



**LEADERSHIP STYLE OF PRINCIPALS ON GOVERNMENT PRIMARY
AND SECONDARY SCHOOLS IN AMBO ADMINISTRATIVE TOWN,
OROMIA REGIONAL STATE**

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**ADDIS ABABA UNIVERSITY
ADDIS ABABA, ETHIOPIA
OCTOMBER, 2017**

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**A THESIS PRESENTED TO ADDIS ABABA UNIVERSITY
AS A PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

**ADDIS ABABA UNIVERSITY
ADDIS ABABA, ETHIOPIA
OCTOBER, 2017**

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This is to certify that the thesis prepared by Teshome Megersa, entitled: "Leadership Style of Ambo Principals on Government Primary and Secondary Schools in Ambo Administrative Town" : and submitted in partial fulfillment of the requirements for the degree of Master of Arts (School Leadership) complies with regulation of the university and meets the accepted standards with to originality and quality.

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Acknowledgements

In the course of this study many education institutions and individuals had contributed to the successful completion of the research work. Thus, I wish to extend my sincere appreciation and gratitude to the people who supported me and provided the necessary encouragement for accomplishment of this study.

First of all, I would like to express my special appreciation to my advisor, Ato Damoze Degefa, for his encouragement, insightful guidance, and professional expertise to the completion of this work and support and comments in this research work.

Also I would like to acknowledge my friend Mabiratu Tadele who encouraged me to join master program in leadership and Bayisa Deresa who helped me in data codification and processing.

Also my acknowledgment extended to the Ambo Primary and secondary schools principals, vice principals, unit leaders, department heads, teachers, who cooperate me in filling the questionnaire and devoting their time.

Finally, I would like to extend my special gratitude to my wife, Tadelu Mengistu and my children for their encouragement and willingness to assist me all times.

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Abbreviations and Acronyms

ANOVA	- Analysis Of variance
ETP	- Education and Training Policy
ESDP	- Education Sector Development Program
GEQAP	- General Education Quality Assurance Package
MoE	- Ministry of Education
SPSS	- Statistical Package for Social Scientists
TDP	- Teachers Development Program
UNESCO	- United Nation Educational Scientific and Cultural Organization

Abstract

This research was conducted to identify leadership styles practiced in government primary and secondary schools in Ambo Administrative Town. It was a survey study which was delimited to the leadership styles of school leaders with respect to the practice of autocratic, democratic and laissez faire leadership styles. The target population of this study consisted of 101 government school leaders and 85 government school teachers. Also 2 principals, 2 vice principal and 1 unit leaders totally 5 were interviewed. To conduct this study both qualitative and quantitative data were used. Quantitative data were collected using close ended questionnaire where as the qualitative data were collected using interview with principals, vice principal, and unit leaders to supplement the quantitative data. Quantitative data were collected on the personal characteristics of respondents; school leaders' and the teachers' perceptions towards the practiced leadership styles .The quantitative data were analyzed using frequency, percentages, mean, standard deviation and independent samples t-test and ANOVA by using SPSS version 20.00. The data collected through interview were analyzed using narration. The analysis of data indicated that the democratic leadership style was the most commonly used leadership style among leaders of government primary and secondary schools in Ambo Administrative Town. The present research findings suggested that every effort must be made by school leaders to adapt their leadership styles to promote school environments that would engender greater levels of student achievement. The study concluded with recommendations addressed to school leaders, teachers, stakeholders and educational experts interested in further understanding of leadership styles in educational contexts of their schools. Such styles have clear implications on how school affairs are internally managed.

CHAPTER ONE: INTRODUCTION

This chapter one states about the background of the study, Statement of the problem, Research question, Objectives of the study, Significance of the study, Delimitation, Limitation, organization of thesis and definition of key terms of the study . The main purpose of this chapter is to present overall procedures to be followed to conduct this research.

1.1 Background of the Study

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs, and performance, for example, England, Nigeria. In Ethiopia, there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2011).

The Education and Training Policy set aims and objectives, which is to: produce skilled man power with the necessary quality and quantity to meet the national socio-economic development requirement, to bring up citizens who understand, respect and defend the constitution, a citizen who respects democratic values and human rights moreover with good work culture and ethics (MoE, 1994).

That is why currently, the government of Ethiopia 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). Thus, in fostering these aims and objectives, the school leaders have important roles to play. Among this roles include providing effective leadership in primary and secondary schools, thereby enhancing better job performance among teachers. In supporting this issue(Crum & Sherman, 2008) stated that the school leaders needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers' performance. These roles are categorized

in; developing personnel and facilitating leadership responsibility, delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change. But, the main challenges for the school leaders are to create and promote the conducive atmosphere for teaching and learning: efforts in undermine teachers in decision making, immutable communication with teachers' and delegation of duties at schools is considered as the most influential of the teachers' performance within entire school atmosphere that not applying efficient leadership styles (Love 1993, Moore, Cheng and Dainty, 2002 and UNESCO, 2006).

Successful school leaders have been taught to be, due to the different styles that are used in their administration process. The school leaders' leadership style influences the efficiency and also the effectiveness of the teachers' performance in school (Alageheband, 1997). Several researchers have defined leadership style in different countries and in different contexts. (Chandan, 1987) define leadership style is the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe, (1998) on the other hand defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing, leadership style were defined in various ways. It refers to the underlying needs of the leader that motivate his behavior (Siskin, 1994; Okeniyi, 1995). It is the manifestation of the dominant pattern of behavior of a leader (Olaniyan, 1999; Okurumeh, 2001). It is also a process through which principal influences a teacher or group others in the attainment of educational goals (Akinwumiju and Olaniyan, 1996; Adeyemi, 2006). Therefore, the Leadership style of a school leader depends on the leaders' behaviors. This behavior is the main foundation for choosing efficient leadership style (Douglas, 1996).

Similarly, Maicibi (2005) contends that without a proper leadership style, effective performance cannot be realized in schools. In addition, Daniel (2007) indicated that school leaders need adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieving the goals of their schools.

Therefore, it is imperative that they learn and understand the importance of the styles that enhance positive performance in the schools. As such, leadership style occupies an important position in school administration as the school leaders who controls schools' resources used

them resulted in positive achievement of educational goals (Adeyemi, 2004). Basically, such achievements in primary and secondary schools are dependent on three identifiable leadership styles namely; autocratic, democratic and laissez-faire (Lunenberg & Ornstein, 1991). Thus, it is no doubt that there is mounting pressure by styles of leadership among school leaders of governmental schools in Ambo administrative town. It seems however that many school leaders have not considered their styles of leadership as determinants of successes in their schools.

The schools' leadership styles could be measured through their qualifications, training, experience, school decision making, and their experience to delegate authorities, teachers' freedom to do their duties, and interact with each other and with their school leaders freely. It therefore goes without saying that if the secret of effective staff leadership lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This showed that lack of skill in leadership styles is cause for schools achievement gap. Therefore, this research stresses on to identify common types leadership styles are used and suggest recommendations in primary and secondary schools in Ambo Administrative Town.

1.2 .Statement of the Problem

As the MoE (2013) noted that the quality of education depends on, among others, the presence of competent and committed school leaders, as they are instructional leaders, focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. In one way (MoE ,2010) argued that school leaders need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership style in school improvement programs.

The study conducted by Ermias (2014) revealed that leadership styles; Autocratic, Democratic and Laissez faires styles were practiced by different degrees among school leaders of secondary schools in the East Badawacho District, Hadiya Zone, and SNNP. From the findings, it was recommended that school leaders should use democratic and laissez faire styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the autocratic leadership style should be practiced only when there is shortage of time for discussion and staff is new and inexperienced.

In period of time, the researcher heard complaints about leadership styles that teachers were not interested in decision made by school leaders in delegation of duties, and responsibilities in different activities of schools. Therefore, the above situations and the ordinary experience in different schools in Ambo Administrative Town, the researcher had interested to conduct a study on leadership styles. This statement of the problem of the research carried out to identify the dominant leadership styles are practiced in Ambo primary and secondary schools. On basis of the statement of the problem, the following research questions were drawn.

1.3. Research Questions

1. What was the understanding of the school leaders themselves about the types of leadership style they practiced in their schools in Ambo Administrative Town?
2. What were teachers' opinions toward types of leadership styles practiced in their schools in Ambo Administrative Town?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to identify the common leadership styles practiced and suggesting recommendations for School leaders in governmental schools in Ambo administrative Town.

1.4.2. Specific Objectives

1. To investigate the beliefs of the school leaders about the types of leadership style they practiced in their schools in Ambo Administrative Town
2. To identify the opinion of teachers toward types of leadership styles practiced in their schools in the study areas.

1.5. Significance of the Study

Any organizational leaders could play a great role in the development of the organization, and give appropriate and integrated service to the society members' as well as to the workers in the Organization in particular. Unless fruitful and appropriate leadership style is used, the achievement of organizational goal would be unsuccessful.

The result of this research would contribute to those studies, which will be carried out, in the quest for broadening and understanding the roles of leader in school climate.

This study would help some leaders who for one reason or other have not been effective in carrying out their responsibility and therefore to work with more effectiveness and efficiency using appropriate leadership style to improve their schools.

This research finding may also help to aware school leaders how their leadership styles affect the school climate negatively or positively and to exercise their efficient leadership styles, they could adjust their leadership styles to create or enhance a positive school environment.

1.6. Delimitation of the Study

The study was delimited to identify the most common types of leadership styles which were prevalent in government schools in Ambo Administrative Town. In this study, the leadership styles delimited to commonly known styles that are autocratic, democratic and laissez faire leadership styles that school leaders' practice in the targeted schools, it is more focused on identifying their leadership styles. Geographically the scope of this study was delimited to 4 primary and 4 secondary schools in Ambo Administrative Town. This means it did not include private schools found under the study area. Therefore, the finding of this research generalized for both primary and secondary schools of Ambo Administrative Town without considering private schools of nearby.

1.7. Limitations of the Study

The researcher faced difficulties that were: as government employee, shortage of time to refer different related materials and frequent contact to the advisor for feedbacks. Moreover, the study was limited only to Government schools, due to their numbers and complexity as well as workload of the researcher; some government primary and secondary schools was priority of the

study. All selected schools' leaders (principals, vice principals, department heads, unit (leaders), and followers (some teachers) of the targeted schools were participants of the study.

1.8. Organization of the Thesis

This study organized into five chapters. The first chapter provides an overview and the issues which attempted to address and achieve at the end of the study. This was followed by review literatures. Literatures in which the previous researches and thoughts, theories related to importance of school leadership styles as overview and leadership styles practiced in education as general and specific to schools. Chapter three provides a description of the study area including research design, data collection methods, samples, sampling techniques and methods of analysis. Chapter four presents the results of the study. Finally, chapter five gives summary, conclusions and recommendations based on the results of the study.

1.9. Definition of Key Terms

Administrative Town: A Town has self governing organs and supporting its self by its own revenue

Autocratic style: is a style that leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation

Democratic style: is a style that leaders regularly communicate with teaching staff and to participate them in decision-making for more delegation of duties

Followers: In this study followers refer to teachers.

Laissez-Faire style: is a style that leaders advocates minimal supervision and moderate involvement in the instructional process

Leadership practice: Leadership practice is both thinking and activity which emerges in and through the interaction of leaders, followers, situation and communication.

Leadership style:. In this study school leadership style such as autocratic, democratic and laissez faire leadership styles were investigated by using inventory developed by the researcher.

Primary Schools: refers to the school system established to offer eight years (grade 1-8)

Secondary schools: General secondary schools; refers to the school system established to offer four years of general education (grade 9 -12).

School leaders: In this study includes principals, administrative vice principals and academic vice principals, department heads, and unit leaders.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presents a theoretical knowledge of the phenomenon leadership styles. The chapter was organized in to different sections. Each section had been supposed to release strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. For the purposes of this study a wide range of relevant literature is consulted with special reference to literature pertaining to leadership styles models, theories and factors affecting leaders' leadership styles. Special reference was made to literature relating to management of primary and secondary schools. A variety of sources such as, books, journals, official documents, seminar papers and websites were consulted.

In addition the literature incorporates, unpublished thesis and various research findings on the issue leadership styles which would help the researcher to see various findings conducted in different areas.

2.1 The Concept and Types of Leadership Styles

According to different writers, the concepts and definition of leadership style viewed in the context of their perspectives and philosophy. However, in this chapter, the researcher reviewed the related literature on leadership styles on school leaders. These included theoretical review, conceptual model and literature related to the communication, decision-making and delegation specific objective.

2.1. 1.The Concept of Leadership Styles

The terminology style is roughly equivalent to the leader's behavior. It is the way in which the leader influences the followers (Luthans, 1977). There are many ways to lead and every leader has his/her own leadership style. Some of the more common styles include autocratic, democratic, and laissez-faire. In the past several decades, management experts have undergone a revolution in how they define leadership and what their attitudes are toward it. They have gone from a very classical autocratic approach to a very creative, participative approach.

There are many leadership styles proposed by other authors that can be exhibited by leaders in politics, business, education or other fields. Studies on leadership styles are expressing an approach that stressed on holistic view of leadership. The leader's intellectual capacity that help to conceptualize solutions and acquire knowledge to do job. The leader conceptual abilities apply agility, judgment, innovation, interpersonal acts and domain of knowledge Goleman (2000).

Mozzarella and Smith (1989) described leadership style as manner a leader leads, which is reflected in some of things school leaders do which include: how they communicate leadership, exercise power and authority and the effect of these have on teachers, and other school staff members.

Leadership style is the ability to move a group towards a common goal that would not be met if a leader had not been there (Graham, 1997).

Leadership style refers to leaders' behaviors and attitudes of governance and supervision. It is the result of personality, traits, experience, attitude and philosophy of the leaders (Andrzy, 2004).

Owens (1991) opines that leadership styles determined by what the school leader does to motivate the subordinates to put in their best to accomplish the set of school goals. He observes that some leader set higher value on task accomplishment while, some, on maintain good interpersonal relationship. Litwin and Strangers (1968) research indicates that leader is spurred to embrace certain styles based on his/her underlying attribute and workplace goals.

Hersey and Blanchard (1993) observed that a leader develops his/her style over a period of time from experience, education and training. These authors claim that leadership style is more of how subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her behavior in various situations. This implies that teachers' assessment of school leaders is most likely to be leadership styles of leading the school.

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje (1999) observes that leadership means influencing people to work willingly towards the achievement of the organizational goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and

mobilize towards the achievement of the organizational goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

Chandan,(1987) define leadership style is the ingredient of personality embodied in leader s that causes subordinates to follow them. (Okumbe, 1998) on the other hand defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school leader is in a unique position as the manager or administrator who controls school's resources for the purpose of achievement of educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedeji, 1998 & Adeyemi, 2004).As such; a leadership style occupies an important position in school management.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2002). However, Nathan (1996) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mozzarella & Smith 1989).

2.2. Types of Leadership Styles

Different types of leadership styles exist in work environment. Advantages and disadvantages exist within each leadership style. The culture and goal of organization determine the leadership style fits the organization best. Most organization offer Several Leadership styles within organization, dependent upon necessary tasks to be completed.

Kurt Lewin and his colleagues presented three fundamental leadership styles. They distinguished democratic, autocratic and laissez-faire leadership styles with their unique characteristics (Lewin, Lippitt.& White, 1939; White & Lippitt, 1960).

2.2.1 Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goleman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

Goleman (2000) also states that leaders using a democratic style of leadership build consensus through participation, and these leaders also expect a higher level of excellence and self direction. These leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, 2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior:

2.2.1.1 Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the

subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001:408).

2.2.1.2 Supportive Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well being and personal needs of the subordinates. He/she 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).

2.2.1.3 Participative 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).

2.2.1.4 Consultative Styles

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by subordination, especially when the manager decides on majority rules principle (Owens Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brown well 1985). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set of standard (Ukeje 1992).

2.2.1.5 Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

It is concluded that a leader with democratic leadership style employs guidance in decision making, especially decision affecting his employees by giving paramount attention to their feelings by sharing information and creating a pleasant working relation in the organization. Kojo (2001) avers that “In conflict management and resolution,” the democratic leader will usually employ wide consultation, dialogue, persuasion and above all, compromise as vital tools for achieving a stable and enduring tranquility within the system. At all times, the democratic leader makes available his advice and suggestion to his employees.

2.2.1.6 Characteristics of Democratic Leadership Style

Democratic leadership style is characterized by an “I share “ philosophy that it involves team members in identifying essential goals and developing procedures for reaching those goals (Daniel,2002).The democratic leadership style is just it is all about making decision as a group. The team shares the responsibility for making decisions, making changes, and making deadlines. The leader delegates a great deal of the work, letting others have a say in what portion of the work they take on. The leader seeks continual feedbacks and looks for opportunities for development for both himself and his team. This is a popular style because when it is done well, it creates harmonious, productive and involving workforce, (Chris peels, and 2004).

The primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity . Participation is a core characteristic of democratic leadership; and the ideal of democratic leadership is friendly, helpful, and encouraging participation (Luthar, 1996). Again, Wilson, George, Wellins, and Byham (1994). On the other hand, Kuczarski (1995) talked

about the distinctiveness of a democratic leader as erudite, influential, motivating, a winner of cooperation, a provider of logical consequences, encouraging, permitting of self-determination, guiding, a good listener and respecting, and situation-centered. Gastil (1994) defined the characteristics of democratic leadership as distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process.

2.2.1.7 Communication Pattern of Democratic Leadership Style

Democratic leaders get jobs done by using parliamentary procedures and majority decision making (Bass, 1981). These leaders believe that "Two heads are better than one" (Hackman & Johnson, 2004). Democratic leaders display supportive and participative communication. They perform effective jobs and also encourage others to participate in creating goals. Additionally, these leaders ask for other members' attitudes and appreciate others' opinions. Hackman and Johnson (2004) noted that the democratic leader does not feel intimidated by the suggestions provided by followers but believes that the contributions of others improve the overall quality of decision making. Therefore, these leaders treat their subordinates with care and share rewards and punishments with them.

2, 2.1.8 Benefits of Democratic Leadership style

Miligrone (1991) and Ittner (2002) demonstrated that democratic leadership style in situation, when team members are often more dedicated to their work because they feel that they have had input not only just what is done but also how it is done. They take ownership of situation because that ownership is entrusted to them, and they are usually willing to work harder because they know that they share in the credit. The sharing of credit also goes along way of reducing the amount of internal conflict because less need for competition (Heneman and Gresham, 1999). If employees know that the whole team shares responsibility for work, they are less likely to cover up mistakes and more likely to be honest about problem they see in the process. Since feedback is given and received continually, in the long term, decision making skills are naturally improved (Kirega, 2006). Overall, the work environment tends to be more positive and collaborative. There are also tend to be less turnover because employees are invested the outcomes and they know that their leader also invests in their own development. This leadership style in that process

allows for developing of additional leaders who can serve the organization at later day (Daniel, 2002).

Bondman and Cornwall (2004) concluded that when organization needs creative problem solving, conducting meetings for organization or department, training people for leadership roles and performing the day to day organizational tasks. This style provides confidence to employees who will help them for meeting deadlines, and departmental goals, to provide efficient team inputs.

2.2.1.9 Downsides of Democratic Leadership Style

The fact that everyone is in continually consulted in decision making process means that decisions cannot be made quickly. If there is a high pressure, or a need for fast decisions, this style doesn't work. A democratic leader tends to be a regular group member in spirit without doing too much of the work because time consuming and lengthy discussion (White & Lippitt, 1960). In fact the leader may be forced to change to an autocratic style in some cases, which could cause some resentment. This kind of style requires that the leader must work at creating a balance between allowing others to take the lead and keeping control of the overall process Hackman and Johnson (1996)

2.2.1.10 When to Use Democratic Leadership Style

The democratic style is useful when it is important that every member of the team contributes their own creativity and knowledge to the process. When a leader to prioritize training and team development and take the time needed to give a chance to contribute, this style can produce a great result. It is a good way to create a new team of people who have not worked together before and need to get in gear quickly(Dessler & Starke, (2004).

2.2.2 Autocratic Leadership Style

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.

The autocratic leadership style is also known as the authoritarian style of leadership that Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him / her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002).

2.2.2.1 Views of Autocratic Leaders

Kendra (2012) Stated that the belief of autocratic leaders is that followers require direct supervision at all times, or else they wouldn't operate effectively. This belief is in accordance with one of Douglas McGregor's philosophical view of human kind, theory X. This theory proposes that it is a leader role to coerce and control followers, because people have an inherent aversion for work and will abstain from it whenever possible. Theory of X postulates that people must be compelled through force, intimidation or authority, and controlled, directed or threatened with punishment in order to get them accomplish the organizational needs. In minds of autocratic leaders', people who are left to alone autonomously will ultimately be unproductive.

Autocratic leader beliefs that his/her decision would be taken as golden rule and should never question and cannot be interrupted by anyone and their followers are bounded to work or follow the rules (Adair, 2002) Similarly Atchison and Hills (1978) have described that autocratic leadership styles by stating that the autocratic leader is in the centre of an organization, production oriented and efficiency minded who gives firm directive, sets control and expects compliance. He makes decision alone by its own authority and expects his followers to carry them out without questioning. Under this type of leadership style, certain contribution originating from the subordinates which enhance the growth and over all development of the system one

disregarded. He regards himself as the sole native agent in the administration set up and considers his subordinates as passive receivers of the instructions, information and knowledge. The leadership in this case is often characterized by nagging, distrust and suspension. This is normally due to lack of effective communication between the leaders and subordinates.

2.2.2.2 Characteristics of Autocratic leadership

It is also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Autocratic leadership is characterized by an “I Tell” philosophy that leaders tell their staff members what to do. This can give clear direction but it may also lead to a leader under value or ignore inputs from teams. Orders are given without explanation for the reasons or of future intentions. However, an autocratic approach is appropriate in some situations. It is valuable when organization face crises or when urgent problems arise that requires an immediate response (Daniel, 2002)

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.

2.2.2.3 Communication Pattern of Autocratic Leadership

The communication pattern of autocratic leaders downward that is one way communication from leaders to followers. Whenever, there is discussion, the interaction is dominated by the leaders. Autocratic leaders are poor listeners and they do not offer constant feedbacks. They focus on reward acquiescent obedient behavior and punish erroneous actions. Hackman and Jonson (2009)

2.2.2.4 Benefits of Autocratic leadership Style

There are several benefits to this type of leadership for the leader, including the reduction of stress because he or she knows that the followers are in complete control. Decision can be made quickly because there is no need to have a long consultation process before moving ahead. When speed is important this is a good choice as not only decisions are made quickly but employees tend to be more productive as long as the boss is actually there. So for unmotivated, new, inexperienced employees, this can be helpful style, it can be useful for projects that have to be implemented in hurry (Daniel, 2002).

2.2.2.5 Downsides of Autocratic Leadership Style

Hackman and Jonson (2009) stated that this kind of decision making isn't going to be popular for the long term. Plus, it can have detrimental effects on the work force as a whole. When decision are made entirely by the leader, team members don't have chance to develop their decision-making skills or other leadership skills. Although the control it provides can reduce the leader's stress in short term, it will increase it in the long term because of needing to bear all responsibility all the time. Employees will stop feeling invested in the organization or its service if they feel they aren't allowed to have any impact on them. This can lead to reduced motivation, morale, deskill workforce, making them disheartened and too reliant on leader so as to increase turnover. Moreover, the team's ability to function becomes entirely reliant upon the leader. If he/she should leave or be absent the team's productivity will suffer because the team do not feel confident enough to make their own decisions.

Heneman and Gresham, (1999) stated that autocratic leaders believe that the leader just give orders not to take any orders from their employee and under the autocratic leadership style, all decision making powers are centralized and remains in the hand of leaders, as with dictators. These leaders not welcome any suggestion and initiative from the followers' side. It has not been successful as it not provides strong motivation to the managers and employees.

Cole (1997) stated that his decisions to other are imposed and other must follow them because of this reason the other employees are de motivated and their ideas are stopped and all are involved in repetitive work of daily activities. As leaders have the authority, there is a chance of

exploitation and distortion of employees. This style stops all network among employees. However, Anderson and Brown, (2010) demonstrated that the autocratic style may show great results in a short time. Hence, more power full authority wills also loss for the productivity. The creativity of the people is stopped and they work against their will and become de-motivated.

2.2.2.6 When to use Autocratic Leadership Style

This leadership style appropriate in short term, in complex, technical and urgent projects, when employees are new and low skilled positions with monotonous tasks that can lead low motivation. It produces accurate solutions when a leader is knowledgeable and positively accepted in large groups (Vroom, 1960).

It is appropriate when new, untrained employees who do not know which tasks to perform or which procedures to follow. Therefore, effective supervision needed to be provided only through detailed orders and instructions.

2.2.3 Laissez-Faire Leadership Styles

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. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

Similarly, laissez faire leadership an avoidant style may either not intervene in work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put effort to build a relationship with them. This style associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 1992).

Wren (2013) Stated that laissez faire allow followers to have complete freedom to make decision concerning completion of work. It allows followers self rule while at the same time offering guidance and support when requested. The laissez faire leader using guided freedom provides followers with all materials necessary to accomplish their goals but doesn't directly participate in decision making unless the followers request their assistance.

2.2.3.1 Views of Laissez Faire Leaders

The laissez-faire leader believes in freedom of choice for the employees, leaving them alone so they can do as they want (Blanchard, 1999). The basis for this style of leadership is twofold. First, there is a strong belief that the employees understand their jobs well so leave them alone to do their jobs. Second, the leader may be in a political, election-based position and may not want to exert power and control for fear of not being re-elected. Such a leader provides basic but minimal information and resources. There is virtually no participation or communication within the group. Understanding the job requirements, policies and procedures are generally exchanged from employee to employee. As a result, many processes are out of control. No instruction is given and the laissez-faire leader functions in a crisis or reaction mode. If there are objectives and goals, employees agreement or commitment is just assumed. Even if goals and objectives are shared, there is rarely a defined plan to attain them.

2.2.3.2 Characteristics of Laissez Faire Leadership Style

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 (White & Lippit, 1980).

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. There is no setting of goals and objectives by the leader. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to digression from broad organizational policy. Thus, this style of

leadership may be effective with well-motivated and experienced employees (Dubrin 1998). But, could lead to failure when subordinates are deceptive unreliable and untrustworthy. It is good to mention that this style is the extreme a leader can go. However, while one is not denying the possibility of having this type of leadership in schools, it is probably rare to come across it.

2.2.3.3 Benefits of Laissez Faire Leadership Style

Laissez faire leadership style can be effective in situations where group members are highly skilled, motivated, and capable of working on their own, and no burden on the team members. While the convectional term for this style is ‘Laissez faire’ and implies completely hand off approach, many leaders still remain open and available to group members for consultation and feedbacks when requested Nzuve (1999).

Veccio (1988) also explains Laissez-faire as a French expression meaning “Lead it alone”. He notes that subordinates are given total freedom to select their own objectives and Monitor their own work. Good worth (1998) points out that Laissez –faire style is usually appropriate when leading a team of highly motivated and skilled people who have produced excellent results in the past. Once a leader have established that his team is confidant, capable and motivated

2.2.3.4 Downsides of Laissez faire Leadership Style

Laissez faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. Some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off track and deadlines can be missed when team members do not get enough guidance or feedbacks from leaders. Laissez faire leadership style very little planning or decision making and fails to encourage others to do so. When decision need to be made, the leader may postpone making decisions or never make decision group members, and group members may misuse rules and problems of taking responsibility when they are not experienced and unskilled. It feels people feeling confused because there is no goal, no guidance and no direction, (Chris peels, 2004).

Okumbe (1998) describes Laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is simply a symbol since there

is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. However he points out that it is disadvantageous, since there is no control and chaos and conflict arise due to unguided freedom. There is also a high rate of unhealthy competition among members of the organization. Lewin and White (1939) in their research they found that children under delegated laissez-fair leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation and were unable to work independent.

2.2.3.5 When to Use Laissez Faire Leadership

This leadership style is an effective when followers are highly skilled, experienced and educated, followers have pride in their work and drive to do it successfully in their own, and followers are trustworthy and experienced Good worth (1998).

2.3 Conclusion

Leadership styles vary depending on several variables such as leaders' behaviors, leaders' attitudes, leaders' traits, and situations. Some leaders pay more attention to work and may exert coercive and legitimate power over employees, while some others aim to establish good relationships with their followers and motivate them to share visions and opinions (Zorn and Violanti, 1993).

According to the Oladipo (2013), the success or failure of proper organizations, nations and other social units has been largely credited to the nature of their leadership style. A leader may exhibit different leadership styles; this is particularly important when it comes to the decision-making process. The leader should be able to know when to take charge and when he/she should allow the group to take decisions. Vroom and Jago (1988) propose that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to laissez faire and applies the leadership style that is appropriate to the decision situation. Finally, what a leader does in one situation will not always work in another. Therefore, a leader must use his/her judgment to decide the best course of action and the leadership style needed for each situation Clark (1992). For example, a leader may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early,

too harsh or too weak, then the results may prove ineffective. The assumption is that the leader has to adapt his/her style to the situation.

Table 2.1: Comparison of Autocratic, Democratic, and Laissez-Faire Leadership Styles

Characteristics	Autocratic	Democratic	Laissez Faire
Amount of freedom	Little Freedom	Moderate freedom	Much Freedom
Amount of control	High Control	Moderate Control	Less Control
Decision making	By the leader	By the leader and group together	By the group or no one
Leader activity level	High	High	Minimal
Assumption of responsibility	Leader	Shared	Abdicated
Output of the group	High quantity, good quality	Creative, High Quality	Variable, may be poor quality
Efficiency	Very efficient	Less efficient	inefficient

Adapted from White, R.K., & Lippitt, R. (1960).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

In order to investigate the school leadership style, descriptive survey design is employed. This was because it enables the researcher to collect and describe large variety of data related to the leadership style. As argued by Kumer (1999) descriptive research design is used to describe the nature of the existing conditions that descriptive survey design is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study. In the same line of argument, Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that were going on, effects that were evident or trends that were developing.

3.2 Research Method

The study employed descriptive survey method by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as the leading method through close-ended questions. Quantitative approach is emphasized because investigating; the school leaders' leadership styles of both primary and secondary schools could better be understood by collecting large quantitative data, in a formal, structured and rigid manner. Furthermore, the qualitative approach is incorporated in the study with information gained from interview, document analysis and through open-ended questions and hence, it helps to validate and substantiate the quantitative data. Thus, the approach preferred on the ground that the influences of school leadership styles are better perceived from the opinion survey of school leaders' and teaching staff

3.3 Sources of Data

In order to investigate the school leadership styles, both primary and secondary source of data are used.

3.3.1 Primary Source of Data

Primary and secondary schools leaders and teachers chosen as primary sources of data by expecting that, they have better exposure, experience and firsthand information regarding the issue under the study.

3.3.2 Secondary Source of Data

The reason for this is to be able to provide adequate discussion for the researcher that would help him to understand more about the issue and the different variables that involve with it. On the other hand, sources in secondary research included previous research reports, newspaper, magazine and ETP, ESDP and General Education Quality Assurance Packages (GEQAP) were as source of data. Existing findings on journals and existing knowledge on books would be used as secondary research. The interpretation would be conducted which can account as qualitative in nature.

3.4 Sample Size and Sampling Technique

3.4.1 Sample size

In Ambo administrative town There were: 10 Governmental primary schools (1-8) 62.5% total schools, 4 secondary schools (9-10) 25% and 2 Preparatory Schools (11-12) 12.5% administrated and financed by government. The focus of the study is both primary and secondary schools in the town since these government schools vary in their population size and in geographical settings; their selection is based kebele administrative division. There are 8 (50%) schools out of 16 were selected through purposive sampling. The following table explains the detail.

Table 3.1: Schools selected for purpose of study

S/N	Name of School	Level	kebele
1	Ambo Elementary School	1-8	02
2	Liben Mecha Elementary School	1-8	03
3	Addis Katama Elementary School	1-8	01
4	Sankale Elementary School	1-8	04
5	Liben Mecha High School	9-10	02
6	Ambo High School	9-10	01
7	Ambo Preparatory School	11-12	02
8	Bakalcha Bari Preparatory	11-12	01

Source: - Ambo Administrative Town Educational Office (2016/2017)

3.4.2 Sampling Technique

School leaders and teachers by Systematic sampling, due to their large number they were selected through stratified sampling in the study areas as they were different their grade levels. Gay and Airasian (2000) stated that a descriptive type of research needs enough amounts of participants to generalize for the total population and 10-20% is the recommendable for selecting the sample of the population.. Therefore, to make the sample more representatives, 20% or 87 teachers will be taken as study participant in selected schools.

To represent equal proportion of sample teachers in each school William (1977) formula has been utilized. Hence it was done by dividing the targeted sample teachers (87) with the total number of teachers in the sample schools (341) and multiplied by total number of teachers“ in each school.

Mathematically; $P_s = n/N * (n_0 \text{ of teacher in each school})$

Where, P_s = Proportional allocation to size

n = Total teachers' sample size (87)

N = Total number of teacher in the eight selected sample schools (432)

The variables of interest in teaching levels with three subgroups such as Primary schools (1-8), secondary school 1st cycle (9-10) and secondary school 2nd cycle - (11-12) as stated Educational and Training Policy of Ethiopia (ETP: 1994).

Proportion of stratified sampling of teachers was taken by their grade levels in the study areas:-

Primary $199 \times 20\% = 40$ teachers

High School $142 \times 20\% = 29$ teachers

Preparatory schools $91 \times 20\% = 18$ teachers

Out of 432 teachers 87 teachers were proportionally represented as participants of the study. Then teachers from each school were selected through sample techniques by using table of random numbers.

Table 3.2: Representation of participants in individual schools in the study area

S/N	School	Total population					Number of participants are selected					Total selected
		Principal	V/Principal	Unit Leaders	Department heads	Teachers	Principal	V/Principal	Unit Leaders	Department heads	teachers	
1	Ambo Elementary School	1	2	3	5	66	1	2	3	5	13	24
2	Liben Mecha Elementary School	1	2	3	5	38	1	2	3	5	8	19
3	Addis Katama Elementary School	1	2	3	5	70	1	2	3	5	14	25
4	Sankale Elementary School	1	2	3	5	25	1	2	3	5	5	16
5	Liben Mecha High School	1	2	3	12	71	1	2	3	12	14	32
6	Ambo High School	1	2	3	12	71	1	2	3	12	15	33
7	Ambo Preparatory School	1	2	5	5	79	1	2	5	5	15	28
8	Bakalcha Bari Preparatory school	1	-	5	5	12	1	-	5	5	3	14
Total		8	14	28	54	432	8	14	28	54	87	191

Source: - Ambo Administrative Town Educational Office Report (2016/2017)

3.5 Data Collection Instruments

For this study, instruments used to collect data will be questionnaire and interview.

3.5.1 Questionnaire

In this study the major instrument will be used to collect data is questionnaire, due to its convenience to collect adequate data from a large number of respondents in a short period of time. In addition they are best in social science and education. Kakinada (2000) writes that 90 percent of the research in the social science is conducted using questionnaires. It is used to gather the appropriate information about leadership styles in Ambo Administrative Town. The questions are likert scale type that measures the degree of respondents' belief or agreement and are derived from the leader's behavior description model and modified to directly adjust to the study and presented to the respondents. A likert scale will be applied for opinion questions at five point rating scales. The scale was interpreted as 5=strongly agree, 4=agree, 3=neutral, 2=disagree and 1=strongly disagree. In the scale, agree and strongly agree represent the belief in the existence of practiced leadership style of each item in the dimensions. But disagree and strongly disagree represent low and very low level of belief in the existence of practiced leadership style of each item in the dimensions. After all these refinement copies of questionnaire were printed and distributed to the expected respondents. 87 teachers from governmental schools, principals 8, vice principals' 14, Unit leaders 28, Department heads 54, from governmental schools, totally 191 respondents, completed and returned the questionnaire.

3.5.2 Interview

Semi-structured interview were prepared and applied to 2 principals, 2 unit leaders and 2 vice principals and 6 respondents are expected to be interviewed. This would help the researcher to counter check the information obtained by questionnaire. During the interview, the researcher used to record the responses of the respondents and described to ensure the accuracy of data.

3.6 Data Collection Procedures

Before beginning the data collection process, the researcher first obtained approval and notification. After approval, the researcher then acquired one data collector from each targeted school to conduct the research study. The data collectors from the targeted schools selected and then given orientation about the research ethics, questionnaire items and to aware the importance of their continued cooperation in the study. Questionnaires in the research study were distributed to voluntary participants, and the information collected is kept confidential.

Questionnaire was administered to participants kept secret and unnamed. The researcher gives each data collectors an envelope in which to place a questionnaire ,and all data collected exclude any identifying information such as names of teachers /and or principals. Hard copy data from questionnaires is kept in secured ways. The study was utilized utilize school leaders' leadership style questionnaire to measure the beliefs of the leaders themselves about the leadership style they practiced and teachers' perception about their leaders' practice of leadership styles. The school leaders' leadership style questionnaire consists of 30 likert type items that identified and measured autocratic, democratic and laissez Faire leadership styles and another 30 likert type questionnaire to identify the leadership style(s) preferred by teachers of government schools.

Subsequently, the school leaders at each school site completed the school leaders' leadership style questionnaire to measure their own practice of leadership style and the teachers completed the teachers' leadership style preference questionnaire to identify the leadership style practiced in their schools. Also, teachers will complete the school leaders' leadership style questionnaire to identify their perception about their school leaders' practices of leadership style(s). Demographic data from all participants was collected through the completion of demographic information. The researcher also interview principals, unit leaders and vice principal to identify the leadership style practiced by the school leaders. The researcher administered, collected, and analyzed results from the specified sample population from each school data collectors.

3.7 Methods of Data Analysis

Both quantitative and qualitative techniques of data analysis were used in this study.

Quantitative data analysis: Quantitative technique is considered scientific and objective as it uses scientific ways of finding reasons and explanations for certain situations in the society. The use of close-ended questionnaires, the selection of the study sample and the presentation of the research results usually in numbers characterize the quantitative research method (Rasool2000:130). After the collection of data through questionnaire the raw data was classified and tabulated depending on the kind of question to make it easily manageable and understandable. After it was tabulated, the issue would be analyzed and interpreted based on the kind of question by using descriptive statistical tools and comparing means, It helps to identify the dominant leadership styles practiced in governmental schools, the personal characteristics of the respondents, such as sex, age, educational level and position of work, and work experience. This method of analysis would help the researcher to easily identify the characteristics of respondents.

However, the data gathered to compare the significant difference between the leadership styles of the schools are analyzed by using descriptive statistics: Frequency, percentage, mean Standard deviation and ANOVA .The analysis of quantitative data was by using SPSS version 20.0

Qualitative data analysis: The data gathered through interview from the principals, vice principal, Unit leaders and department heads of the governmental schools were analyzed by interpretation and using narration.

3.8 Reliability and Validity Checks

3.8.1 Reliability Checks

In order to check the reliability of the research instruments, the pre-test was done in schools with 4 school leaders and 15 teachers on Awwaro secondary and primary schools. After the questionnaires were returned, the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. A reliability coefficient, this descriptive summary of the data's consistency normally assumes a value somewhere between 0.00 and +1.00, with these two "end points"

representing situations where consistency is either totally absent or totally present. This reliability measurement indicates the extent to which the individual scale items are consistently measuring the same concept (Fowler, 2008). Low levels of alpha mean that the scale contains quite a bit of error, while levels that approach 1 indicate that the scale measures the concept with relatively little error. As Cronbach's alpha shows the results were acceptable that indicating questions in each construct were measuring a similar concept

3.8.2 Validity Checks

The core essence of validity is captured nicely by the word accuracy. From this general perspective, a researcher's data are valid to the extent that the results of the measurement process are accurate. Stated differently, a measuring instrument is valid to the extent that it measures what it purports to measure. In order to establish the content validity, 5 questionnaires were sent to 3 experienced teachers and 2 school leaders those who graduated in educational leadership to check items based on their relevance and representation of the factors and clarity of wording. Based on the feedback received, 6 items that were unclear, irrelevant were eliminated. Additional modifications were made on 10 items, mainly to clarify wording.

3.9. Ethical Considerations

In social science research, ethical considerations' are critical when researching people or animals. The ethical issues include: known benefits and risk of participant involvement in the research, exact description of the information to be delivered to the subjects of the study, when appropriate, indicate any special incentives of treatment that human subjects would receive through their participation in the study, indicate how the data collected in the study would be kept secured and confidential, discuss the procedure for informed consent by the study participants where applicable. Also respect for the subjects, kindness and justice, whether the objectives of the study are ethically achievable, and the ethical soundness of the methods should be considered by the researcher.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

4.1 Return Rate of questionnaires

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview and document analysis are used to collect necessary information for this study. Thus a total of 191 questionnaires were distributed to both primary and secondary school teachers. But properly filled and returned questionnaires were 186 (97.4 %). The other 5 questionnaires were not returned or not included in the analysis, due to the problems from respondents and some contained incomplete information. Among 6 interview respondents 5 (83.3%) are properly participated and gave necessary information on the issue under investigation. In general (96.95 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, age, academic qualification, subject of specialization, service year (experience) and responsibilities.

4.2. Demographic Data of the Respondents

The overall results of the matter under investigation as well as respondent's personal background information were presented in table below.

Table 4.1: Demographic Attributes of Respondents (School Leaders)

Item	Question	Characteristics	Distribution	
			Frequency	Percentage
1.4	Sex	Male	74	73.3
		Female	27	26.7
		Total	101	100
1.5	Age	20-25	10	9.9
		26-30	39	38.6
		31-35	29	28.7
		36-40	21	20.9
		Above 40	2	1.9
		Total	101	100
1.6	Responsibility	Principal	8	7.9
		V/Principal	13	12.9
		Unit Leader	28	27.7
		Department Head	52	51.5
		Total	101	100
1.7	Academic Qualification	Diploma	3	3
		Degree	90	89.1
		Master Degree	8	7.9
		Total	101	100
1.8	Training Educational Planning and Management	Yes	9	8.9
		No	92	91.1
		Total	101	100
1.10	Year of experience	1-5 Years	16	15.8
		6-10 years	19	18.8
		11-15 years	30	29.7
		16-20years	15	14.9
		Above 20 years	21	20.8
		Total	101	100
1.11	School Level in which school leaders work in	Primary School(1-8)	22	21.8
		High School (9-10)	48	47.5
		Preparatory School (11-12)	31	30.7
		Total	101	100

According to the information in Table 4.1 item 1.4 out of 101 school leaders 74 (73.3%) are male and 27 (26.7%) are female. It shows that majority of school in Primary and general secondary schools of Ambo are males.

As far as distribution of respondents' age concerns, table 4.1 item 1.5 represents the frequency and the percentage of respondents by each age group, respectively. As in can be seen in the table the majority of respondents 39(38.6%) are between 26 and 30 years old, meaning most of them are young. In contrasting this statement, 23(22.8%) age above 36 and among this 2(1.9%) above 40 whose age is approaching to retirement.

As far as academic qualification is concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table 4.1 item 1.7 reveals that 3 (3%) had diploma, and 90 (89.1%) had first degree and 8(7.9%) had master degree. From Table 4.1 one can see easily that qualification of the majority of respondents is first degree. This is in line with the guideline drawn by Ministry of Education that is at least diploma holders in primary schools and first degree holders are supposed to teach in general secondary schools of Ethiopia. The finding indicates that Ministry of Education seems to succeed in Teacher Development Program (TDP) by expanding training opportunities both pre service and in-service programs.

Table 4.1 item 1.8, reveals very critical issue in the study, where 92(91.1%) of school leaders in Ambo Administrative Town are subject specialists, not qualified in the field of school leadership. This may indicate that 8.9% assigned based on professional background. Moreover, the other angle of school leaders is leading the school without having the required knowledge and skills necessary for them to be effective in their school leadership or management. In this regard, Daniel (2007) indicated that school leaders need adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieving the goals of their schools.

As far as respondents years of experience is concerned. Item 1.10 in Table 4.1 indicates that out 101 school leaders 30 (37%) have the services of 11-15 years. But the rest 16(15.8%), 19(18.8%), 15(14.9) and 21(20.8%) have 1 -5, 6-10 ,16-20 and more than 20 year of service respectively. As the result reveals, more school leaders have more service year because well

experienced teachers were transferred to Ambo Administrative Town since it is zonal town of west Shoa and it has good facilities than rest of towns in the zone. Moreover, 30 (37%) above 11 years of service therefore, imply that almost school leaders are well experienced and it is a good opportunity to share experiences.

Table 4.2: Demographic Attributes of Respondents (Teachers)

Item	Question	Characteristics	Distribution	
			Frequency	Percentage
2.4	Sex	Male	58	68.2
		Female	27	31.8
		Total	85	100
2.5	Age	20-25	8	9.4
		26-30	28	32.9
		31-35	21	24.7
		36-40	18	21.1
		Above 40	10	11.8
		Total	85	100
2.6	Academic Qualification	Diploma	14	16.5
		Degree	67	78.8
		Master Degree	4	4.7
		Total	85	100
2.8	Year of experience	1-5 Years	22	25.9
		6-10 years	16	18.8
		11-15 years	14	16.5
		16-20years	7	8.2
		Above 20 years	26	30.6
		Total	85	100
2.9	School Level in which school leaders work in	Primary School(1-8)	39	45.9
		High School (9-10)	28	32.9
		Preparatory School (11-12)	16	30.7
		Total	85	100

As indicated in table 4.2, 58(68.2%) teachers are males, whereas, only 27(31.8%) of teachers are females. This showed that teaching staff positions of the Ambo Administrative Town are male dominated. When we observed the age distribution of respondents, the age distribution of most respondents between 26 and 30 years that is 32.9 %.

As shown in table 4.2 item 2.6 above, the qualification distribution of respondents revealed that the majority of teachers 78.8% were first degree holders and 16.5% were diploma holders and very few teachers 4.7% were Master degree holders. This means that majority of teachers in Ambo Administrative meet the minimum required qualification of teaching except preparatory schools.

In sum, the data from table 4.1 and 4.2 through tables indicated that characteristics of the majority of Ambo Administrative Town school leaders and teachers respectively. Along these variables showed that there is no major difference between school leaders and teachers which enabled the researcher to conclude that age, sex, and qualification. However, teachers are more experienced than school leaders that most of them 30(29.7 %) have experience between 11-15 year where as most teachers 26(30.6 %) have experience above 21 years. This may be difficult in practicing of appropriate leadership style for a given situation, because inexperienced school leaders may be challenged by those experienced teachers.

4.3. The Responses of School Leaders on Leadership Styles

The leadership styles of school leaders are discussed in this topic by using percentage analysis. The details of the analysis were given in the following tables. For the purpose of study to identify the most common leadership styles practiced by government schools leaders in Ambo Administrative Town, 30 leadership factors were selected, 10 for autocratic, 10 for democratic and 10 for Laissez Faire leadership styles and presented to respondents to be rated on five point rating scale, as strongly agree=5, agree=4, neutral=3, strongly disagree=2 to disagree=1. But for analysis based on the experience and literatures the researcher grouped the responses as follows. The sum of strongly agree and agree as agree where as the sum of strongly disagree and disagree as disagree. Also average mean ≤ 2.5 implied not practiced, 2.6-3.4 showed fairly practiced leadership style where as average mean ≥ 3.5 implied most practiced leadership style.

4.3.1. The Response of School Leaders toward the Practice of Autocratic Leadership Style

To identify the respondents who agreed on practice of autocratic leadership style the researcher depended only on the sum of responses' mean average and standard deviation for the given items. Table 4.3 provides that 101 school leaders' response on autocratic leadership style.

Table 4.3. Leaders Response for Autocratic Leadership style

Statement and Response		Dst.	
		M	Sd
1	Regularly Assessing Progress learning	3.40	1.22
2	Not considering suggestion of teachers	2.84	1.30
3	Staff strictly follow school policies	3.21	1.03
4	Leader belief's Not ever do mistakes again	3.25	1.2
5	Leader sets performance standards	3.46	1.55
6	Leader Providing direction regularly	2.98	1.23
7	Leader is chief judge for achievement	3.24	1.06
8	Reward and punishment as means of enforce school objectives	2.98	1.23
9	Obeying orders without explanation	3.21	1.16
10	Report for completion of every task	3.37	1.15

Dst= Descriptive statistics M=Mean Sd= Standard deviation

According to the responses for item 1, with average mean 3.4 showed that school leaders chief judge for achievement of each teacher frequently was fairly practiced. As responses for item 2, with mean 2.84 and standard deviation was 1.30 school leaders agreed that they do not consider suggestions made by staff in decision making as they do not have the time for them. According to the responses for item 4, in the table 4.3, when a follower made a mistake the mean average was 3.25 and Standard deviation was 1.2 of respondents agreed that they told to their followers not to ever do that again and made a note of it.

Also responses of item 5, in the table 4.3, showed the mean average was 3.46 and Standard deviation was 1.55 of respondents agreed that they set down performance standards for each aspect of their staff's job. This finding is consistent with that leader does not have confidence in his/her subordinates. As result, they are monitored at all times, and he /she focus on followers' mistakes rather than what they did. The interaction is limited and it is characterized with fear and mistrusts (Hersey and Blanchard 1993: 105) and rarely praised rather than criticized a lot that leading to loss of confidence and less committed.

In addition to that item 9 showed that, mean average was 3.21 and standard deviation was 1.16 that school leaders agreed that they expect all staff members obey orders without any explanation. Similarly, for item 10, mean average was 3.37 and standard deviation was 1.15 school leaders agreed that they need staff report back to them after completing each step of their work to ensure that they were working properly. This finding reveals that school leaders are practiced autocratic leadership styles; he/she demands compliance without explaining the reason behind them. He/she uses threats and punishments to instill fear in teachers, sets goal for the school and his/her decision are accepted without questioning. Generally according to table 4.3, school leaders' responses about their own practice of autocratic leadership style mean average was 2.6- 3.4 for all items showed that they were practicing fairly autocratic leadership style.

4.3.2. The Response of the Perception of Teachers toward the Practice of Autocratic Leadership Style

To identify the respondents who agreed on practice of autocratic leadership style the researcher depended on the sum of responses' mean average and standard deviation for the given items. Table 4.4 provides that 85 school teachers 'responses obtained from closed ended questionnaire on autocratic leadership style.

Table 4.4 below indicates that the questionnaire responded by 85 teachers to identify their perception about their leaders' practice of leadership style is similar in content to that of their leaders' questionnaire in table 4.3.

Table 4.4. Teachers' Response for Autocratic Leadership style

Statement and Response		Dst	
		M	SD
1	Regularly Assessing Progress learning	3.77	1.06
2	Not considering suggestion of teachers	3.08	1.43
3	Staff strictly follow school policies	3.61	1.04
4	Leader belief's Not ever do mistakes again	3.62	1.30
5	Leader sets performance standards	3.57	1.18
6	Leader Providing direction regularly	3.03	1.22
7	Leader is chief judge for achievement	3.71	1.08
8	Reward and punishment as means of enforcing school objectives	3.69	1.15
9	Obeying orders without explanation	3.21	1.29
10	Report for completion of every task	3.55	1.22

Dst= Descriptive statistics M=Mean Sd= Standard deviation

According to table 4.4, teachers' response about their leaders' practice of autocratic leadership style was mean average for all items was ≥ 3.5 and except item 2, 6, and 9. This showed that teachers perceived that their leaders were mostly practicing autocratic leadership style. This indicated that the result obtained from teachers' responses confirms school leaders were practicing autocratic leadership style. As findings by Goleman (2002) ensure that the autocratic style is the least effective in most situations, because followers become emotionally cold from intimidation and therefore, the relationship is affected negatively. However, these scholars suggest that the style is effective during emergency or when all else has failed especially when dealing with problem employees; otherwise, it should not be used in isolation, but should be used with other styles in the interest of building commitment and team spirit.

4.4. Practice of Democratic Leadership Style

This to identify the respondents who agreed on the practice of democratic leadership style, the researcher depended only on the sum of responses' average mean and standard deviation for the given items those showed democratic situation. It showed in table below about 101 respondents' responses.

Table 4.5.School Leaders’ Response for Democratic Leadership style

Statement and Response		Dst	
		M	S
11	Considering staff as part of decision making	3.89	.98
12	Calling meeting to get staff advice	3.82	1.05
13	Frequently communicating with staff	3.88	.96
14	Pursuing staff developmental objectives	4.09	4.20
15	Providing guidance to staff	3.75	1.06
16	Persuading staff accept responsibility	3.91	1.05
17	Believing everyone is competent	3.66	1.02
18	Providing frequent feedbacks to staff	4.71	6.55
19	Asking the staff vision	3.93	.98
20	Setting performance standard with staff	3.83	.88

Dst= Descriptive statistics M=Mean Sd= Standard deviation

According to the response of school leaders in table 4.5, all respondents agreed on their own practice of democratic leadership style because responses for all items average mean were ≥ 3.5 . Thus government school leaders of Ambo Administrative Town consider teachers suggestions, under crises condition they call a meeting and get teachers' advice, they allow teaching staff to participate in decision making process, and they allow their teachers to set priorities with their guidance

As Dubrin (1998:109-110) finding confirms that the school leaders may also seek discussion and agreement with teachers over an issue before a decision is taken. It helps that teachers fully understand and share a sense of responsibility for the schools when they are allowed to participate actively in decision-making. This leadership style is also important aspect of empowerment, teamwork and collaboration. The interview conducted with school leaders and teachers also confirms that:

“..When interviewed were conducted to school leaders on the manner they involve their teachers in decision making of the schools they all responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that most of the school leaders practiced democratic style of leadership. This is because democratic

style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their performance.”

Table 4.6 below indicates that the questionnaire responded by 85 teachers to identify their perception about their leaders’ practice of democratic leadership style is similar in content to that of their leaders’ questionnaire in table 4.5.

Table 4.6. Teachers’ Response for Democratic Leadership style

Statement and Response		Dst	
		M	Sd
11	Considering staff as part of decision making	4.21	3.44
12	Calling meeting to get staff advice	3.68	1.22
13	Frequently communicating with staff	3.92	1.20
14	Pursuing staff developmental objectives	4.12	2.36
15	Providing guidance to staff	3.83	1.04
16	Persuading staff accept responsibility	4.02	.95
17	Believing everyone is competent	4.14	3.54
18	Providing frequent feedbacks to staff	4.10	.88
19	Asking the staff vision	4.09	.93
20	Setting performance standard with staff	3.92	.89

Dst= Descriptive statistics M=Mean Sd= Standard deviation

According to table 4.6, teachers’ response for all items about their leaders practice of democratic leadership style in government schools in study area the mean average were ≥ 3.5 and showed that teachers believed that their school leaders were practicing mostly democratic leadership style. The interview with teachers demonstrated that:

"Most of time decisions involved that the principal, academic vice principal, administrative vice principal, unit leaders, department heads and the finance and material supply head and consensus arrived on shared to teachers on meetings held at departmental level. But on major or sensitive issues like examination, school discipline and school improvement program all teachers participated on general meetings. They interviewed how they improve the problems they encountered they said, decisions were made by discussing with the management especially with principal, vice principals, unit leaders and department heads of the school."

This implies as stated in Goldman (2000) that leaders using a democratic style of leadership to build consensus through participation, and Leaders have to have time to listen and share ideas with their teachers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. This allows smooth running of schools. However, as finding revealed that a democratic leadership style keeps staff morale high and promotes higher level of commitment among teachers, democratic leadership style wastes time due to endless meetings and may lead to confusion and lack of direction. By this implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision and seeking advice from an uninformed or incompetent group of teachers may lead to disaster.

4.5. Practice of Laissez Faire Leadership Style

Leaders expected more from followers, delegate tasks, each individual defined his or her jobs, sharing leadership power to followers, and followers have right on determining organizational objectives, believing in teachers as they could lead the expected responsibility.

Table 4.7 below indicates that the questionnaire responded by 101 school leaders self rating to identify their perception about their leaders' practice of Laissez faire leadership style.

Table 4.7.School Leaders' Response for Laissez Faire Leadership style

Statement and Response		Dst	
		M	Sd
21	Pay more attention to provide resources	1.26	.44
22	Decision always approved by majority	3.29	1.22
23	staff were let solving problems	2.96	1.11
24	Staff determines what need to be done	3.28	1.14
25	Staff members know more than leader	3.18	1.11
26	Allowing Staff to appraisal their work	3.30	1.25
27	Staff members have complete freedom	3.40	1.32
28	Staff members have full right to decide school issues	3.21	1.18
29	Staff members have right to decide school objectives	3.29	1.21
30	Staff can lead themselves	3.65	1.53

Dst= Descriptive statistics M=Mean Sd= Standard deviation

According to the response of government school leaders in table 4.7, from total respondents on mean was 3.08 of respondents agreed on their own practice of laissez faire leadership style and their responses for most items was between mean 2.6 and 3.4 that leadership style fairly

practiced. That means for a major decision to pass in their school or department it might have the approval of members of the majority. According to the leaders response, allowing staff to appraisal their work so they can carry out the decisions to do their job, they delegated tasks, each individual was responsible for defining their job, they like to share their leadership to their teachers, that they had the right to determine their own school objectives, their teachers could lead themselves just as well as they can.

As finding reveals laissez faire school leader leads school indirectly, he/she does not make decisions; rather he/she abided by popular decisions .There is not setting of goals and objectives by the leader. Thus this style of leadership may be effective with teachers well experienced, motivated and capable of working on their own. But it could lead to failure when teachers deceptive, unreliable and trustworthy. Moreover, the interview with teachers reaffirms that:

" School leaders those who do not mind to communicate nor take seriousness in providing information to teachers, practices laissez-faire leadership style and this usually makes teachers lazy to perform what is expected of them".

Table 4.8 below indicates that the closed ended questionnaire responded by 85 teachers rating to identify their perception about their leaders’ practice of Laissez faire leadership style.

Table 4.8.School Teachers’ Response for Laissez Faire Leadership style

Statement and Response		Dst	
		M	Sd
21	Pay more attention to provide resources	3.55	1.15
22	Decision always approved by majority	3.60	1.15
23	staff were let solving problems	3.20	1.16
24	Staff determines what need to be done	3.55	1.01
25	Staff members know more than leader	3.48	1.27
26	Allowing Staff to appraisal their work	3.63	1.15
27	Staff members have complete freedom	3.78	1.15
28	Staff members have full right to decide school issues	3.76	.97
29	Staff members have right to decide school objectives	3.76	1.16
30	Staff can lead themselves	3.58	1.12

DST= Descriptive statistics M=Mean Sd= Standard deviation

Table 4.8, showed that teachers' response for all items, mean averages were ≥ 3.5 except item 23 and 25 of respondents agreed about most practice of laissez faire leadership style. This implies that one is not denying the possibility. The general objective of this study is to identify the common leadership styles practiced and suggesting recommendations for School leaders in governmental schools in Ambo administrative Town.

y of having this type of leadership style in schools. As Hersey and Blanchard (1977:172) describe if duties and responsibilities are not properly delegated to proper teachers, the expected atmosphere will be that of lawlessness and unproductively. The interview the researcher conducted with school leaders and teachers ensures that:

"Some school leaders and teachers said that school leaders delegate duties to teachers with experience, seniority and those who are committed to work. This was because teachers with skills, knowledge, experience and commitment perform well the duties delegated to them than teachers without such qualities."

4.6 Relationship between Independent and Dependent Variables

To test the difference in a single dependent variable among two or more categories formed by a single independent or classification variable, Ajai S. And et.al, (2009). To test this, the scores obtained from teachers on leadership styles. In order to use ANOVA, the questions related to; school leaders' involvement of teachers in decision making; school leaders' communication with teaching staff; and school leaders' delegation of duties to teachers; were combined to form three total average indices of; school leaders' involvement of teachers in decision making, school leaders' communication with the teaching staff, and school leaders' delegation of duties to teachers.

Each of the above three indices were categorized as follows: school leaders' involvement of teachers in decision-making was categorized into greater involvement representing democratic style of leadership, moderate involvement representing Laissez-faire style of leadership and limited involvement represent autocratic leadership style. school leaders' communication with the teaching staff was categorized into; regular communication representing democratic style of leadership, moderate communication representing laissez-faire leadership style and irregular communication representing autocratic leadership style. School leaders' delegation of duties to

teachers was categorized into; more delegation representing democratic leadership style, moderate delegation representing laissez-faire leadership style and less delegation representing autocratic leadership style. The first three indices which were categorical in character: school leaders' involvement of teachers in decision making, school leaders' communication with the teaching staff, and school leaders' delegation of duties to teachers were crosstabs and then compared using ANOVA and Post Hoc Tests.

4.6.1 Descriptive statistics, ANOVA Tests on the school leaders' Decision-Making

From the objective of the study the research question to what extent the school leaders' involvement of teachers in decision making in Ambo governmental schools that to investigate the school leaders' involvement in decision-making. To this effect, questions related to school leaders' involvement of teachers in decision making were combined to form one global average index of school leaders' involvement of teachers in decision making. Further school leaders' involvement in decision making was categorized into; greater involvement which represented democratic leadership style, moderate involvement which represented laissez-faire style of leadership and limited involvement which represented autocratic leadership style.

As indicated in table below School Leaders' who are democratic in involvement of teachers in decision-making have a Means score of 42.2778 with Standard deviation 3.34841 .According to this Table the sample means suggest a difference between teachers involvement in decision-making. The teachers (respondents) who have greater involvement in decision making rated themselves highest with a mean = 42.2778. The respondents whose involvement in decision-making is limited rated the second with means = 28.3226. While those who moderately involvement in decision-making is rated themselves with a mean = 16.5161. This means that democratic style of leadership rated highest followed by autocratic style and laissez-faire was the least rated. This shows that there was a difference in leadership styles practiced by school leaders' as far as their involvement of teachers in decision-making was concerned in schools in the study areas. Therefore, Table 4.10 describes the teachers' involvement in decision-making.

Table 4.9 Descriptive Statistic Results Obtain from school leaders' involvement of Teachers in Decision-Making.

Principals' involvement of teachers in decision making	N	Mean	Standard deviation
Greater involvement in decision-making	106	42.2778	3.34841
Moderate involvement in decision-making	40	16.5161	2.21917
Limited involvement in decision-making	80	28.322	4.10093
Total	186	30.754	310.75433

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And to check whether there was a statistically significance of means difference among three styles, One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the three average index of school leaders' decision styles ($F=776.669$, $df, 2,184$ and $P=.000$). However, the computed F value = 776.669 was considered with a $p = 0.000$ is less than the bench mark $sig. = 0.05$, the school leaders' involvement of teachers in decision making is significant at the five percent level of **significance (sig. < 0.05)**.

Table 4.10 ANOVA Results Obtain from school leaders' involvement of Teachers in Decision Making.

	Sum of squares	df	Mean squares	F value	p
Between groups	16564.789	2	8282.395	776.669	.000
With the groups	1962.264	184	10.664		
Total	18527.053	186			

4.6.2 Descriptive Statistic, ANOVA Tests on School leaders' communication

From the objective of the study the research question stated that to what extent the school leaders' communication with teachers in Ambo government schools. To investigate the relationship between school leaders' communication with the teaching staff and the effects it has were combined to form three global average indices of school leaders' communication with teaching staff. These indices were further categorized into; regular communication which represented democratic leadership style, moderate communication which represented laissez-faire leadership style and irregular communication which represented autocratic leadership style.

The school leaders' communication to teaching staffs and then compared using ANOVA and Tukey for multiple comparisons. As indicated in table below School Leaders' who regularly communicate to teaching staff have a means score of 43.6023 with standard deviation 1.83541. The results obtained on average index score about 96 teachers believed that the principals were democratic related to communication. In this Table 4.11, the sample means suggest a difference between school leaders' communication to the teachers. The respondents who indicated that they have regular communication rated themselves highest with a sample mean = 43.6023. The teacher respondents who revealed that they have moderate communication rated themselves second with a mean = 35.7037.while the respondents who indicated that they have irregular communication were the least rated with a mean = 21.0000. This means that democratic leadership style rated highest, followed by Laissez-faire and autocratic style was the least rated.

Table4.11 Descriptive Statistic Results obtain from school leaders' Communication with Teachers.

school leaders' involvement of teachers in communication	N	Mean	Standard deviation
Regular communication	96	43.6023	1.83541
Moderate communication	50	35.7037	2.12702
Irregular communication	40	21.0000	5.82142
Total	186	35.0353	10.75433

To investigate the relationship between school leaders' communication with the teaching staff and to check whether there was a statistically significance of means difference among three styles, One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the three index of communication styles measure of (F=461.230, df= 2, 184 and P=.000). This indicated that there is a difference in school leaders' styles of leadership as per their communication to the teaching staff in schools in study area was concerned. However, to determined the significance of school leaders' communication with teaching staff that was calculated F value = 461.230 put into consideration with a p. = 0.000. Since the sig. = 0.000 is less than the cut-off point sig. = 0.05, the researcher concludes that the school leaders' communication with the teaching staff in schools in Ambo Town is significant at the five percent level of significance (Sig. < 0.05).

Table 4.12 ANOVA Results Obtain from school leaders' Communication with Teachers

	Sum of squares	df	Mean squares	F value	p
Between groups	16308.179	2	8154.089	461.230	.000
With the groups	3252.864	184	17.679		
Total	19561.043	186			

4.6.3 Descriptive Statistic, ANOVA Tests on School Leaders' Delegation of Duties

From the objective of the study the research question which stated that to what extent the School leaders' delegation of duties to teachers in Ambo schools? On this note, the School leaders' delegations of duties to teachers were combined to form three average indices of School leaders' delegation of duties to teachers.

Thus, the School leaders' delegation of duties to teachers was categorized into; more delegation which represented democratic leadership, moderate delegation which represented laissez-faire leadership style and less delegation which represented autocratic style of leadership. To test the School leaders' delegation of duties to teachers was compared using ANOVA comparisons. As indicated in table below School leaders' who are more delegator of duties to teachers have a means score of Mean= 44.0789 .From the score of average index in this Table 4.13, about 98 teachers were in agreement that the School leaders' are democratic delegator of duties.

Table 4.13 Descriptive Statistic Results Obtain from school Leaders' Delegation of Duties to Teachers

Principals' delegation of duties	No	Mean	Standard deviation
More delegation	98	44.0789	1.47660
Moderate delegation	46	18.2195	3.65043
Less delegation	42	35.0353	4.47147
Total	186	35.0353	10.75433

To test school leaders' delegation of duties and to check whether there was a statistically significance of means difference among three styles, One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the three average index of delegation styles ($F=765.196$, $df, 2, 184$ and $P=. 000$) in Table 4:14 below. However, the examined significance of school leaders' delegation of duties to teachers that calculated F value = 765.196 was considered with a $p. = 0.000$. Since the $p. = 0.000$ in less than the bench mark $sig. = 0.05$, the objective maintained; that is, school leaders' delegation of duties to teacher in schools in the study area. The researcher therefore, infers that the school leaders' delegation of duties to teachers in schools in Ambo is significant at the five percent level of significance ($sig. <0.05$).

Table 4.14 ANOVA Results Obtain from School Leaders' delegation of Duties to Teachers

	Sum of squares	df	Mean squares	F value	p
Between groups	12365.564	2	6182.782	765.196	.000
With the groups	1486.738	184	8.080		
Total	13852.302	186			

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section, first a summary of the study and the major findings were made. Second, conclusions of the fundamental findings were drawn. Lastly, some possible recommendations were made on the basis of the findings of the study.

5.1. Summary

Leadership style seems to be one of the most important tools of human resource management. School leaders encourage teachers to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create the efficient leadership styles is an answer to the question what really enhance teachers' performance. Thus, this research seeks to provide the current school leaders leadership styles that help to improve school. Therefore, the general objective of this study is to identify the common leadership styles practiced and suggesting recommendations for School leaders in governmental schools in Ambo administrative Town.

The study was conducted to compare leadership styles practiced in government schools in Ambo Administrative. It was a survey study which was delimited to the leadership styles of school leaders with respect to the practice of autocratic, democratic and Laissez faire leadership styles. To compare the leadership styles practiced in schools the following specific questions were raised. These were:

1. What were the beliefs of the school leaders themselves about the types of leadership style they practiced in their schools in Ambo Administrative Town?
2. What were teachers' opinions toward types of leadership styles practiced in their schools in Ambo Administrative Town?

To answer these research questions, descriptive survey method is employed. The target population of this study consisted of 101 schools leaders and 85 schools teachers. Also 2

principals, 2 vice principal and 1 unit leaders were interviewed. To conduct this study both qualitative and quantitative data were used. Quantitative data were collected using questionnaire where as the qualitative data were collected using interview from principals, vice principals and unit leaders to supplement the quantitative data. Quantitative data were collected on the personal characteristics of respondents; school leaders, the teachers' perceptions towards the practiced leadership styles.

The data were analyzed using frequency, percentages, mean and ANOVA by using SPSS version 20.0. The data collected through interview were analyzed using narration. ANOVA test was employed to compare the mean scores of government school leadership styles. From this study the following major findings have been drawn.

1. Characteristics Respondents'

Regarding the educational qualification for schools leaders' position 92.2% of public schools of Ambo Administrative Town, were subject specialists that did not graduate in educational leadership that they lead school without having necessary knowledge and skills were required.

2. Common Leadership Styles Practiced in Governmental Secondary Schools

The result revealed that majority of school leaders in Ambo Administrative Town used democratic leadership style more than other types of leadership styles. It is shown that a highest mean score of 3.94 apply or used democratic leadership style in leading their schools. This is seen in leader-teachers relationship in teaching and learning process, which agrees with Oku (2006) which says that democratic leadership style encouraged participation in decision making. The teachers seem to be satisfied with it because it gives them sense of belonging and recognized the worth as people that can contribute to the success of their school.

3. This study had also analyzed the overall leadership styles of school leaders and teachers' perception about their leaders' practice of leadership styles. This implied that schools leaders most practice of leadership style as democratic autocratic and the laissez faire leadership styles with different degrees.

4. The finding revealed that school leaders' communication with teaching staff makes teachers to perform well because they are informed about what to do and how to do.

5.2 Conclusions

The quality of the school depended on the quality of its staff and leadership .This meant that both high quality of teaching and quality of leadership are essential to successful education. Thus one must consider their combined operation. My research and experience indicate that leadership has impact on teaching, learning and staff relation. Leadership flexibility, which is the school leaders' ability to adopt a broad range of Leadership styles, adapted to the situations they handle, and Leadership efficiency, which is correspondence between Leadership style and the suitable situation.

The conclusions were drawn on the basis of findings of the data analysis indicated that leaders' practice of autocratic, democratic and Laissez faire leadership styles were identified and compared. The leadership styles used were the most dominant leadership styles practiced by leaders in schools in study area. The interpretation of various leadership models suggested that no single leadership style was adequate to run a school effectively. Rather, the combination of styles is effective if used appropriately as the situation demands.

5.3. Recommendations

The findings of this study allow some recommendations to be made for enhancing practice of leadership styles of school leaders. The school administrators will use these recommendations to initiate actions that will enhance the practice of leadership styles in Ambo Administrative government primary and secondary schools. The following recommendations are based on the results of this study.

1. School leaders should be aware of how their leadership styles affect the school climate negatively or positively and should improve their leadership styles that helps them how to and when to apply different leadership styles in their school context. Also educational officials of the town should support school leaders to apply the three kinds of leadership styles based on the situational factors to achieve educational objectives effectively.
2. Democratic Leadership style helps to distribute responsibility so that all members of the staff are responsible, empowering and many teachers like trust they receive and respond with cooperation, team spirit with high morale. Unfortunately the research finding showed that democratic leadership style was the most practiced in schools in the study area, however democratic leadership style was not always appropriate in all situations.
3. Autocratic leadership style disliked among many teachers but it is beneficial in certain situations where the school leader is the most knowledgeable and followers are new, inexperienced, unmotivated and there is short time for arriving on consensus.
4. Laissez faire leadership style is recommended where teachers are highly experienced, skilled, and knowledgeable and motivated to direct them. The finding of the research showed that there were teachers with different work experiences, education and grade levels they taught. Therefore, it is difficult to use laissez faire leadership alone, even in the same school. On another hand, letting teachers to make decision, sometimes leads to misuse of school rules and avoiding responsibilities, so follow up and close supervision is needed

5. About 92.2% School Leaders were not qualified in school leadership. To alleviate this problem in national wide, Recently Ministry of Education has made great effort in providing school principal training program on school leadership both pre service and in service collaboration with Universities in Ethiopia.
6. There were limited number of female school leaders as principal, vice principal, unit leaders and department heads. The school administration is dominated by male teachers. It is important to encourage female teachers to take share in school governance in order to empowering them.
7. This study only examined the perception of school leaders and teachers toward leadership styles were practiced in their schools. A replication of another study may be beneficial to examine the perception of other stake holders such as: School Board, parents, students, school based employees and others stakeholders. This could provide valuable data in comparing different leadership styles in practiced in the schools.
8. This study didn't include major leadership styles practiced in private schools. It is possible to conduct comparative leadership styles practiced in public and private schools.

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APPENDIX -1
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Part I: School Leadership Style Survey Questionnaire for School Leaders

N.B. School Leaders refer to principals, vice principals, unit leaders and department heads

Dear Respondents!

The purpose of this questionnaire is to collect information regarding to practice of school leadership styles in Ambo Administrative Town.

Part One: The Survey Questionnaire on; the belief of school leaders themselves about types of leadership style they practiced in their schools. The researcher kindly requests you to provide with genuine information. This questionnaire consists of three parts. The first part is prepared to be filled by all respondents where as the second part is to be filled by school leaders while the third and fourth parts are prepared to be filled by teachers. It will be treated as confidential and used for academic purposes only.

You are kindly requested to share your experiences and suggestions. Thank you for your kindly cooperation in advance!

Section I. Background Information

Instruction: please indicate your answer by choosing from the given alternatives, by marking an "x" or writing where it is necessary in the space provided.

- 1.1. Name of your Administrative Town _____
- 1.2. Name of your Residential Kebele _____
- 1.3. Name of your school _____
- 1.4 .Sex: Male Female
- 1.5 Age: a) 20-25 b) 26-30 c) 31-35 d) 36-40 e) above 40
- 1.6 Responsibilities you are currently holding at school?
- a) Principal b) Vice Principal c) Unit Leader d) Department Head
- 1.7 Your higher education attainment level: a) Diploma b) Degree c) Master degree

d) Others (Specify)_____

1.8 Have you trained in educational leadership and management? A) Yes B) No

1.9 If your answer is “No” specify your area of Subject you Graduated with (specify)_____

1.10 Total years of service

a) 1-5 years b) 6-10 years c) 11-15 years d) 16-20 years
e) 21 and above years

1.11. From which Schools are you? a) Primary b) Secondary

Section II: School Leadership Style Survey Questionnaire.

N.B. School heads refers to principals, vice principals, unit leaders and department heads

Instructions

Leadership style survey to identify school leaders’ practice of leadership. These questionnaires contain statements about leadership style. Next to each statement the number that represents the degree how much strongly you agree about the statements by using the following scoring system:

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

This part of the questionnaire containing close ended items that focused on the leadership styles under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership styles and rate the following using a scales by Marking with symbol (X) under number that represents your opinion.

Note: Marking (X) more than once under one statement makes the Questionnaire invalid

Strongly disagree = 1 Disagree =2 Neutral = 3 Agree = 4 strongly Agree = 5

Statements about school leadership Style		1	2	3	4	5
For Autocratic Leadership Style						
1	I check staff's work on regular basis to assess their progress and learning					
2	I do not consider suggestions made by my staff as I do not have the time for them					
3	I make sure my staff members to follow all school policies without deviation from them.					
4	When followers make mistakes, I tell them not to ever do them again.					
5	I set down performance standards for each aspect of my staff's job.					
6	Most my staff members feel insecure about their work and need direction.					
7	I am chief judge for achievement of each teacher frequently.					
8	As rule, staff must given reward or punishment in order to enforce them to achieve school objectives.					
9	I expect all staff members obey orders without any explanation					
10	I have staff report back to me after completing each step of their work.					
For Democratic Leadership Style						
11	I always consider staff as part of decision making process					
12	I always consider staff as part of decision making process					
13	Under crises condition, I call a meeting to get my staff advice					
14	I ask my followers for their vision of where they see their jobs going appropriate					
15	I provide guidance to staff without pressurizing them on the school matters					
16	I frequently communicate with my staff members to solve problems.					
17	I provide staff with resources to pursue their own developmental objectives.					
18	I persuade my staff members to accept responsibility for completing their work.					
19	I believe people basically competent if a given task will do a good job.					
20	I provide staff with feedbacks that enables them to solve problems they encountered					

For Laissez Faire Leadership Style						
21	I pay more attention to provide necessary materials are needed for job accomplishment					
22	For a major decision to pass in my school or department it must have the approval of members of the majority					
23	In complex situation, I let my staff work problems out on their own.					
24	I allow my staff to determine what needs to be done.					
25	My followers know more about their jobs than me ,so I allow them to carry out the decisions to do their job					
26	As rule, I allow staff to appraisal their own work					
27	I give staff complete freedom to solve problems on their own ways.					
28	I provide staff with full responsibilities that enables them to decide all school issues.					
29	Followers have the right to determine their own school objective					
30	My followers can lead themselves just as well as I can					

Part II: Survey Questionnaire on: Teachers' opinions /perception toward types of leadership styles practiced in their schools

N.B. School Leaders refer to principals, vice principals, unit leaders and department heads in this study.

Section I. Background Information

Instruction: please indicate your answer by choosing from the given alternatives, marking an "x" or writing where it is necessary in the space provided.

2.1. Name of your Administrative Town _____

2.2. Name of your Residential Kebele _____

2.3. Name of your school _____

2.4. Sex: Male Female

1.5. Age: a) 20-25 b) 26-30 c) 31-35 d) 36 -40 e) above 40

1.6. What is Your Academic qualification: a) Diploma b) Degree c) M.A/M.Sc

d) Others (Specify) _____

1.7. Field of your specialization? Specify _____

2.8. Total years of service

a) 1-5 years b) 6-10 years c) 11-15 years d) 16-20 years)

e) 21 and above years

2.9 From which Schools are you? a) Primary b) Secondary

Section II. Questionnaire on Leadership Styles for teachers

Instructions

Leadership style survey to identify school leaders' practice of leadership. These questionnaires contain statements about leadership style. Next to each statement the number that represents the degree how much strongly you agree about the statements by using the following scoring system:

Strongly Disagree	1		
Disagree	2		
Neutral	3		
Agree	4	Strongly Agree	5

This part of the questionnaire containing close ended items that focused on the leadership styles under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership styles and rate the following using a scales by Marking with symbol (X) under number that represents your opinion.

Note: Marking (X) more than once under one statement makes the Questionnaire invalid

Strongly disagree = 1 Disagree =2 Neutral = 3 Agree = 4 strongly Agree = 5

	Statements about school leadership Style	1	2	3	4	5
	For Autocratic Leadership Style					
1	The staff's work is checked on regular basis to assess their progress and learning					
2	The school leaders do not consider suggestions made by the staff as inputs for decision making					
3	The School leaders want the staff to follow all school policies without any deviation from them.					
4	When staff members make a mistakes, my school leaders tell them not to ever do that again.					
5	School leaders set down performance standards for each aspect of staff's job.					
6	My school leaders do not delegate responsibilities to staff members.					
7	My School leaders are chief judges for achievement of each staff frequently.					
8	As rule, my school leaders give reward or punishment in order to enforce them to achieve school objectives.					
9	My school leaders expect all staff members obey orders without any explanation					
10	My school leaders need to have staff report back to them after completing each step of their work.					
	For Democratic Leadership Style					
11	My school leaders always consider staff as part of decision making process					
12	My school leaders discuss any school issues or changes with staff prior to taking action					
13	Under crises condition, My school leaders call a meeting to get staff advice for solving problems.					
14	My school leaders ask staff for their vision of where they see their jobs going appropriate.					
15	My School leaders provide guidance to staff without pressurizing them on the school matters					
16	My school leaders frequently communicate with my staff members to solve problems.					
17	My School Leaders provide staff with resources to pursue their own developmental objectives.					
18	My school leaders persuade my staff members to accept responsibility for completing their work.					
19	My school leaders believe that people are basically competent if proper support provided to them, they can do their work well.					

20	My School Leaders provide staff with feedbacks that enables them to solve problems they encountered.					
	For Laissez Faire Leadership Style					
21	My school leaders pay more attention to provide necessary materials are needed for job accomplishment					
22	For a major decision to pass in my school or department it must have the approval of members of the majority					
23	In complex situation, my school leaders let the staff work problems out on their own.					
24	My school leaders allow the staff to determine what needs to be done.					
25	My staff members know more about their jobs than our school leaders, so they carry out the decisions by their own ways.					
26	My school leaders allow staff to appraisal their own work					
27	My school leaders give staff complete freedom to solve problems on their own ways.					
28	My school leaders provide staff with clear responsibilities and allow them to decide all school issues and problems.					
29	My school leaders give complete right to staff to determine their own school objective					
30	My followers can lead themselves just as well as I can					

APPENDIX -2
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Part III: Interview on School Leadership Styles Questions for School Leaders and Teachers

N.B. School Leaders refer to principals, vice principals, unit leaders and department heads

Dear Respondents!

The purpose of this interview is to collect information regarding to practice of school leadership styles in Ambo Administrative Town

1. Background Information of the School Leaders and teachers

- 1.1 Your subject of specialization.....?
- 1.2 Your service year in this school.....?
- 1.3 How long have you been a School Leader / Teacher.....?

2. Interview Questions

- 2.1 In which ways do you involve teachers in decision-making of the school?
- 2.2 How information is communicated to teachers in your school?
- 2.3 What are common leadership styles are used in your school?
- 2.4 How duties and responsibilities are delegated in your school?