because effective leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty, and regularity. To the learner, performance would mean excelling regularly in the examinations and class tasks. The researcher wishes to add, however, that the school's performance should not only be viewed in terms of the academic severity, 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.

2.5.3. School Leadership Development in Ethiopia

Principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich cited in Ahmed, (2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal.

In the history of Ethiopian education system, principal ship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumitekingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/

BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002).

However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973–1976 showed that secondary school principals were those who held first degree, preferably in educational administration (EdAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship.

Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.5.4. The role of school principal in Ethiopia

In Ethiopian context the Ministry of Education MoE, as cited in Wudu, (2003), translated from Amharic version), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions:

Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated; facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities; has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated services; has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching- learning problems, which are beyond the abilities of each department; checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation; comes up with suggestions that could facilitate the provision of staff development or in-service training programs, Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are

crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experiences sharing programs at the school level with the view of helping them develop professionally and coordinates co-curricular activities together with parent teacher unity for the success of students educational activities performed in the class as well as outside the class.

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement, Wudu (2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school. The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties.

Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school

principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher Wudu, (2003).

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement Wudu, (2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties. Without the support of the school principals, the chance for successful curriculum implementation is very low. This implies that curriculum implementation is a cooperative enterprise and a joint venture between teachers and principals in the school. Therefore, school principals are crucial to success or failure on the part of the school administrator for the implementation function of the teacher Wudu, (2003).

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice principal, the department heads and the senior teachers. The educational programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of school principal in his/her capacity as instructional

leader, in the area of supervision at the school level as follows:

Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The school principals, play as facilitators of both curriculum implementation and improvement Wudu, (2003). His/her role as curriculum implementer is that when he/she pays attention to particular innovation, there will be a greater degree of implementation in the classroom of the school The school principal has the responsibility to provide directions and guidance, and assure that teachers have the necessary instructional materials to carry out their duties.

2.6. Summary of the literature review

To sum up regarding the relationship between leadership style and school performance there are different leadership styles practically implemented at the school level though the magnitude of applicability varies across the school. Based on this, There are three most common leadership styles which are directly or indirectly linked with the performance of the school. These includes: Democratic leadership, Autocratic and Lazes fare leadership style. Besidestothis, each of the aforementioned styles of leadership may have their own positive and negative relationship with the performance of the school. Likewise, democratic leadership as it is participatory leadership has a direct positive impact on school performance.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

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

3.1. Research Design

Although the term research design is often used in all kinds of researches, different definitions have been forwarded by scholars. For instance, Adams, Khan, Raeside and White (2007) defined research design as blue print for fulfilling research objectives and answering research questions. Similarly, Kothari (2004) defined research design as a plan that specifies which approach will be used for gathering and analyzing the data. These definitions tell us that, research design is broader in scope that consists the ways of gathering and analyzing data to answer the basic research question.

Thus, in this study, the researcher employed correlational study design because it enable the researcher to make investigation with narration of events and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. This is because it enables the researcher to collect and describe large variety of data related to the general picture of the current status of school principals' role and practice of instructional leadership in selected secondary schools.

3.2. Research Method

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

3.3. Source of Data

The use of various sources of data on the same issue from different sources is significant step to obtain concrete and valuable information. Based on this, the researcher used both primary and secondary sources of data.

3.3.1. Primary Data Sources

The primary sources of data were samples of secondary school teachers and principals from selected five secondary schools whose total sample were 115. These sample teachers and principals were selected from schools by simple random sampling technique by applying lottery method giving equal chance for the respondents to participate in the study as stated by MacMillan (1996).

3.3.2. Secondary Data Sources

Different written documents were used as secondary sources. Among these, three years strategic plan, students' national examination result profile, different academic plans in line with stated objectives and the extent at which they communicate to teachers were some of them.

3.4. Sample Size and Sampling Techniques

Since, the researcher has observed serious problems or a wide gap concerning the practice of school principals' leadership style which was mentioned at the background of the study, Decha Woredais selected purposively from 11 Woreda in Kaffa Zone based on the students exam result. The target populations of this study were secondary schools (9-10) of Decha Woreda. Within this Woreda, there are 5 secondary schools were selected accordingly. The researcher believes that all secondary schools were homogeneous in having a uniform structure.

Likely, 5 sample secondary schools were well represents and help to compose well-organized generalization about the secondary schools at the end of the study. Among those teachers, 110 of them were taken by using stratified sampling technique particularly by applying lottery method giving equal chance for the respondents to participate in the study as stated by MacMillan (1996).

The total number of school leaders were 10, from those leaders only 5 principal respondents were selected by using simple random sampling techniques from 5 secondary schools. This is because in purposive sampling, every member of a population would have an equal and independent chance of being selected.

Since, one of the variable that the researcher study involves principals' leadership styles to improve school performance, the researcher taken ten (10) monitors from the total of 20, one

(1)from Woreda education office and one (1)supervisor were selected from 3 of themfor interview caseby using purposive sampling method.

Likely,parent student teachers' association (PSTA)5 respondents were selected from 5 secondary schools. The total number in which the sample selected were totally 25. These were from two of relatively nearer schools to each other. Those respondents were for focus group discussion (FGD)by using purposive sampling technique. Thus, both probability and non-probability sampling techniques were employed as much as possible.Therefore reliable information were collected from sample population of 110 teachers, 5 principals,1 education office head, 5PSTA, 1 supervisor and ten (10) monitors a total number of 132.

3.5. Instrument of Data Collection

The use of varied instruments to collect data on the same issue from the respondents is a step towards clarifying and validating the information obtained. Based on this, the researcher included both quantitative and qualitative methods of data collection instruments and this encompass questionnaire, interview and FGD.

3.5.1. Questionnaires

Questionnaire were used as a data gathering tool, because it enables researchers to collect information from the large size of respondents within manageable time and provides wide range of coverage of data with minimum cost. Therefore, in order to identify principal leadership styles and relationships withschool performance, questionnaires were set for principals and teachers as structured and attached at (Appendices). Questionnaires were prepared in English language because the researcher believes that they could understand the language.

3.5.2. Interview

Semi-structure interview items were prepared as an instrument of data collection in this study. The purpose of selecting such type of interview is because of its flexibility and could be restructured on any defects observed on questions.

To this end, interview were conducted with education office head and supervisor to supplement the data that were collected through questionnaires.

3.5.3. Focus Group Discussion

Focus group discussion also organized for sample respondents of PSTA and students' representative (classroom monitors) totally 15 and were grouped in to three groups to capture their views regarding leadership styles and its relationships to school performance and their contribution to school effectiveness in selected secondary schools. Those all focus group respondents were selected from each school and the checklist were translated in the local language Kafi noonoo for the best understanding and the information gathered from those of them were related narrated in the narration form. The same fashion held for interview case.

3.6. Procedures of Data Collection

To collect the data from the sample respondents, convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants, the researcher gave orientation to make clear about the objectives of the research. Then, the questionnaires were dispatched according to the time schedule of selected schools. Likewise, interviews and FGD were followed accordingly.

3.6.1. Validity and Reliability Check

Checking the validity and reliability of data collecting instruments before providing to the actual study is the core to assure the quality of data (Yallem, 1998). To ensure the validity of instruments, initially the instruments were developed by the researcher under close guidance of advisor and also a pilot study was carried out on 5 school leaders and 30 teachers with a total of 35 in Awurada government secondary school which was none sampled school. The participants of the pilot test were also well-informed about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the questionnaire. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As a result, nineteen items were merged into ten items; six lengthy items were shortened, and many unclear items were made clear. Moreover, the English version questionnaire was checked by English subject professionals from Bonga college of teachers education.

Reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. It can be equated with the stability, consistency or dependability of a measuring tool. Cronbach's alpha, a numerical coefficient, is one of the most commonly accepted measures of reliability.

It indicates that, the extent to which the items in a questionnaire were related to each other. Its

normal range is between 0-1 and the higher value reflects a higher degree of internal consistency. Based on this, the Cronbach's coefficient alpha was calculated for each field of the questionnaire and the entire questionnaires.

As a result, the reliability coefficient of the school principals' instrument was found to be 0.83 (83%) and teachers' instrument was found to be 0.79 (79%), implying that it was taken to be reliable. As stated by George and Mallery (as cited in Jemal, 2013), the Cronbach's alpha result >0.9 is excellent, 0.9 is very good, 0.8 good 0.7-0.8 is acceptable, 0.5-0.6 is questionable, <0.5 is poor. Moreover, Drost(2004), if the result of Cronbach's coefficient alpha is 0.7(70%) and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. The table below indicates the computed reliability coefficient of the pilot study.

Table1: Reliability test results with Cronbach's alpha

No	Major categories on the relationship between leadership style and school performance	Number of items	Reliability coefficient	
			Number of principals'	Number of teachers
1.	Democratic leadership style	6	0.94	0.8
2.	Autocratic leadership style	3	0.82	0.82
3.	Laizes faire style	4	0.81	0.72
4.	Students' academic achievement and leadership style	5	0.79	0.79
5.	School performance and leadership style	5	0.82	0.85
Average reliability result			0.83	0.79

3.7. Method of Data Analysis

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

Data obtained from the semi-structured interviews were triangulated with the results of document review to supplement the data obtained through close ended questionnaire. First, to determine

the practice of school principals' leadership style, the information that were collected through close ended questionnaires were analyzed by using percentage, mean value and independent t-test.

All the data were computed using SPSS version 20 and percentages were used to determine the background information while the mean value were used to measure the practice of school principals' leadership styles and independent sample t-test were used in order to investigate significant differences existed. Likert Scale were employed to identify to what extent the respondents agree or disagree. Furthermore, Likert scale is easy to construct; takes less time to construct; simplest way to describe about the roles and practices of principals instructional leadership and provides more freedom to respond. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

Based on the five point Likert type rating scales from strongly disagree to strongly agree, the mean and weighted mean values in implementation of the items were calculated.

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

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

The purpose of this study was relationships between principals leadership style and school performance in secondary schools of study area. To achieve the objectives of this study and answer research questions, both quantitative and qualitative research method was used. This chapter presents the analysis and interpretation of the data gathered by different instruments mainly questionnaire, semi-structured interview, Focus group discussion and document review.

It contains six main sections. Section one deals with the demographic characteristics of respondents while section two encompasses details of questions sought to portray the leadership style which brings effective school performance.

Section three deals with the extent to which school principal's leadership style affect school performance. Section four focuses on the significant relationship between principals leadership style and school performance.

To make interpretation easy, the mean values of scales for each item were reassigned with equal interval to each scale: Scales; 1-1.69 =strongly disagree; 1.70-2.39=Disagree; 2.40-3.09=undecided; 3.10-3.79 =agree;> 3.8 = strongly agree.

As the researcher mentioned earlier, among various data sources; questionnaire, semi-structured interview, Focus group discussion and document review were used to collect necessary or relevant information for this study. Thus a total of 5 questionnaires containing 27 items were distributed to secondary school teachers and school leaders respectively. All of them were properly filled and returned from 110 teachers and 5 school leaders.

The personal background (profile) of respondents as well as the overall results of the analysis of the issue under investigation is presented clearly here under the following.

4.2. Background Information of the Respondents

The respondents were asked to indicate their personal background information before providing their response to the items prepared for the issue under investigation. The details of their characteristics are given in table below.

As explained that, 109 (94.8%) male respondents and 6(5.2%) of the respondents were females respectively. And all principals are male. The academic qualification of teachers

33(28.7%) were diploma holders, first degree holders were 67 (58.3%) diploma holders and 15(13%) teachers were second degree holders. The academic qualification of principals also one principal only out of the 15 had received such training with both having attained Master Degree in Educational leadership. But the rest had both having first degree by different subject.

As the study showed there is disjointed relationship between training received by principals from universities and the performance requirement in the schools leadership position.

4.3. Analysis of Data

This section presented details of questions sought to assess school principals' practice in the aspect of defining as well as communicating school mission; managing curriculum and instruction; promoting positive school climate; In order to assess what school leaders are carrying out, pertinent items were generated in the questionnaire, calling for teacher and school leader participants to indicate their level of agreement or disagreement.

4.3.1. The Extent to which school principals leadership style can affect the effectiveness of school performance

4.3.1.1. The Extent of democratic leadership style and effective school performance

Democratic leadership style mainly emphasis on involving stake holders at different levels of decision making. In order to assess the significant impact of democratic leadership style on school performance what principals are carrying out, pertinent items were generated in the questionnaire, calling for teacher and school leader participants to indicate their level of agreement or disagreement.

Table 2: Democratic leadership Style and school performance

Items	category of variable	N	Mean	Std. Deviation	T-value	P-value
Involve staff in making school program for students' success	Teachers	110	3.67	1.006	0.44	0.6
	Principals	5	3.60	1.140		
Involving administrative problems with staff to improve students' academic progress	Teachers	110	3.85	1.124	0.157	0.87
	Principals	5	4.00	0.707		
Share school leadership roles with teaching staff	Teachers	110	3.70	1.154	-0.28	0.77
	Principals	5	3.00	.707		
Promote delegation of powers to subordinates	Teachers	110	3.62	1.031	1.3	0.19
	Principals	5	3.00	1.414		
Consider the significance of teachers' opinion regarding students' achievement	Teachers	110	3.63	1.132	0.43	0.66
	Principals	5	3.40	1.517		
Encouraging teachers' to participate in academic decision making	Teachers	110	3.01	1.009	0.48	0.65
	Principals	5	2.80	1.304		
Scale 1-1.69 =strongly disagree ;1.70-2.39=Disagree ;2.40-3.09=undecided;3.10-3.79 =agree ; >3.8 =strongly agree						

As shown in item 1 of table 2, participants were asked to rate their level of agreement whether principals apply democratic leadership style in involving staff to make school program for students success or not. Accordingly, teachers (110) had mean value of 3.67 and SD 1.006 while principals (5) had mean value of 3.6 and SD=1.14. Comparing the two mean deviations, both teacher respondents and principals' agreed that democratic leadership brings better school performance by involving staff members to enhance different school program towards school success.

Moreover, the calculated t-test $t=0.44$, $p=0.6$, indicates that, there is no significant difference between in the response of teachers and principals' at 0.05 confidence level.

As depicted in the same table of item 2, participants were asked to rate their level of agreement whether principals apply democratic leadership style by involving administrative problems with staff to improve students' academic progress or not. Accordingly, teachers (110) had mean value of 3.85 and SD 1.124 while principals (5) had mean value of 4.00 and SD=0.7. Comparing the two mean deviations, both teacher respondents and principals' agreed that democratic leadership brings better school performance by involving the staff members to address administrative problems so as to improve students' academic progress. Besides to this, the calculated t-test

$t=0.157$, $p=0.87$, indicates that, there is no significant difference between in the response of teachers and principals' at 0.05 confidence level.

As item 3 in similar table, participants were requested to rate their level of agreement whether democratic leadership brings better school performance or not in Sharing school leadership roles with teaching staff .Accordingly, teachers (110) had the mean value of 3.7 and $SD= 1.15$ whereas school leaders (5) had the mean value of 3.00 and $SD=0.70$. Comparing the two mean deviations, the mean deviations of both groups fall in different range which implies teachers' were more consistent in their response. Thus, school leaders were not giving much more emphasis in understanding the significance of delegation of leadership roles at school levels.

Moreover, the computed value of independent sample T-test $t = -0.28$, $p=0.77$ indicates there is statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 4 in similar table, participants were asked to rate their level of agreement whether democratic leadership brings better school performance or not in Promoting delegation of powers to subordinates. Accordingly, teachers (110) had the mean value of 3.62 and $SD= 1.031$ whereas school leaders (5) had the mean value of 3.00and $SD=1.4$ Comparing the two mean deviations, the mean deviations of both groups fall in different range which implies teachers' were more consistent in their response.

Thus, school leaders were incapable to promote delegation of power to subordinates at school levels.

Moreover, the computed value of independent sample T-test $t = 1.3$ $p=0.19$ indicates there is statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 5 in similar table, participants were asked to rate their level of agreement whether democratic leadership brings better school performance or not in Considering the significance of teachers' opinion regarding students' achievement Accordingly, teachers (110) had the mean value of 3.63 and $SD= 1.13$ whereas school leaders (5) had the mean value of 3.4and $SD=1.5$.

Comparing the two mean deviations, the mean deviations of both groups fall in the same range which implies, both teacher respondents and principals' agreed that democratic leadership brings better school performance by Considering the significance of teachers' opinion regarding students' achievement Moreover, The computed value of independent sample T-test $t = 0.43$

$p=0.66$ indicates there is no statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 6 in similar table, participants were requested to rate their level of agreement whether democratic leadership brings better school performance or not by encouraging teachers' to participate in academic decision making .Accordingly, teachers (110) had the mean value of 3.01 and $SD= 1.009$ whereas school leaders (5) had the mean value of 2.08 and $SD=1.3$.

Comparing the two mean deviations, the mean deviations of both groups fall in the same range which implies, both teacher respondents and principals' not agreed that democratic leadership brings better school performance by encouraging teachers' to participate in academic decision making Moreover, The computed value of independent sample T-test $t = 0.48$ $p=0.65$ indicates there is no statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

Broadly, the sample students in the Focus Group discussion also pointed that, at school level demands crucial leadership qualities from principals with proper communication and effective consultation of stakeholders.

According to D'Souza's (1994) conclusion that building a strong sense of educational development in school ownership structures may lead to the realization of school improvement and appropriate leadership of principals.

To conclude, the viewpoints of the participants revealed that in the school there was involvement of stake holders among the selected sample secondary schools in matters regarding actual teaching and learning.

Therefore, from the aforementioned response it was interactive that the democratic leadership style can serve as a bridge for the effectiveness and efficiency of the school performance.

4.3.1.2. **Autocratic leadership Style and school performance**

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain

circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

In order to assess the significant impact of autocratic leadership style on school performance what principals are carrying out, pertinent items were generated in the questionnaire, calling for teacher and school leader participants to indicate their level of agreement or disagreement.

Table 3:Autocratic leadership Style and school performance

R/n	Items	Category of variable	N	Mean	Std. Deviation	T-value	P-value
1	Made solely decisions regarding students' achievement by the head of school	Teachers	110	2.44	1.071	1.3	0.19
		Principals	5	1.80	1.095		
2	Considers ideas and suggestion of teachers on academic achievement of students'.	Teachers	110	2.46	1.14	1.28	0.2
		Principals	5	1.80	0.44		
3	Understanding the importance of leadership in the accomplishment of the task at hand not addressed	Teachers	110	2.36	1.115	1.5	0.13
		Principals	5	1.60	0.894		
Scale 1-1.69 =strongly disagree ;1.70-2.39=Disagree ;2.40-3.09=undecided;3.10-3.79 = agree ; >3.8 =strongly agree							

As shown in item 1 of table 3, participants were asked to rate their level of agreement whether autocratic leadership style brings better school performance by making solely decisions regarding students' achievement by the head of school or not . Accordingly, teachers (110) had mean value of 2.44 and SD 1.07 while principals (5) had mean value of 1.80 and SD=1.09. Comparing the two mean deviations, the mean deviations of both groups fall in different range which implies principals' were more consistent in their response implying that, autocratic leadership style at school level didn't enhance decisions to be made by stake holders.

Moreover, the calculated t-test $t=1.3$, $p=0.19$, indicates that, there is significant difference between in the response of teachers and principals' at 0.05 confidence level.

As item 2 in similar table, participants were asked to rate their level of agreement whether autocratic leadership brings better school performance or not in considering ideas and suggestion of teachers on academic achievement of students'. Accordingly, teachers (110) had the mean

value of 2.46 and SD= 1.14 whereas school leaders (5) had the mean value of 1.84 and SD=0.44.

Comparing the two mean deviations, the mean deviations of both groups fall in different range which implies principals' were more consistent in their response indicating that, autocratic leadership style at school level did not Consider ideas and suggestion of teachers on academic achievement of students'.

Moreover, the computed value of independent sample T-test $t = 1.28$ $p=0.2$ indicates there is statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 3 in similar table, participants were asked to rate their level of agreement whether autocratic leadership brings better school performance or not in considering ideas and suggestion of teachers on academic achievement of students'. Accordingly, teachers (110) had the mean value of 2.46 and SD= 1.14 whereas school leaders (5) had the mean value of 1.84 and SD=0.44.

Comparing the two mean deviations, , the mean deviations of both groups fall in different range which implies principals' were more consistent in their response indicating that, autocratic leadership style at school level did not Consider ideas and suggestion of teachers on academic achievement of students'.

Moreover, the computed value of independent sample T-test $t = 1.28$ $p=0.2$ indicates there is statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

Broadly, the sample students in the Focus Group discussion also underlined, when each and every tasks of decisions are centrally decided by the principal many disruptions will occur so that such a leadership style is insignificant for principals.

According to Hackman and Jonson (2009), the autocratic leader chooses to make majority of decisions on his or her own. These leaders prefer to keep control responsibility over the projects that they are assigned. This means that they aren't very likely to delegate decision making to others. They prefer a clear structure and set rigid expectations. These leaders rarely consult with others and aren't very interested in developing their own skills or those of their employees. This style of leadership is rather old fashioned now, but it still exists because there are times when it still works best.

4.3.1.3. Laissezfares' leadership style and school performance

The laissez faire leadership style is where all rights and power to make decision is fully given to followers. It was first described by Lewin, Lippitt and White in 1939, along autocratic and democratic leadership styles. Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. In order to assess the significant impact of lazes faire leadership style on school performance what principals are carrying out, pertinent items were generated in the questionnaire, calling for teacher and school participants to indicate their level of agreement or disagreement.

Table 4: Laisses faire leadership style and school performance

R/n	Items	Category of variable	N	Mean	Std. Deviation	T-value	P-value
1	Leave decisions to be made by teachers without intervention on academic issue	Teachers	110	1.79	0.836	1.033	0.304
		Principals	5	1.40	0.548		
2	Give full freedom for teachers to do as they think best in the interest of promoting students' academic progress	Teachers	110	2.22	0.999	2.715	0.008
		Principals	5	1.00	0.000		
3	Freely delegate of responsibilities & duties for all teachers in academic progress	Teachers	110	2.33	1.076	1.088	0.279
		Principals	5	1.80	0.447		
4	Leave staff to make decision on school program and activities without prior intervention	Teachers	110	2.28	1.059	-0.666	0.507
		Principals	5	2.60	.548		

Scale 1-1.69 =strongly disagree; 1.70-2.39=Disagree; 2.40-3.09=undecided; 3.10-3.79 =agree; >3.8 =strongly agree.

As shown in item 1 of table 4, participants were asked to rate their level of agreement whether Laisses fare leadership style brings better school performance by leaving decisions to be made by teachers without intervention on academic issue or not. Accordingly, teachers (110) had mean value of 1.79 and SD 0.83; while principals (5) had mean value of 1.40 and SD=0.54. Comparing

the two mean deviations, the mean deviations of both groups fall in the same range which implies leaving decisions to be made by teachers without intervention on academic issues is not essential to improve school performance.

Moreover, the calculated t-test $t=1.03$, $p=0.3$, indicates that, there is no significant difference between in the response of teachers and principals' at 0.05 confidence level.

As item 2 in similar table, participants were asked to rate their level of agreement whether laissez faire leadership brings better school performance or not by giving full freedom for teachers to do as they think best in the interest of promoting students' academic progress. Accordingly, teachers (110) had the mean value of 2.22 and $SD= 0.99$ whereas school leaders (5) had the mean value of 1.00 and $SD=0.00$.

Comparing the two mean deviations, , the mean deviations of both groups fall in a similar range which implies that, laissez faire leadership style at school level did not provide better school performance through giving full freedom for teachers to do as they think best in the interest of promoting students' academic progress.

Moreover, the computed value of independent sample T-test $t = 2.77$, $p=0.008$ indicates there is no statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 3, in similar table, participants were asked to rate their level of agreement whether laissez faire leadership brings better school performance or not by freely delegating of responsibilities & duties for all teachers in academic progress. Accordingly, teachers (110) had the mean value of 2.33 and $SD= 1.076$ whereas school leaders (5) had the mean value of 1.80 and $SD= 0.447$

Comparing the two mean deviations, , the mean deviations of both groups fall in a similar range which implies that, laissez faire leadership style at school level did not provide better school performance through by freely delegating of responsibilities & duties for all teachers in academic progress .

Moreover, the computed value of independent sample T-test $t = 1.08$ $p=0.27$ indicates there is no statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

As item 4, in similar table, participants were asked to rate their level of agreement whether laissez faire leadership brings better school performance or not by leaving staff to make decision on school program and activities without prior intervention. Accordingly, teachers (110) had the

mean value of 2.28 and SD= 1.059 whereas school leaders (5) had the mean value of 2.60 and SD= 0.54.

Comparing the two mean deviations, , the mean deviations of both groups fall in a similar range and their response were more closer to each other which implies that, laissez faire leadership style at school level did not provide better school performance through by leaving staff to make decision on school program and activities without prior intervention.

Moreover, the computed value of independent sample T-test $t = -0.66$ $p=0.50$ indicates there is no statistically significant difference between in the response of teachers and school leaders at 0.05 confidence level.

Additionally, the results obtained from interview and focus group discussion also substantiates the aforementioned ideas which significantly indicates Laissez faire leadership style was not as such effective and fruitful because, leader should equivalently act his /her leadership role mainly in influencing the behavior of the employees. Likely, participants from the selected sample schools argued that, principals at school level should be boldly responsible to play a vital in leadership. Since, in modern school institutions there are novice teachers without prior expertise and proper skill of actual teaching learning process. In supporting this notion, White & Lippitt, (1980) Laissez-faire leaders are characterized by a passiveness, hands-off role, very little guidance from leaders, leader allows complete freedom for followers to make decisions, no burden on the group team members, members are expected to solve problems on their own and less chance of the leader being unpopular, and leaders provide the tools and resources needed. The leader gives almost all authority and control to subordinates. There is no person of authority in the organization. The leader leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions.

4.4. The leadership style which brings effective school performance

For any structured institution leadership plays a key role for its success and failure. Depending up on this, Choosing appropriate leadership style is one of the preliminary section to make the institution better.

Table 5: The leadership style which brings effective school performance

R/n	Items	Category of variable	N	Mean	Std. D.	T-value	P-value
1	Democratic leadership	Teachers	110	4.21	0.665	0.700	0.485
		Principals	5	4.00	0.000		
2	Lazes fare leadership	Teachers	110	1.85	0.623	-.528	0.599
		Principals	5	2.00	1.000		
3	Authoritative leadership	Teachers	110	2.45	0.963	3.341	0.001
		Principals	5	1.00	0.000		

Scale 1-1.69 =strongly disagree ;1.70-2.39=Disagree ;2.40-3.09=undecided;3.10—3.79 agree ; >3.8 =strongly agree

As shown in item 1 of table 5, participants were asked to rate their level of agreement whether democratic leadership style brings better school performance or not. Accordingly, teachers (110) had mean value of 4.21 and SD 0.66; while principals (5) had mean value of 4.00 and SD=0.00. Comparing the two mean deviations, the mean deviations of both groups fall in the same range which implies that democratic leadership style brings effective school performance.

Moreover, the calculated t-test $t=0.700$, $p=0.48$, indicates that, there is no significant difference between in the response of teachers and principals' at 0.05 confidence level.

In addition to this, During the interview with those stake holders substantiate the idea that, when the principals work in collaboration with teachers and collective decisions are passed which leads a sense of responsibility among school community. Likely, the focus group discussion result also underlined the idea of participatory decision making even the approach of principal's leadership matters more for the betterment of school performance.

As item 2, in similar table, participants were asked to rate their level of agreement whether lazes fare leadership brings better school performance or not by freely delegating of responsibilities & duties for all teachers in academic progress. Accordingly, teachers (110) had the mean value of 1.85 and SD= 0.62 whereas school leaders (5) had the mean value of 2.00 and SD= 1.00. Comparing the two mean deviations, , the mean deviations of both groups fall in a similar range which implies that, lazes fare leadership style do not bring effective school performance.

Moreover, the computed value of independent sample T-test $t = -0.52$ $p=0.59$ indicates there is no statistically significant difference between in the response of teachers and school principals at

0.05 confidence level.

As item 3, in similar table, participants were asked to rate their level of agreement whether autocratic leadership style brings better school performance or not accordingly, teachers (110) had the mean value of 2.45 and SD= 0.962 whereas school leaders (5) had the mean value of 1.00 and SD= 0.00.

Comparing the two mean deviations, the mean deviations of both groups fall in a different range which implies that, teachers were not consistent with their response.

Moreover, the computed value of independent sample T-test $t = 3.34$ $p=0.00$ indicates there is no statistically significant difference between in the response of teachers and school principals at 0.05 confidence level.

4.5. The relationships between principal’s leadership styles and school performance

4.5.1. Correlation between School Performance and Democratic Leadership Style

There are 6 democratic related questions and after computing the mean score, it was dichotomized based on mean score.

Correlation between democratic leadership style and school performance as showed in table below they had positive linear relationship. That means as school principals practice democratic leadership style their student’s school performance increased.

Table 6: Correlation between School Performance and Democratic Leadership Style

		School performance	Practice democratic leadership style
School performance	Pearson Correlation	1	0.651**
	Sig. (2-tailed)		.000
	N	115	115
Practice democratic leadership style	Pearson Correlation	0.651**	1
	Sig. (2-tailed)	.000	
	N	115	115

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

As observed from the above table the results obtained on a 2-tailed test of significance, there is a positive (0.651) relationship between the democratic leadership style and performance in secondary schools.

The positive correlation between the democratic leadership style and school performance clearly

indicates that, the overall progress of school depends on providing a wide room for the engagement of different stakeholders in the issues related to schools.

It is also possible to suggest that at the school level principals' should enhance making collective decisions by consulting teachers and other concerned stake holders.

Besides to this, the participants in interview in this study area also argued that, understanding the whole views of different stakeholders in the school plays a key role towards improving school performance. In focus group discussion Students pointed out:

To say a principal is democratic when he gives much attention to the voice of students' before making each and every decisions.

Throughout the survey in this school, it was discovered from the participants that there was a democratic leadership style in the selected secondary school. So in order to establish whether this was true, participants were asked whether there was any correlation between the principals' leadership style and the school's performance.

4.5.2. Correlation between School Performance and Autocratic Leadership Style

There are 3 autocratic leadership style related questions and after computing the mean score, it was dichotomized based on mean score.

Correlation between autocratic leadership style and school performance as showed in table below they had negative relationship. This is to mean that when school principals practice autocratic leadership style their student's school performance decreased.

Table 7: Correlation between School Performance and Autocratic Leadership Style

		School performance	Practice autocratic leadership style
School performance	Pearson Correlation	1	-0.12**
	Sig. (2-tailed)		.000
	N	115	184
Practice autocratic leadership style	Pearson Correlation	-0.12**	1
	Sig. (2-tailed)	.000	
	N	115	115

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

As indicated in the above table indicates the Pearson coefficient results for the relationship between the autocratic leadership style and school performance clearly implies that autocratic principals negatively influence (-0.21) school performance because they adopt harsh leadership styles which are widely detested by the teachers and students alike.

This implies that the more autocratic styles are used, the poorer the school performance.

Additionally, the interview result showed that, in most school rarely school principals practice autocratic leadership when there was some disagreement among the staff members in upholding school responsibilities.

According to Charlton (2000), principals who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used.

4.5.3. Correlation between School Performance and Laissez-faire Leadership Style

There are 4 laissez-faire leadership style related questions and after computing the mean score, it was dichotomized based on mean score.

Correlation between laissez-faire leadership style and school performance as showed in table below they had negative relationship. That means as schools principals practice laissez-faire leadership style their student's school performance decreased.

Table 8: Correlation between School Performance and Laissez-faire Leadership Style

		School performance	Practice laissez-faire leadership style
School performance	Pearson Correlation	1	-0.248**
	Sig. (2-tailed)		0.008
	N	115	115
Practice laissez- faire leadership style	Pearson Correlation	-.248**	1
	Sig. (2-tailed)	.008	
	N	115	115

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

The table above shows that, there is a negative (-0.248) relationship between laissez-faire leadership and school performance which implies that, when principals uses lazes fare leadership style the performance of school declines.

During the interview with the Woreda education office head and supervisor indicated that, Laissez-faire leadership style is not a suitable form of leadership for modern schools because, the structure and composition of the school by its nature never allow principals to completely

delegate the responsibility without follow-up mechanisms and proper monitoring.

Students from selected sample schools during the focus group discussion manifested that, when the principals' are careless in discharging their leadership responsibilities the overall activities of the school becomes retarded which leads to decline of the performance.

To summarize, the above analysis leadership styles of principals' play a significant role for the performance of schools. Furthermore, the democratic or participatory form of leadership was most preferable, depending on situations in the school, it was also obvious that, where the democratic style of leadership was practiced, the school tends to achieve effective performance.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations of the study. The major purpose of this study was the relationship between principals' leadership style and school performance in secondary schools of Kaffa Zone Decha Woreda. The study also tried to answer the following basic research questions.

1. Which leadership style brings about effective school performance?
2. Is there significant relationship between principals' leadership styles and school performance?

To answer these questions descriptive survey design was employed. To this effect, the study was conducted in five secondary schools of Kaffa Zone Decha Woreda. A total of 110 teachers and 5 principals were selected using simple random sampling technique. Finally, based on the quantitative and qualitative data analysis the study comes up with the following findings.

5.1. Summary of the findings

As the study showed that, 109 (94.8%) male respondents and 6(5.2%) of the respondents were females respectively. And all principals are male. Thus it is possible to infer that there was little involvement of females in leadership of the school. Concerning the academic qualification of teachers 33(28.7%) were diploma holders, first degree holders were 67 (58.3%) diploma holders and 15(13%) teachers were second degree holders. Thus it is possible to deduce that, many of teachers in asmples schools were diploma holders. Likely, The academic qualification of principals also one principal only out of the 15 had received such training with both having attained Master Degree in Educational leadership. But the rest had both having first degree by different subject which implies that, there is disjointed relationship between training received by principals from universities and the performance requirement in the schools leadership position which implies that, there is disjointed relationship between training received by principals from universities and the performance requirement in the schools leadership position. Besides that the majority of principal respondents reported that they had neither received induction management training nor in service training courses.

On the other hand, they responded that they were given job descriptions, which Centre on the implementation of government policies, rules and regulations on being appointed as principals. Thus, principals are not able to improve school performance unless they are equipped with certain knowledge, intellectual and psychological skills.

The Autocratic leadership style of school principals has a negative effect (-0.21) on school performance. This represents that, when principals becomes autocratic, the school performance becomes poor.

There is a strong positive (0.651) relationship between democratic leadership style and schools performance in Kaffa Zone Decha Woreda and it is the most commonly used style of leadership in selected secondary school. Because, the principals use it in order to build trust, respect and commitment among different stake holders.

Besides to this, democratic leadership creates conducive environment for teachers and different concerned bodies to engage in the administration of school and builds a sense of ownership.

There is a negative correlation (-0.248) between the lassies-faire leadership style and school performance in secondary schools of Kaffa zone Decha Woreda. One of the conclusive findings of the study was lassie-fair leaders do not actively discharge their leadership responsibilities and even they are incapable to confront some detrimental situations. From this it is possible to generalize that the problem with laissez-fair leaders is that they neglect their duty of monitoring and seem to over trust subordinates.

5.2. Conclusions

Based on the summary of the findings, the following conclusions are drawn:

As the finding revealed that the principals had neither attended any induction management training courses upon being appointed as principals nor undertaken any training during their tenure of service as principals. As the result of this, school principal in Kaffa zone Decha Woreda seemed not well equipped with proper knowledge and skill of leadership. Hence, it is possible to conclude that, it's first and foremost essential for principal to have appropriate leadership qualification.

The huge responsibility of principals' at the school level is crafting holistic school mission and vision which is deemed to be attainable with the resources at hand.

From the study's findings, the autocratic leadership style of school principals has a negative effect (-0.21) on school performance. Due to the fact that principals with autocratic leadership were mainly too much strict which directly or indirectly hamper teachers from performing their duties to the fullest level of knowledge. Likewise, as the school leaders become more autocrats the performance of the school will decrease. Few of the principals used autocratic leadership in some occasion mainly the violations on the rules and regulation of the school is at risk.

The study finding revealed there is positive correlation (0.651) between school performance and democratic leadership style. This shows as more democratic leadership style practice in the school the school performance will increase. Likely, principal's practice and democratic leadership style by involving the staff to make decision in different school related issues. This is because such leadership style enhances each and every of the school community to participate in the aspects of the school.

There is a very strong negative (-0.248) correlation between the lassies-faire leadership style and school performance in secondary schools of Kaffa zone Decha Woreda. One of the findings of the study was lassie-fair leaders do not actively discharge their leadership responsibilities and even they are incapable to confront some detrimental situations. Thus, principals lack the mere ability to manifest best leadership qualities expected from them.

5.3. Recommendations

Based on the above discussion of findings and conclusions, the following recommendations are forwarded:

- ☞ As indicated in the study, principal's leadership style and school performance in secondary schools in Kaffa zone Decha Woreda was negatively related to the autocratic and Laisses faire leadership styles which implies that, the style of principal's leadership was found to have an effect on school performance. It is therefore recommended that school principals' need to minimize the use of autocratic leadership styles and laissez faire leadership style in leading schools.
- ☞ School performance and leadership style in all sample secondary schools in Kaffa zone Decha Woreda were positively related to the democratic leadership style used by school principals and such type of leadership style enhances collaborative and participative decision making. These encourage staff members and other school communities to exert their fully fledged knowledge and potential skills for the success of the school.
- ☞ Promoting democratic leadership style in the schools through delegating the responsibility and power of leadership within the school, capacitating teacher's professional development and create opportunities for staff to take part in different decision making process.
- ☞ Principals' at the school level ensure the overall activities and tasks which needs prior monitoring. As depicted in the finding, the problem with laissez-faire leaders is that they miss their duty of overseeing things and seem to over trust staffs. Because the school principal is accountable for each and every deeds in the school. Thus, it is possible to suggest that school principals should void the laissez-faire leadership style which permits total delegation of responsibility for teachers and students.
- ☞ Finally, school principals should work in collaboration with the staff and other stake holders to improve school performance.

Reference

- Alagheband (1997) the study of relationship between supervisor educational philosophy and their practice. Tehran University, Iran.
- Anderson, R. & Dexter, S. 2005. *School technology leadership: An empirical investigation of prevalence and effect*. 1:49-82.
- Antonakis, J. Avolis, B. and Sivasubramaniam, N. (2003). *Context and the leadership quarterly*, 14(3), 261 –295.
- Bass, B. & Avolio, B (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage
- Bass, B.M. 1998. *Transformational leadership: Industrial, military, and educational impact*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Burns, J. 1978. *Leadership*. New York, NY: Harper & Row Publishers.
- Bush, T and L, Bell (2003). *The principles and practice of educational management*. London: Pall-Chapman publishing.
- Chandan, S. 2004. *Management Theory and Practice*. New Delhi: Publishing House PVT Ltd.
- D'souza, A. 1994. *Leadership: Trilogy on leadership and Effective Management*. Nairobi: Paulines Publication Africa.
- Dales and Beach (1980). *Personal the management of people at work*, New York: Macmillan Publishing co. Inc.
- Douglas, L.M. (1996). *The effective nurse, leader and manager* (5th edition) California: Addison Wesley.
- Dubrin, A. J. 1998. *Leadership: Research, findings, practice and skills*. 2nd edition. Boston Houghton Mifflin Company.
- Dunklee, D. R. 2000. *If You Want to Lead, Not Just Manage*:
- Flath, B. (1989). *The Principal as Instructional Leader*. ATA Magazines.
- Frost, D & Harris, a 2003. *Teacher leadership*. Towards a research agenda: Cambridge Journal of Education.
- Halpin, A. W. 1966. *Theory and research in administration*. New York: Macmillan.
- Harris, A and Bennett, N. 2001. in Alma. H and Nigel. B. *School effectiveness and school. Alternative perspectives*. (Pp 1-4). London: Continuum
- Harris, A. & Ch, Chapman. (2002). *Internationalelectronicjournalfor leadership*

- inlearning*, volume 6, No 9, Retrieved September, 10/2011, from(<http://www.acs.ucalqary.cal-jeill>). Harris, A. *etal.* (2003). *Effective leadership for school improvement*. New York: Rout ledge Flamer.
- Hersey, P. & Blanchard. K. H. 1988. *Management of organizational behavior: Utilizing Human Resources*. 3rd edition. New York: Prentice Hall Inc.
- Holmes, G. (1993). *Essential School leadership; developing vision and purpose management*. London: kogan page limited.
- ICDR. (1999). *the teacher education Hand book*. Addis Ababa: EMPDA.
- Katz.D, Maccoby.N and Gurin, G., and floor, L.G (1951) productivity, supervision and morale among railroad workers.
- Knezevich 1975. *School management and organization*. New York: Harper and Row.
- Kouzes, J.M. & Posner, B.Z. 2003. *Leadership challenge* 3rd edition. San Francisco: Josey Bass.
- Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*.
- Leithwood, K., Jantzi, D., & Steinbach, R. 1999. *Changing leadership for changing times*.
- MOE. (2010). *Education Sector Development Program IV (ESDP IV): Program Action Plan*, Federal Ministry of Education, and Addis Ababa.
- Muijis. D and Harris .A. 2003. *Teacher leadership: Improvement through empowerment*. An overview of research: *Journal of Education management administration and leadership*, 31(4): 437-448.
- Mullins, J. 2002. *Management and organizational behavior*. 6th edition. Italy: Lombarda Rotolito.
- Mumbe, O. G 1995. *Leadership and teacher job satisfaction of primary schools in Busia sub district of Uganda: Unpublished Masters Dissertation*. Kampala: Makerere University.
- Murgan, M (2005). *Management principal and practices*. New Delhi: New Age International Limited.
- Muyingo, J.C. 2004. *Changing patterns of university financing in universities in Uganda and their implications for management of University education*, unpublished PhD thesis, Makerere University, Kampala.
- Nkata, J.L 2005. *Emerging issues in education management in developing countries in the 21st Century*, Kampala: Masah Publishers Ltd.

- Nsubuga, Y. K. K. 2005(a). Development of secondary education in Uganda: Prospects and challenges. A paper presented at the first regional conference on secondary education in Africa (SEIA).
- Okumbe, J. A. 1998. Educational Management: Theory and practice. Nairobi: Nairobi University Press.
- Oyetunyi.C.O. 2006. The relationship between leadership style and school climate: Botswana secondary schools. Unpublished PhD Thesis. University of South Africa
- Sashkin, M. &Sashkin, M. 2003.Leadership that matters. San Francisco: Berrett Koehler PublishersInc.
- Schermerhorn, J. R, Hunt, J. G & Osborn, R. N 2000. Organizational behavior. New York. Wiley and sons Inc.
- Sergiovanni, T.S &Starratt, R.J. (1987). *Supervision; Human perspective*.New York; McGraw hill.
- Sheikh, A.G. (2001). Leadership styles as viewed by Secondary school principals of Lahore City. Institute of leadership and management Lahore Affiliated with Hamdard University, Karachi Pakistan.Master thesis in education.
- Siegrist, G. (1999). “Educational leadership must move beyond management training to visionary and moral transformational leaders”. *Education*, 120(2), 297 – 303.
- Steyn, G. M. 2005. The changing principal ship in South African schools *Educare*, 31: 251- 274.
- Tannenbaum, R. & Schmidt, W. H. 1973.How to Choose a Leadership Pattern. *Harvard BusinessReview*, May/June: 162-181.
- Yukl, G. (1999). “An evaluation of conceptual weaknesses in transformational and charismatic leadership theories”. *Leadership quarterly*, 10(2), 285 – 305.
- Yukl.G.A. (2002) *Leadership in Organizations*, Prentice-Hall, Upper Saddle River. N.J.

APPENDICES

APPENDIX: A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES FOR TEACHERS AND PRINCIPALS

Dear Respondent!

This questionnaire is designed to collect data from teachers and principals that will help in a research about, “Assessment of the relationship between leadership styles and school performance of secondary schools in Kafa zone Decha Woreda”. Therefore, you are chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting and for your cooperation. Please tick (x) in the boxes provided for your most appropriate choice.

Section A: Background Information

1. Sex: **Male:** **Female:**
2. Level of Education 1. Masters 2. Bachelors 3. Diploma
3. Teaching experience: A) 2 to 5 years B) 6 to 10 years C) 11 to 15 years
D) 16 to 20 years E) 21 to 25 years F) 26 years and above

The following statements show style of school leadership. Please indicate the extent to which each statement characterizes your school by putting (x) mark in one of the boxes against each item.

The numbers indicate: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

A) Democratic leadership style for improving school performance.

No	Items	5	4	3	2	1
1.	Encouraging teachers' to participate in academic decision making					
2.	Involve staff in making school program for students' success					
3.	Involving administrative problems with staff to improve students' academic progress					
4.	Share school leadership roles with teaching staff					
5.	Promote delegation of powers to subordinates					
6.	Considering teachers' opinion regarding students' achievement					

B) Laissez-Faire Leadership for improving school performance.

NO	Items	5	4	3	2	1
1.	Leave decisions to be made by teachers without intervention on academic issue					
2.	Give full freedom for teachers to do as they think best in the interest of promoting students' academic progress					
3.	Freely delegate of responsibilities & duties for all teachers in academic progress					
4.	Leave staff to make decision on school program and activities without prior intervention					

C) Authoritarian Leadership for improving school performance

NO	Items	5	4	3	2	1
1.	Made solely decisions regarding students' achievement by the head of school					
2.	Considered ideas and suggestion of teachers on academic achievement of students'					
3.	What is important in leadership is accomplishment of the task at hand not addressing staff needs in the school.					

D) Summary of Secondary school leadership style exercised by school leaders

NO	Items	5	4	3	2	1
1.	Democratic leadership					
2.	Laissez-faire leadership					
3.	Authoritative leadership					
4.	Combination of the three leadership					

Open ended Questionnaires

In your opinion, what style of leadership is used in the administration of this school? State and discuss your argument for the appropriateness of this style in increasing or not increasing students' success.

Student Academic Achievement and Leadership Styles

A. Students' Academic Achievement Rating

The following statements show the achievement rate of student in education. Please indicate the extent to which each statement characterizes your school by putting/tick (x) mark in one of the boxes against each item. The numbers indicate: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

NO	Items	5	4	3	2	1
1.	Students' academic achievement in this school on the national examinations in scoring 2:00 and above					
2.	Students' promotion from 10th grade to preparatory or 11th grade					
3.	Achievement of student in school examinations and tests					
4.	Students' activities in the class concerning their education					
5.	The nature of the students in exercising educational task provided (i.e. assignment, class work, homework, etc.)					

The following statement shows student academic achievement and leaders' style in school. Which leadership style do you think will increase students' academic achievement by putting/tick (x) mark in one of the boxes against each item? The numbers indicate: 5= Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

B. School performance and Leadership style

NO	Items	5	4	3	2	1
1.	Democratic leadership helps to increase students' achievement					
2.	Laissez-faire leadership helps to increase students' achievement					
3.	Authoritative leadership helps to increase students' achievement					
4.	Combination of the three leadership helps to increase students' achievement					
5.	School leadership style and students' academic achievement does not have any relations					

In your opinion, do you think the leadership employed brought changes on students' academic achievement in this school? If your response is yes, how do this leaders influence students' achievement?

APPENDIX: B

Interview guide questions for Supervisor and Woreda education office head.

The main purpose of this interview is to gather information on the practice of principals' leadership style to improve school performance in Decha Woreda in some selected secondary schools. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation

Name of the school: _____

- 4 What are your highest academic and professional qualifications?
- 5 Have you ever undertaken a specialized management training course?Elaborate.
- 6 Did you receive any induction management training when being appointed as principals?
- 7 As principals did you receive an opportunity to undertake any management as leadership course?
- 8 What are the qualities of a good and effective school?
- 9 What is a good and effective school? What strategies are you putting in place into make your school an effective one?
- 10 What contributions do the principals make in ensuring a good school? Why?How?
- 11 What are the factors determining performance in the school?
- 12 What is the role of parents/community in quality school performance?
A) How do such factors influence performance in the school?
- 13 Does your school have a vision or mission statement?

14 Do you think these are important in influencing performance of the school?

How did you arrive at the vision or mission of the school? What is the role of the principals in the vision/mission of the school? How does the vision influence academic performance?

15 What leadership style is used at the school? Why? How? When?

16 Could you explain how the management/leadership approach that you have adopted in your school leads to academic excellence?

17 What leadership style is likely to yield the best academic performance?

(a) Does your school have a school development plan or strategic plan and why?

(b) What do you plan for and why?

(c) How do you engage in the planning process and why?

(d) Who is involved and why?

APPENDIX: C

Focus Group Discussion guide for PSTA coordinators

The main purpose of this discussion is to gather information on the effect of principals' leadership style on school performance in Decha Woreda. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the discussion. The information that will be obtained from response to this discussion will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only. Thank you in advance for your cooperation

FGD Guide Question, for PSTA

1. Does the school administration involve PTA leaders in management of academic affairs in this school?
2. In your opinion, do you think the type of leadership styles employed influence performance in this school?
3. Are school leaders who exert authority on staff and PTA effective in ensuring academic standards?
4. Does PTA participate in decision making with their principal in this school?
5. Does collective involvement of staff and their heads in decision-making play a significant role in promoting academic excellence in this school?
6. In your opinion, do you think that the most appropriate leadership style depends on a particular environment?
7. Describe the kind of leadership method of your principal, deputy principal, and director of studies.
8. What are the advantage and disadvantages of school principals who live decisions to be made by teachers without intervention in their work?

APPENDIX: D

FGD Guide for monitors

The main purpose of this discussion is to gather information on the practice of school principals' leadership style on school performance in Decha Woreda. You are, therefore kindly requested to give necessary information on the issue related to the study. The successes of this study directly depend upon your honest and genuine response to the discussion. The information that will be obtained from response to this discussion will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Thank you in advance for your cooperation

1. Does the school administration involve student leaders in management of academic affairs in this school?
2. In your opinion, do you think the type of leadership styles employed influence performance in this school?
3. Are school leaders who exert authority on staff and students effective in ensuring academic standards?
4. Do teachers participate in decision making with their principal in this school?
5. Does collective involvement of staff and their heads in decision-making play a significant role in promoting academic excellence in this school?
6. In your opinion, do you think that the most appropriate leadership style depends on a particular environment?
7. Describe the kind of leadership method of your principal, deputy principal, and director of studies.
8. What are the advantages and disadvantages of school principals who live decisions to be made by teachers without intervention in their work?

THANK YOU VERY MUCH!!