



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

LEADERSHIP PRACTICES IN PRIMARY SCHOOLS OF SEBETA
CITYADIMNISTRATION IN OROMIA REGIONAL STATE

BY
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JUNE 2021
ADDIS ABABA

**LEADERSHIP PRACTICES IN PRIMARY SCHOOLS OF SEBETA
CITYADMINISTRATION IN OROMIA REGIONAL STATE**

A THESIS SUBMITTED TO

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

ADDIS ABABA UNIVERSITY

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
POLICY AND PLANNING**

BY

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JUNE 2021

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DECLARATION

I declare that, this thesis ‘‘practices of school leadership in primary schools of Sebeta city administration’’ is my own work and that the source that I have used or quoted have been indicated and acknowledged fully in the reference section.

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Acknowledgements

I would like to express my heartfelt gratitude to my advisor, Dr. Kenenisa Dabi, for his constrictive advice and unreserved support, in commenting and provide insights /throughout the work of my thesis. Without his proper guidance and unreserved dedication, completion of this study would have been impossible.

I would like to pass my sincere gratitude to all the teachers and leaders of the seven selected government primary Schools for their positive responses. Particularly I would like to thank the principals and vice principals of these schools for their cooperation in allowing me to get the information I need from their respective schools.

I wish also to appreciate my wife Dema Begna for her patience, understanding and encouragement throughout my graduate studies and I express my sincere thanks and appreciation for my daughters Abeba Abera and Fenet Abera who were very patient when this study took considerable time.

I would like to extend my heartfelt thanks to my friends Desalegn Lema, Gadisa Terefe, and Darge Mote for their material, technical, moral supports and giving me their special time starting from the initial to the completion of this research work.

Finally my thanks also go to Sebeta City Educational Office for supporting me different materials like paper, printer, photocopy machine and encouragement

All who supported me in one way or another, particularly Teklu Tefera for his unreserved support in commenting this work, and Ato Belachewu Tadese for editing the paper.

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ACRONYMS AND/OR ABBREVIATIONS

CR	Contingent Reward
ESDP	Education Sector Development Program
ETP	Ethiopian Education and Training Policy
GEQIP	General Education Quality Improvement Program
GTPE	Growth and Transformation Plan of Ethiopia
MoE	Ministry of Education
REB	Regional Education Bureau
SD	Standard Deviation
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The objective of this study was to investigate leadership practices in government primary school of Sebeta City Administration. The study investigated leadership styles based on the perception of teachers and leaders self-rating about their leadership styles. To investigate this topic a descriptive research design, with mainly quantitative data supplemented by qualitative research methods to enrich the data, was employed. Purposive sampling was used to select 7(50%) schools from 14 government primary schools in Sebeta City Administration and 34 school leaders available in selected schools, 80 school teachers (randomly selected using the lottery method) participated in the study. Data gathering instruments including questionnaire, interviews and document analysis were used. In addition to these a pilot test was conducted in one Government primary school and the researcher checked its appropriateness and corrects respondents' comments. The quantitative data was analyzed by using statistical instrument SPSS version 20; including, frequency percentage, mean scores, standard deviation, t-test and P-value. The results suggested that majority of leaders were perceived to use democratic, autocratic and laissez-faire leadership styles accordingly. Few leaders were found using, only autocratic and laissez-faire leadership styles, less communication between teachers and leaders, lack of willingness to accept suggestions from subordinates and lack of fairness in subordinate treating. Finding indicates that most of school leaders were considered to be practices all leadership style based on context. The study recommends that there should be a concerted effort to maintain and improve the quality and capacity of school leaders particularly in regard to sharing responsibility with teachers and other stakeholders and leaders will use leadership styles depends on the context they are facing and the people with whom they are working. It is recommended that Sebeta City Educational Office along with other stakeholders need to prepare and give leadership skills training that will enhance leadership skills and practices towards use all leadership style based on situation. Moreover, a strong monitoring and supportive supervision system should be implemented.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, basic research questions, objectives of the study, significance, delimitation and limitations of the study, operational definition of key terms and organization of the study.

1.1 Backgrounds of study

Education is an instrument for overall development of the society. The pursuance for development certainly entails sufficient and quality instrument, and that is education. The level of development of one country, which could not step up from subsistence life, is also the reflection of educational development.

The history of school leadership in Ethiopia goes back to the introduction of modern education in 1908 with the opening of Minilik II School (World Bank2002). Until the 1940s, the history of school leadership in Ethiopia depended on foreign principals from countries such as France, Britain, Sweden, Canada, and Egypt. According to Ministry of Education (ESDP II, 2002), prior to 1962, expatriates filled. Most of the leadership posts in both elementary and secondary schools across the provinces of Ethiopia. Based on their experience and academic level, Indians used to get ample opportunities to lead schools as principals.

It was after 1964 that Ethiopia started replacing foreign principals with Ethiopians. Besides school leadership, these new Ethiopian principals were also responsible for managing education-related issues in their district. At that time school principals were appointed by the Ministry of Education primarily on the basis of their educational credentials and work experience (MOE, 2002). Until recent years, though for a few years, principals were selected by their school staff and the placement of a school principal was by open competition. Beginning from 1994, the government of Ethiopia decentralized the educational system by devolving the decision-making and the service functions from the Federal Government to Regional States and then down to school level. This reform affected management practices in the education sector (EPT, 1994).

Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmes, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.

The management of teachers and other educational personnel will be organized, on the basis of professional principles, including professional code of ethics salary working conditions incentives, professional growth and overall rights and duties (ETP,1994)

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

The main challenges which ESDP IV addresses a strong improvement in student achievement through a consistent focus on the enhancement of the teaching/learning process and the transformation of the school into a motivational and child-friendly learning environment. Different directives and regulatory frameworks on how to govern a school system are produced by the federal and regional states.

ETP,(1994),Educational Organization and Management have Clear guidelines, stating the rights and duties of all involved in education, which is issue to ensure participatory and proper professional relations in their activities. The increased public demand for effective schools has helped to improve not only the content of the educational processes but also the leadership of school systems (MoE, 1994).

Policy directions and guidelines prepared at each level show that the role of school leaders are critical for successful implementation of educational reforms. The Ethiopian Ministry of Education stated that the quality of education depends on the presence of competent and committed school leaders (MoE, 2012). Cognizant of these facts, the Ministry of Education prepared standard for school leaders that ensure their continuous endeavors to meet the set standard. The set of professional standards for teachers and educational leaders is part of the government's plan for developing and maintaining the

quality of teaching and leadership, and improving learning outcomes for students. The Ministry of Education suspended the targeted arrangement with the endorsement of Ethiopian teachers' development programmed guideline (MoE, 2007).

Recently the Ethiopian government has made different educational reforms. The country has launched General Education Quality Improvement Program (GEQIP) in 2007 and one of its components is School Improvement Program (SIP) which focuses on four domains of the school namely: improving the teaching learning, creating conducive learning environment, enhancing community participation in school affairs, and improving school leadership. This is because as MoE (2007) stated, the overall school performances are congruent with the dimensions of instructional leadership.

Even though an attempt has been made to make the instructional leadership decentralized and professional, still a lot remains to be done to capacitate and professionalize school leaders. This is because as indicated by (MoE,2013) most school leaders failed to play their pivotal instructional leadership role. Moreover, parents perceived negative attitude on the effectiveness of governmental schools.

The Growth and Transformation Plan of Ethiopian (GTPE) has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. In this regard, GTPE clearly underlines that GEQIP will be fully implemented and its subsequent impact in improving student achievement will be verified through regular monitoring and evaluation

Armstrong,(2004,) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

This study is paramount importance to describe the leadership style practices in sebeta government primary schools and to know if there is difference between the leadership style practices by those schools.

1.2. Statement of the Problem

School leaders have played a vital role in improving school policies and the relations between individual schools and the outside world. These individual schools and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont, 2008). While research has established leadership style practices in primary school have been identified, existing studies indicate that Ethiopian school leaders face challenges like a heavy workload, complexity of tasks, managing misbehaving of students, student retention.

In an effort to achieve functions school leaders need to have the theoretical knowledge, skill and adequate experiences and various trainings on school leadership and MoE,(2010) (ESDP IV 2010/2011-2014/2015) beginning from 1993, access at all levels of education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There are important improvement in the availability of trained teachers and some other inputs.

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

School leaders must have the ability and skills in using different leadership style based on environmental situation to perform their jobs effectively. In a school where the leaders are risk taker, change oriented and instruction focused by prioritizing team leadership, it is not surprise to witness improvement.

It is no doubt that the leadership role of a school leader has impact on the improvement of any school directly or indirectly. One of the major causes of variations among schools could be the leadership style school leaders practice. Thus, school leaders can play a vital role in delivering improved learning outcomes and can influence the capacity of teachers and the quality of the teaching learning process through their leadership style.

The leader is the leading professional in the school. The major role of the leader is providing professional leadership and management for a school. He/she are a responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing school rules and regulation and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school. Leader is responsible and accountable for the development of children and young people so that they can become successful learners, confident, creative individuals and active informed citizens Fransua Dalachew.(2019:12).

Sebeta City Administration Educational office reports reveal that primary schools are not meeting expectations placed by government school. In 2018, only 47.3% of grade 8 students who sat for the regional examination scored 50% and above. Likewise, only 49% of the students scored 50% and above in 2019. This indicate that leadership practices in the schools are not efficiently and effectively used the available resources to achieve the school's aims and objectives. The purpose of this report was not to reflect the result of students, but also how the student result associate with leadership practice in schools. Based on my experience where leaders did not continuance monitoring and evaluating, not counsel with teachers and school communities low school performance was recorded. These affirm that school leaders not practice participatory approach.

In any given organization the successful performance largely depends on the vision of and will of leadership style practiced in give organization (Zaccaro, 2001). Therefore having effective leadership style leads to effective performance of schools.

Various researches have been conducted in the country to look into school leader's leadership performance in primary and secondary schools of Ethiopia. For instance researches in topics such as Primary school principals in Ethiopia: Selection and preparation Tesfaye Gemechu (2019) his Conclusion revealed that direction of educational leadership professionalization provided by the education and training policy of a nation is unlikely to be realized in connection with primary school leadership.

Dereje Demissie Feye(2019) his results of the study revealed that secondary school principals encountered with different problems like, lack of capacity to implement different kinds of school related reforms, lack of support from stakeholders, presence of external pressure on school leaders to practices their leadership style according to situation and uninviting general school climates to play their instructional leadership roles

Leadership practices and school performance in secondary schools Fransua Dalachew,(2019) his Conclusion revealed that there is no significant difference in the leadership style practiced in selected schools.

The current study is different from the previous studies because it considered leadership practice in government primary school. School leaders are lacking credible professional qualities to practice leadership style cope with context, have no adequate knowledge and skill to use different leadership style practices and delegates' roles to others as democratic leadership style. In addition there is no any study which is conducted on this issue on government primary schools of Sebeta city administration. As the result this study help to identify what type of leadership styles practiced in government primary school to improve student achievement through their leadership style and identify gaps for future considerations. To meet the objective of the study, the following basic questions are expected to be answered at the end of the study:

1. What leadership styles do primary school principals in Sebeta city administration practice?
2. What challenges are exhibited in the leadership practice of schools principals?

1.3 Objective of the Study

1.3.1 General Objective of the study

To understand the current leadership practices in sebeta city government primary schools

1.3.2. Specific Objective of study

1. To investigate the leadership styles primary school principals in Sebeta city administration practice
2. To analysis the challenges exhibited in the leadership practice of schools principals

1.4. Significance of the study

1. It would enable Sebeta Primary School leaders to gain information about the kind of leadership styles practiced in their schools.
2. The findings of this study enable those concerned bodies clearly understand the elements and processes of adequate leadership styles that could bring desired change and improvement in school.
3. It may provide a base for other researcher who is interested to do their research in this area.

1.5. Scope of the study

This study focused on leadership practice carried out in the selected government primary schools of Mulugeta Gadile, Gamme-Roge, Alemgana, Dima magno, Daleti, Karabu and Dima Guranda primary schools in sebeta city adiminstration government primary school. Thus schools selected based on non-probability sampling that is purposive sampling because their availability of grade eight (8th). The respondent included the leaders and teachers. Students and parents were not included in the study; because primary school students are not mature enough to give their opinion about the leadership style and parents cannot operationally evaluate the leadership practice in their school.

1.6 Limitations of the Study

Any research work has its own constraints. The following points were some of the limitations that researcher encountered during the study. This study was conducted the time when Coved-19 pandemic expanded throughout the world as well as in our country which constrained the data collection

One limitation also during this study was unwillingness of some teachers to fill the questionnaire in time instead of returning on time they kept with them for few days. Another problem was most primary school principal were busy, not available in his/her office to provide when needed and have no enough time to respond to questionnaires and interview. Then, the study was managed by discussing with the reluctant respondents. Lack of organized previously recorded document about the style of leadership practices

in the sample area of research study was also another problem. Then, to manage the study where there is no document is available the researcher used observation. Some respondents did not complete the open-ended questions. Then I responded to the limitations by following up the teachers and leaders to complete the open-ended questions. So that the validity of the items can see by the return rate that produce an overall 95% of return rate.

1.7. Definition of Operational Key Terms

The definition provided here are operational as well as constitutive definitions. It should be noted that all the definitions not accompanied by a citation are defined operationally by the researcher. The terms defined for purposes of clarity are presented as follows:

Leadership:– is the process of influencing others to attain the agreed upon objective of an organization or in this case the school. The ability to influencing the action of others and to guide an organization a desired state of being or function (Murray, 2010)

School leadership: - A process of influence based on clear values and beliefs and leading to a vision for the school (Stern, 2016)

Practice: -The application of knowledge to effect change in teaching and learning process (MoE, 2005)

Leadership Practice: – is the manner and approach or style of providing directions and implementing plans with stakeholders to achieve organizational objectives or goals. (Fullan, 2005)

Leadership Style – is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals Kinard, (1988: 326).

Perception - An idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948:938)

1.8 Organization of the Study

This study is organized into five chapters. Chapter one provides the basis for the study, which is the introductory part of the study. It includes issues such as introduction,

background of the study, statement of the problem, objective of the research, significance of the study, delimitation of the study, definition of operational key terms and organization of the study.

Chapter two provides review of the related literature. Chapter three research design and methodology, source of data, sample size and sampling techniques, data gathering instruments and procedure of data collection, ethical consideration, as well as data analysis. Chapter four deals with presentation, analysis and interpretation of the data collected from primary and secondary sources. Chapter five presents summary of the findings of the study as well as the conclusions and recommendations made.

CHAPTER TWO

REVIEW OF LITERATURES

Introduction

To step up from subsistence life to development of the country, education is one of the most important factors that contribute to development of a nation. Education has always been the corner stone of freedom and democracy and key to economic prosperity. Educational attainment is vital to produce human capital that affects the economic well-being of individuals and for the nation as a whole.

This chapter focuses on a review of the literature related to a study of school leadership styles. The reviews mainly focus on the definition of school leadership, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with reference to styles that relate to educational institutions. Leadership practices and leadership styles of principals in the area of primary education in Ethiopia will be stated.

2.1. Definition of Leadership

Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. Like all constructs in social science, the definition of leadership is arbitrary and subjective. After a comprehensive review of the leadership literature (Stogdill, 1974:259) concluded that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept.” The stream of new definitions has continued unabated since Stogdill ,(1974) made his observation. According to Yukl (2013) leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. He stated that most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization. The numerous definitions of leadership appear to have little else in common. They differ in many respects, including who exerts influence, the intended purpose of the influence, the manner in which influence is exerted, and the outcome of the influence attempt. The differences are not just a case of scholarly nit-picking; they

reflect deep disagreement about identification of leaders and leadership processes. Researchers who differ in their conception of leadership select different phenomena to investigate and interpret the results in different ways. Researchers who have a very broad definition of leadership are more likely to discover things that are related to or consistent with their initial assumptions about effective leadership.

Stogdill cited in Yukl (2013:3) concluded that there are almost as many definitions of leadership as there are persons who have attempted to define it. For example:

- “Leadership is the behavior of an individual that directing the activities of a group toward a Shared goal” (Hemphill & Coons, 1957:7)
- Leadership is “the process of influencing the activities of an organized group toward goal achievement (Rauch & Behling, 1984:46).
- ”Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished” (Richards, 1986:206)
- “Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose” (Jacobs, & Jaques, 1990:281)
- “Leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive” (Schein, 1992:2)
- “Leadership is the process of making sense of what people are doing together so that people will understand and be committed” (Drath & Palus, 1994:4)
- “Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization goal” (House, 1999:184).

Okumbe, (1998) defines leadership as a process of encouraging and helping others to enthusiastically towards realization of objectives.

According to Grint, (2005) there are almost as many definitions of leadership as there are people who have tried to define it and accept that leadership has different meaning for different people based on their experience.

According to Davise(2006) Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as the process of encouraging and helping others work enthusiastically towards objectives. Leadership is a real phenomenon that is important for the effectiveness of organizations which can binds the activities of the work groups towards the achievements of organizational goals. It can be considered as the power of organizational machinery without which task accomplishment is difficult, if not impossible. What is important in leadership conceptualization is that the designated leaders have the most influencing power, devotes more time and is the most responsible person to his/her own group and organization at large. Organizational leaders are under considerable pressure to demonstrate the contribution of their work to organizational improvement

Leadership occurs if and when one person induces others to work towards the achievement of common goal. Thus, effective leadership has been clearly identified as a key characteristic of most successful institutions. Most of the leadership definitions listed earlier emphasizes rational, cognitive processes. In contrast, some recent conceptions of leadership emphasize the emotional aspects of influence much more than reason. According to this view, only the emotional, value-based aspects of leadership influence can account for the exceptional achievements of groups and organizations.

Bass, (1990) argued that leadership can be defined as interactions between two or more members of a group that often involves a structuring or restructuring of the situation and expectations of the members.

According to Fullan (2005), leadership is defining as the influencing of the action, behaviors, beliefs, and goals of the actor in social system by another actor with the willing cooperation of the actor being influenced. From the process definition, influencing the followers is a base activity in order to make them perform to their full capacity and the following pre conditions could be helpful power of the leader, ability to understand the human beings have diverse motivating factors in different time ,place conditions, ability to arouse following to exploit their capacity in full by providing

suitable climate and by inspiring motivation, and ability to handle tasks in specific situations with particular group of people.

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2013).

The definition includes efforts not only to influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges. Both direct and indirect forms of influence are included. The influence process may involve only a single leader or it may involve many leaders.

Leadership is the interpersonal influence exercised in a situation communication process to attain specified goals (AlphaUniversty, 2006).They state that leadership is continuous process of influence behavior

Instead of managers value, leaders value flexibility, innovation, and adaptation; they care about people as well as economic outcomes, and they have a longer-term perspective with regard to objectives and strategies.

Managers or administrators are to be effective in a range of areas including planning, decision making, communicating, controlling and conflict management .Thus, leadership is a process of facilitating or enabling subordinates to perform activities at maximum level towards the targeted objectives of the organization.

Kotter cited in GaryYukl (1990) managing seeks to produce predictability and order, whereas leading seeks to produce organizational change. Both roles are necessary, but problems can occur if an appropriate balance is not maintained. Too much emphasis on the managing role can discourage risk taking and create a bureaucracy without a clear purpose. Too much emphasis on the leadership role can disrupt order and create change that is impractical.

According to Gary Yukl (1990) the distinction between the focus or concerns of organizational leadership and management has been summarized as follows.

According to Kotter, the importance of leading and managing depends in part on the situation. As an organization becomes larger and more complex, managing becomes

more important. As the external environment becomes more dynamic and uncertain, leadership becomes more important. Both roles are important for executives in large organizations with a dynamic environment. When Kotter surveyed major large companies in a dynamic environment, he found very few had executives who were able to carry out both roles effectively.

Leadership role is very important for the organization success or failure. Thus role of the leader are to assist in identifying desired goals, devising appropriate strategies for achieving expected objectives and providing direction as well as inspiring to followers so that the desired goals are attained

Thus, the definition of leadership is not limited to processes that necessarily result in successful outcomes. How leadership practice affect school performance is a central research question that should not be biased by the definition of leadership.

In conclusion after decades of dissonance, leadership scholars agree on one thing: They can't come up with a common definition for leadership. Because of such factors as growing global influences and generational differences, leadership will continue to have different meanings for different people. The bottom line is that leadership is a complex concept for which a determined definition may long be in flux (Rost, 1991). However, most writers have one thing in common that leadership is about influencing a group of people towards desired organizational objectives.

2.2. Educational Leadership at School level

Educational leadership refers to leadership that encourages professional development and improvement, initiates educational innovations, promotes educational values and professionalism and provides professional guidance on structural matters (Cheng,2005).

Educational leadership differs from leadership in other areas. Sergiovanni, (2001:357 - 358) says, educational leaders share values and purpose with the school community and encourages followers to be leaders to achieve common educational goals. Management of educational institutions is unique as compared to corporate organizations. Contemporary educational leadership reform places great importance on effective leadership and management of schools

The terminology of leadership cited in (Hallinger, 2003:5) makes several assumptions about the emerging role of the principal

- That educational leadership will work with staff to set a clear direction for improvement of the school and its programs (Caldwell, 1998, 2002).
- That principals should be actively involved in supporting and developing the curricular and instructional programs of the school (South worth, 1997).
- The principals play a key role in developing the capacities of staff both to lead and to teach (Leithwood, 1994).
- The principal must not only be the school's head teacher or principal teacher, but that the principal should also be the school's head learner's (Barth, 1990, 1997).

Educational leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching. It sees the leader's prime focus as responsible for promoting better outcomes for students, emphasizing the importance of teaching and learning and enhancing their quality.

The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes. In order to exercise leadership of learning, school leadership need to be knowledgeable about content, general pedagogical knowledge, content-specific pedagogical knowledge, curricular knowledge and knowledge of learners. Essential school improvement performance functions such as monitoring instruction and supporting teacher development is not seem to be possible task for one person, it provides a sound justification for the distribution of leadership responsibilities. It also links closely with the leadership functions of setting directions and developing people.

“Effective leadership had a very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others, and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. They acted as a touch stone against which all new developments, policies or initiatives were tested” (Sammons, 2010:16)

The rapid growth of educational institutions and the increasing enrollment will require improved leadership. Mass education at different levels will also require new leadership approaches in order to enhance school performance.

Numerous educational researches (Fullan 2003, 2001, Hargreaves 1994, Harris 2003) have attempted to establish the relatedness between leadership and school improvement. Bell et al ,(2003) also endorse that practitioners and policy makers are now acknowledging that school leadership and management play a significant role in developing successful schools.

The relevance of school leaders operate within a context is critical to school out comes, but the leader's behavior has an indirect influence on students' performance Hallinger and Heck., (1998).

In this regard school leadership mobilizes school community to achieve common education goals of attaining students' academic success and molding their behavior. Teaching and learning should be at the role of every school and it is a responsibility of every subject teachers to help their colleagues provide the best learning opportunities for the children in their school at any given time. This can be achieved by the leaders working effective leadership skills.

To sum up the most functions of educational leaderships are promoted student learning providing direction and exercising influence through their leadership style. This study will therefore seek to analyze the different leadership styles of leaders with a view to determining the most effective ones in terms of enhancing school performance.

2.3. Theories of Leadership

Leadership has been viewed through many theories and study approaches. Many theories have developed to respond the question of leadership effectiveness. The leadership should have the ability to first understand the theories and concepts and apply them in real life scenarios. These theories include Contingency (situational), Path-Goal theories of leadership, trait (skills) theory, the behavioral approaches (based on authority, task and social relations), leadership styles and the lately transformational and transactional leadership theories.

Theories of leadership were developed by United States of America (USA) which contributed to have several theoretical bases of leadership studies. Leadership has been viewed through many theories and study approaches.

2.3.1 Contingency theory of leadership

Many scholars of leadership today believe that there is no one best way to lead, believing instead that appropriate leadership styles vary depending on the situations. They conclude that no one leadership style is right or wrong for every manager under all circumstances. The proponent of this theory claimed that different situation is needed of different leadership styles (Northouse,2009). Different things motivate different people- A leaders may work well in one situation, terribly in others. Thus, the central theme of this theory is, “it all depends. Allowing employees to participate in decision making is a preferred leadership style, but not all the time. There are conditions under which leaders should autocratically make their decision and then tell to their employees. .” From this perspective, to be an effective leader requires that a person adapt his or her style to the demands of different situations.

Fiedler’s contingency model supports that, group performance or effectiveness is dependent upon an interaction between the leadership style and the amount of control that the supervisor has over the situation Okumbe et.al. (1999).The contingency model was the most influential model of leadership in 1980s worldwide.

Fiedler cited in (Wayne K.Hoy, Cecil G. Miskel, C. John Tarter,2013) Situational control is determined by three factors

1. **Leader member relations:** is the extent to which the leader is accepted and respected by group members. How well do the manager and the employees get along?
2. **Task structure:** is the extent to which the task has clearly specified goals, methods, and standards of performance. Is the job highly structured, fairly unstructured, or somewhere in between?

3. **Position power:** is the power that the organization confers on the leaders for the purpose of getting the job done. Examples include the extent to which a leader can direct, reward, punish members and whether the group can depose the leader.

Managers were rated as to whether they were relationship oriented or task oriented. Task oriented managers tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control.

Fiedler argue that the leader has more control and influence when the group is supportive, the leader knows exactly what to do and how to do it, and the organization gives the leader means to reward and punish the group members. Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees.

Yukl,(2013) mention in this theory, for a low-maturity subordinate the leader should use substantial task-oriented behavior such as defining roles, clarifying standards and procedures, directing the work, and monitoring progress. As subordinate maturity increases up to a moderate level, the leader can decrease the amount of task-oriented behavior and increase the amount of relations oriented behavior (e.g., consult with the subordinate, provide more praise and attention). For high-maturity subordinates, the leader should use extensive delegation and only a limited amount of directive and supportive behavior. A high-maturity subordinate has the ability to do the work without much direction or monitoring by the leader, and the confidence to work without much supportive behavior by the leader.

Noting that principal behaviors had different effects in different organizational settings, contingent leaders understood the dynamic interactions between leadership, school conditions, and family educational culture Hallinger,(2003).

2.3.2 The Path-goal leadership theory

The path-goal theory suggests that leaders are primarily responsible for helping followers develop behaviors that will enable them to reach their goals or desired outcomes.

Okumbe et al (1999) argues that Path-Goal theory emphasizes on how a leader can facilitate a task performance by showing subordinates how performance can be instrumental in achieving rewards. It further stipulates that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. The theory also focuses on what leaders should do to motivate and inspire people so that the employees can perform well. Koontz, (1993) maintain that Path-Goal Theory suggests that the function of the leader is to clarify and to set goals with subordinates and help them to find the best path of achieving their goals and remove obstacles. The leadership behavior styles were classified into four categories: directive, supportive, achievement-oriented, and participative. For the reasons that identified four theoretical types of leadership, Path-Goal Theory becomes unique from any other leadership theory. According to House mission in Valentino Ditrick (2013) Path-Goal Theory is a situational approach because different situations call for different leader's behavior. It is called Path-Goal because its major concern is how the leader influences the followers' perception of their work goals, personal goals, and the paths to goal attainment.

2.3.3 Great Man Theory

Leadership is innate, inborn, endowed in heritage but not made and learned, (Bernard, 1926). The Great Man theory believed that people identifying and differentiating these leaders from the followers based on their personality, physical and mental characteristics, energy, power and influence. Research suggested that some people have personality traits, behaviors, and knowledge that landed themselves to leadership (Yaverbaum & Sherman, 2008).

2.3.4 Trait Approach

This approach emphasizes attributes of leaders such as personality, motives, values, and skills. Most trait studies examined how traits or skills are related to leadership effectiveness or advancement, but this massive research effort failed to find single traits. Because more holistic approach is needed to examine patterns of leader traits and skills in relation to leader effectiveness (Kaplan, R. E., & Kaiser, R. B. 2006; McCall, M. W., Jr., Lombardo, M. M., & Morrison, A 1988; Quinn, 1988). Sometimes the optimal pattern involves a balance among related traits. For example, effective leaders balance a high

need for power with the emotional maturity required to ensure that subordinates are empowered rather than dominated (Yukl,2013)

A leader with certain traits can be effective in one situation but ineffective in a different situation. Furthermore, two leaders with a different pattern of traits can be successful in the same situation. With regard to different criteria, such as advancement, unit performance, subordinate Satisfaction, management of crises, the pattern of traits and skills that best predicts the criterion varies somewhat from one criterion to another.

According to Yukl (2013) Specific Traits Related to Leadership Effectiveness

- Internal locus of control orientation
- Personal integrity
- Socialized power motivation
- Moderately high achievement orientation
- Moderately high self-confidence
- Moderately low need for affiliation

2.3.5 Behavioral theory

These concentrate on what leaders actually do rather than on their qualities. According to Gary Yuk, (2013) behavior categories are abstractions rather than tangible attributes of the real world. The categories are derived from observed behavior in order to organize perceptions of the world and make them meaningful, but they do not exist in any objective sense.

- **Relationship behavior:** As this behavior leader engages in two-way or multi-way communications by providing socio-emotional support (relationship behavior), the leaders finding time to listen to a subordinate with a problem, backing up or defending a subordinate, consulting with subordinates on important matters, being willing to accept suggestions from subordinates, and treating a subordinate as an equal (Yuk2013).
- **Task behavior:** This behavior the leader engages in one-way communication. Likewise “leader assigning tasks to subordinates, maintaining definite standards of performance, asking subordinates to follow standard procedures, are emphasizing the importance of

meeting deadlines, criticizing poor work, and coordinating the activities of different subordinates” (Yuk, 2013:50). As general leadership characteristics can be taught, learned and developed according to this theory. However, leadership is dynamic. It develops from time to time since it is associated to the development of human beings.

Leaders must use some task and relations behaviors to be effective, because both behaviors are complimentary to each other to achieve intended organizational goal.

2.4. Leadership Style

According to contingency theories make the assumption that the effects of one variable on leadership are contingent on other variables. This concept was indicating that, the possibility leadership style could be different in every situation.

2.4.1 Democratic

Using this style the leaders invite the people in the decision-making. The leader's role is that of facilitate problem solving by helping people get information, by identifying points of agreement and disagreement, and by encouraging people to find integrative decision. According to Hersey cited in Ditrack (2013:28) this style entails high support and low direction, such that it is used when people are able, but is perhaps unwilling or insecure and they are of moderate to high maturity. Such type of leadership ranges from a person who consults and allows receiving any input from subordinates’ confers to one that before make decisions. Furthermore the leaders should create a school culture that promotes collaboration, involvement, and empowerment of teachers and the school community.

Democratic decision-making is usually appreciated where the nature of the responsibility associated with the decision is such that group members are willing to share it with their leader.

2.4.2 Autocratic or Dictatorial Leadership Style

Vugt, in Ditrack(2013:27) maintains that “it is one which manager retains much power and decision making authority as possible. There is no need for input on the decision, where the decision would not change as a result of input”. There are some primary

schools in sebeta where it was observed that some leaders take all the decision by themselves without being aware of it and not involving the concerned staffs and as a consequence misunderstanding is created and learning process has been hampered. Subordinates who are not expected to obey orders; autocratic leaders used different measures without consults or allow receiving any input. Some studies remind that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations. In this type of leadership style, only one way communication between school leaders and teachers

2.4.3 The laissez-faire

The laissez-faire is also called 'hands off style'. This concept was indicating that leaders have little involvement in decision-making, is most inactive, less communication between school leaders and teachers. Therefore in education institutions when the leader wants to maintain freedom to workers. Laissez-faire style suited in education when teachers are highly skilled, experienced and have pride of their teaching work. One can understand that leaders have their own styles in performing their organizational work and approaches. Leadership style is a relatively consistent pattern of behavior that characterizes a leader (Dubrin, 2007). According to various studies indict that all leadership styles are equally important. Because actually behave quite differently and productively depending on the context they are facing and the people with whom they are working.

2.4.4 Participative leadership

Many studies have shown that participation in decision-making benefits both management and workers. Management benefits by tapping the experience and talents of workers whose ideas may strengthen the organization's functioning. Employees benefit by growing in maturity and responsibility. They identify themselves more closely with the organization and achieve a sense of belonging and recognition. This style of leadership is also known democratic leadership. As the name itself indicates, in this style, the entire group is involved in goal setting and achieving it, leaders encouraged group discussion and decision making. Subordinates were informed about conditions affecting their jobs and encouraged to express their opinion and make suggestions.

2.4.5. Transactional & Transformational leadership

Many scholars are studying leadership styles to fit the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty. Leadership changes and develops from time to time since it is greatly associated to the development of human beings. James Mac Gregory Burns, (1978) distinguished between two types of leadership: transactional and transformational

Transformational leaders

Transformational leadership is a process that changes and transforms people. Unlike transactional leadership its' central concept is change, It is a process that often incorporates setting directions; restructuring, developing staff, charismatic and visionary leadership. According to Burns' theory (1978), transformational leadership usually leads to a change of goals and needs. In contrast with transactional leadership, transformational leadership moves beyond transactions increasing the level of followers' awareness of valued outcomes, by expanding and elevating their needs and encouraging them to transcend their self-interests (Bass,1985).As He cited in Yukl (2013,p-322) in that "transformational and transactional leadership are distinct but not mutually exclusive processes". With transformational leadership, the followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do. It is more intrinsic and ultimately moral motives and needs, In contrast transactional leadership focuses on basic and largely extrinsic motives and needs. As Yukl the leader transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs. In contrast, transactional leadership involves an exchange process that may result in follower compliance with leader requests but is not likely to generate enthusiasm and commitment to task objectives. The model most often linked to vision is 'transformational leadership'. Gunter (2001, p.69) says that" this is about building a unified common interest between leaders and followers"

Idealized Influence (II)

In the past it was called charismatic leadership. Transformational leaders behave in ways that result in embodying role models for their followers. The leaders are admired, respected and trusted. Followers feel identification with the leaders and want to emulate them. The leaders are willing to take risks and are consistent rather than arbitrary. They can be relied on to do the right thing, demonstrating high standards of ethical and moral conduct.

Inspirational Motivation (IM)

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

Intellectual Stimulation (IS)

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

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

Individualized Consideration (IC)

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

According to Bass in Yukl (2013), transformational leadership increases follower motivation and performance more than transactional leadership, but effective leaders use a combination of both types of leadership. Research findings on effective and successful leadership in different countries indicate that, transformational and transactional types of leaderships are complementary approaches for improving schools performance.

Transactional leaders

According to Burns transactional leader focus on the exchanges that occur between leaders and their followers which mutual benefits derived from a form of 'contract' through the leader delivers both rewards and punishments based on contingent. This Contingent rewards and punishments would be given according to the adequacy of the follower's performance and employees exert their effort to attain the reward.

Transactional approaches are not looking to focus on change the future; they are looking to merely keep things the same. The main focus of this leadership style is the quality of exchange between superiors and followers. Odumeru,(2013) explains that transactional leaders are concerned with processes rather than forward-thinking ideas and effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion.

Leaders and Followers

There is no leadership without followers (Topping,2002:5). He said that “in trying to better understand your followers consider their characteristics, like the impact of the demographic and diversity in the group (e.g., age, gender, race, and ethnicity) and the influence of the psychographic diversity in the group (e.g., lifestyles, personality traits, and family dynamics)”.

The discussion now moves to recognition of the importance of the leaders and his/her followers have interdependency roles. Interdependency means followers and the leaders combine dependency and independency to support each other and to share common goal.

Yukl (2013) suggest that understanding the influence of a leader on followers requires an analysis of the emotions and moods of both parties in addition to their cognitions, actions, and decisions.

Team Leadership

G.Northouse, (2016) Work teams are very prevalent in today's organizations. The reliance on teams is due partially to increasingly complex tasks, more globalization, and the flattening of organizational structures. A team is a type of organizational group that is composed of members who are interdependent, who share common goals, and who must coordinate their activities to accomplish these goals. Team leaders are more suited than Solo leaders. Because chooses to limit role to preferred team roles, delegates roles to others. Northouse, (2016:364) say that "effective organizational teams lead to many desirable outcomes, such as greater productivity",

- Effective use of resources,
- Better decisions and problem solving,
- Better-quality products and services, and
- Greater innovation and creativity (Parker, 1990).

Motivation

(Havinal, 2009), argued that motivating an employee is to create a need and a desire on the part of employee to better his performance. This can be done by creating in him a sense of responsibility and feeling of special interest in his work. Motivation concern itself with 'will to work. McGregor cited Glover, (2010:78) argued that "motivation is dependent upon the attitudes of participants". It is a behavioral concept by which a manager tries to understand why people behave as they do. Motivation is inspiring the subordinate's commitment to achieve goals, the shared vision and enthusiasm towards organizational goals.

2.5. School Leadership Practice

School leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of teachers. Strengthening this idea, Kinard, (1988: 326) wrote that leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the teachers' toward the attainment of personal or school goals.

There are a number of different approaches, or 'styles' to leadership and management that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the school culture and norms which will encourage some styles and discourage others. Leadership style flexibility is not characteristic of all leaders Waters (2004).

In autocratic leadership style, leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both commands by the leader and control of the followers. There is also a clear division between the leader and the members.

In democratic leadership style, leaders encourage group members to participate but retain the final say in the decision-making process. According to Hersey cited in Ditrack (2013:28) this style entails high support and low direction, such that it is used when people are able, but is perhaps unwilling or insecure and they are of moderate to high maturity. Such type of leadership ranges from a person who consults and allows receiving any input from subordinates' confers to one that before make decisions. Furthermore the leaders should create a school culture that promotes collaboration, involvement, and empowerment of teachers and the school community.

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

Transformational leadership is a process that changes and transforms people. Unlike transactional leadership its' central concept is change, It is a process that often incorporates setting directions; restructuring, developing staff, charismatic and visionary leadership. According to Burns' theory (1978), transformational leadership usually leads to a change of goals and needs. In contrast transactional approaches are not looking to focus on change the future; they are looking to merely keep things the same. The main focus of this leadership style is the quality of exchange between superiors and followers. Every leader in every school performs certain roles/tasks for the smooth operation of the organization and improvement of schools performance. The manner in which the leader

performs these roles and directs the affairs of the school is referred to as his/her leadership style (Oyetunyi, 2006).

In order to promote the quality relevance and expansion of education, due attention would be given to school leadership style. Jossey Bass (2011) leader must be knowledge synthesizers on leadership style. They need to know past event, understand the realities of the present, and have a vision of the future. They must not only be expert in their chosen field but be familiar with many other areas as well based on context. According to Preston and Barnes (2017) the main task for school leaders is to help improve teacher performance through their leadership style. Effective school leadership style is essential to improve the efficiency and equity of schooling. They need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives accordingly. Examining research evidence on leadership qualities and practice in the school and other categories four basic practice of school leadership (Fullan, 2005). The first practice is building vision and setting direction. The basic practices that successful leaders commonly do are building a shared vision, fostering the acceptance of group goals and demonstrating high-performance expectation. The second practice is understand and developing people. The objective of this practice is not only to improve teacher's knowledge and skills required for accomplishing organizational goals, but also to build their characters in terms of commitment, capacity and flexibility to actualize the improved knowledge and skills. The third practice is redesigning the organization. The basic practice that successful leader usually do are building collaborative cultures, restructuring and re-culturing the organization, building productive relation with parents and the community, and connecting the school to its wider environment. The fourth practice is managing teaching and learning programs. This aims is at creating productive working condition for teachers, fostering organizational stability and strengthening school infrastructure. The basic practices that successful leaders do are staffing the teaching program, providing teaching support, monitoring school activity and protecting staff against distraction from their work (Budge, 2006).

The challenges in leadership practice, leaders are not expect to broker the often-conflicting interests of parents, teachers, students, and they need to be sensitive to the widening range of student needs. In many schools, leaders have heavy workloads; insufficient preparation and training, limited career prospects and inadequate support and rewards to practice their leadership style accordingly. They are managing large amount of information rather than use it creativity to guide action. Contingent leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores, 2007). Because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization (Fullan, 2002)

In general School leadership practice has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. This study is expected to verify how leadership style practice in the school would be perceived by teachers as well as school leaders.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents the research design and method, source of data, study populations; sample size, sampling technique, the procedure of data collection, data collection tools, data processing and analysis and ethical consideration.

3.1. Research Setting

The setting for this study is Sebeta City Administration, is located in Oromia regional state, 25km Southwest from Addis Ababa, the capital city of Ethiopia. The majority of the people speak Afan Oromo, one family of Cushitic language. They follow orthodox, protestant, Muslim and wakefata religions. According to Sebeta City Educationa Office (2012) there are 14 public primary schools currently functioning and 399 teachers work in this schools in city and 14 principals, 15 vice principals and 14 unite leaders lead the schools.

3.2. Research Design

This study adopted descriptive research design where both qualitative and quantitative data were employed to gain an in-depth understanding of current school leadership practice in Sebeta city administration government primary schools. It is used to obtain pertinent and precise information concerning the existing status of a phenomenon and to draw valid conclusions from the facts discovered from a population.

Qualitative data help in drawing conclusions, recommendations and to conducting research on unit of study or bounded school in depth. However the quantitative approach was employed in order to manage data from the closed questionnaires. Further still, quantitative approaches were aimed at examining the type of leadership styles practices in primary schools. More so, Punch (1998.) argues that quantitative methods was used because they tend to be relatively low in cost and time requirements to enable a large quantity of relevant data was a massed and subjected to statistical analysis techniques for greater representation.

3.3. Research Method

A mixed method was used to capture both quantitative and qualitative data. It is an approach in which the researcher collects, analyzes and integrates both quantitative and qualitative data in single study (Creswell, 2012). The use of this type of research method is known as mixed –methods research.

3.4. Data Sources

The major data sources for this study were both primary and secondary data. The primary sources were teachers and school leaders because they are at the fore-front in educational leadership. Secondary sources were a document of Educational office report, teachers and leaders profile.

3.4.1. Primary sources

Primary data are firsthand information. It was collected from primary school leaders and teachers through questionnaires.

3.4.2. Secondary sources

Secondary data were collected from document analysis that used to find out how schools are classified, the number of teachers and students and results of schools as to evaluation of inspection. Document analysis of educational office report, teachers and leaders profile was conducted at the city education office and the schools under investigation.

3.5. Population, Sample and Sampling Techniques

Limited available time did not allow the researcher to study all the possible members of the study population. In spite of the fact that, the greater the sample sizes the more representative the outcome could be, limited conditions compelled the researcher to use the sampling method. A sample is part of a population which can be involved in the study to represent the whole population. This means sample is selected in such a way that the samples represent the larger population from which they are obtained. Samples of schools leaders and teachers were selected for the study on the basis of the 2012 E.C school year statistics of Sebeta educational office department. There are 14 government primary schools in the city. About 50 percent of the school (7 schools) was taken for the study

since such percentage which allows selecting one sample out of two schools would help collect information which could represent the characteristics of the population. These schools were Mulgeta Gadile, Gamme-Roge, Alemgana ,DimaMagno, Daleti, Karabu and DimaGuranda primary schools

3.5.1. Sample size

The quality of the research outcome depends, among other factors, on the size and representativeness of the sample and the sampling strategy used (Taplin, 2005). Sample size determination is an important issue in research.

To determining the sample size of teachers the researcher used a census. Because the number of teachers in selected school is limited. Gay, (1992) recommends that when the target population is small (less than 100 members), a minimum sample of 20% is adequate for educational research. Based on this assumption 30% of the teachers in each selected school participated in the study. Simple random sampling was used to select 7(50%) schools from 14 government primary schools in Sebeta city administration and from 7 school 34 leaders purposefully participated in the study, 80 school teachers (randomly selected using the lottery method) selected in the study and 1 teachers from each school totally 7 teachers were selected purposefully for interview. Of 267 teachers 80 (30%) were selected by randomly selected using the lottery method as 42 male and 38 females. Because limited time available did not allow to study all member of study population and reason why different sample size in different study population was different in number of total population group.

Table 1. Population and sample size

No	Sample schools	Total Population		sample size			
	Name of schools	Leaders	Teachers	Leaders	%	Teachers	%
1	MulgetaGadile	5	55	5	100	17	30
2	GammeRoge	5	50	5	100	15	30
3	Alemgana	5	40	5	100	12	30
4	DimaMagno	5	17	5	100	5	30
5	Dlet	4	22	4	100	7	30
6	Karabu	5	50	5	100	15	30
7	Dima Guranda	5	33	5	100	9	30
Total		34	267	34	100	80	30

3.6. Data Gathering Instruments

Three basic kinds of data gathering tools were employed in the research in order to find out answers to the research questions of the study. These instruments were questionnaires, interviews and document analysis. Accordingly, the researcher developed two sets of questionnaires from the literature review and administered them to two groups of respondents.

3.6.1 Questionnaires

Questionnaires are suitable for collecting factual information, opinions and attitudes from a large population within a relatively short period of time. It was also used since it enables to collect data in the planning and manageable way from large population (Best & Kahn, 2006). The data can be easily and quickly analyzed once completed. Sarantakos (2005) also stated that the smaller the size of the questionnaire the more likely it is to be completed reducing the boredom of respondents. Taking these facts into account the researcher prepared closed and open ended questionnaire since they were the appropriate data gathering tools for the respondents. In designing the questionnaire, an assessment of all the necessary documents, related literature and other questionnaires were consulted two sets of semi-structured questionnaires were developed by the researcher to collect data from teachers and leaders. The questionnaire for teachers and leader was developed in English and Afan Oromo Language. Questionnaire with 50 closed and one open ended items was developed for teachers and leaders. The source of items was literature and previous similar studies. The first part of the questionnaire was designed to collect data on the characteristics and background information of the target groups that pertain to demographic features. Part two had three sub parts. The questionnaires were prepared in the form of Likert scale types and the level of agreement was indicated on five-point scales ranging from strongly agree to strongly disagree. This helped to get information regarding the perception of teachers towards their leadership style was examined regarding variables such as Autocratic or Dictator, Democratic or Participative Laissez-Faire or Delegate, transformational and transactional. Leadership style 2.1, 2.2, 2.3, 2.4, 2.5 respectively. Part three was challenge exhibited during leadership style practiced by school leader also under the five points scale level of agreements. The last part of the

questionnaire contained suggested open items to get supplementary information regarding to challenge exhibited during leadership style practiced as perceived by teachers and suggestion of any challenges affects leadership style in their school.

3.6.2. Interviews

Interview was employed as the other instrument for gathering data as it permits the exploration of issues which might be too complex to investigate through questionnaire and to give chance to participants to explain more explicitly what he/she knows on the issue (Best &Kahan, 2006). The type of interview was semi-structure and it contained similar idea with the content of the questionnaire. The interview with teachers focused on what leadership style practiced in government primary school leaders as their perception and the interview with principal focused on how principals in Sebeta City Administration government primary schools perceive their leadership style. The interview was held in their respective office with prior appointment. The interview was conducted in Afan Oromo to make the communication easy. The teachers selected for interview were those who served for long period of time and are expected to give adequate information on principals leadership style practiced. It took 30-40 minutes for each. During the interview session, the researcher has been written the response on a note pad, and recorder was used for final use of interpretation. The source of the items is literature and previous similar studies.

3.6.3 Document Analysis

Secondary data were collected from document analysis that used to find out how schools are classified, the number of teachers, leaders and results of schools as to evaluation of inspection. Document analysis was educational office report, teachers and leaders profile was analyzed at the city education office and the schools under investigation

3.7. Procedures of Data Collection

Questionnaires were prepared for the teachers and school leaders in English and translated to Afan Oromo. The researcher asked the leaders of each school for their cooperation and got permission to distribute the questionnaires. Then the questionnaires were distributed to the subjects who were willing to fill in the questionnaires after the

researcher explained its purpose and importance. An appointment was made at a convenient time for the participants. The researcher went back to the school on the appointed day to collect the data. At this time the researcher also conducted interviews with some teachers and school leaders.

3.8. Pilot Testing

Pilot testing was employed before the actual data collection began to ensure the planning of the main study and its study tools were correct, reliable and valid. Questionnaires were prepared and translated to Afan Ormo. In order to make the necessary correction and for evaluating the proper ways of administrating the questionnaire items, pilot study was conducted. Then, to avoid ambiguity and unclear statements of the translated questionnaire it was administered to 7(4=male and 3=female) teachers and 1(Male) school vice principal in one selected school Mulugeta Gadile primary school. One vice participant of the pilot study did not participate in the main study.

3.8.1. Reliability of instrument

The prepared questionnaires were distributed and the result of the pilot testing was statistically computed by SPSS computer program version 20.

Table 2. Reliability Test Results with Cronbach’s Alpha

No	Variables	Number of items	Cronbach Alpha
1	Democratic leadership style	10	0.77
2	Autocratic leadership style	5	0.77
3	Laissez-Faire leadership	5	0.83
4	Idealized influence/behavior/	5	0.81
5	Inspirational motivation	5	0.77
6	Individual Consideration	5	0.87
7	Contingent reward	5	0.79
8	Type of leadership style used when decision making process	5	0.79
9	Challenges of leadership practice exhibited in the schools	5	0.91
	Total	50	0.81

Based on the pilot test the reliability was found to be 0.81 and hence reliable which was regarded as acceptable and strong correlation coefficient by (Kothari, 2004). Supporting this, Creswell (2013) also suggest that, the cronbach's Alpha result >0.9 excellent>0.8 good >0.7 acceptable \leq 0.6 questionable, and <0.5 poor. That was the instrument was found to be reliable as statistical literature recommended a test result of 0.81(81% reliability) and above variables as acceptable and reliable.

3.8.2. Validity of instrument

The researcher used the comments given to refine the instruments by removing the ambiguous items, Missing academic status of diploma level from personal data, missing words and other typographical errors in the items. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. After the try out, each instrument was carefully examined and three questions were improved based on some indications that were hinted for further improvement. The instruments had been improved and made ready for final data collection. As the result of pilot test, two irrelevant items were removed; two lengthy items were shortened, and many unclear items were made clear. According to the finding of the piloting, items properly responded was maintained where as incorrectly responded or poor items were improved. Finally, in the actual field study the improved questionnaires were distributed to the sample subject and enough time was given to fill the necessary information.

3.9. Method of Data Analysis

The process of data analysis was started by checking the presence and completeness of the data. Those questionnaires with incomplete answers were stored out and discarded from the data set in order not to affect the validity of research. Then, quantitative data were coded subject and entered in to SPSS software windows version 20 for analysis.

In order to provide a description of background characteristics of samples from which data were collected descriptive information on age, gender, and others information was analyzed using percentage and frequency tables. To examine the status of school leadership practices, descriptive statistics including, frequency, percentage, mean and

standard deviation were calculated. According to Creswell (2012), the close ended items are formulated in five point likert scale 1= strong Disagree; 2=Disagree; 3=undecided; 4= Agree and 5= strongly Agree. Open –ended items are provide for the respondents to freely express their idea. Data obtained through open-ended questions and interviews were analyzed and categorized in to different themes.

Qualitative data analysis methods were employed as a supplementary data analysis technique in the study for triangulation and justification purposes of the quantitative data. A degree of triangulation was involved in using data from the interviews to support or add understanding to the quantitative data from the questionnaires. The data collected from the interviews and open ended questions and document assessments were transcribed first in to their corresponding topics. The data expression and opinion obtained was categorized and combined to describe the items both as expressed by respondents and understood by the researcher. Then the data was analyzed in narration form. The data collected was analyzed, discussed and interpreted using a quantitative method mainly and as a supplement to the qualitative analysis.

3.10. Ethical Consideration

The study was conducted considering of all the professional and ethical issues of the research. The researcher explained the purpose of the study, emphasizing its importance and significance to the respondents. The researcher also explained what was being asked in the questionnaire and informed the respondents about the nature of the study. The respondents were assured that issues relating to personal privacy and confidentiality would be strictly observed. They were also assured that any information or data collected will be used only for the research purpose. Then the agreements were made with the participants who gave positive responses.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

Introduction

This chapter is concerned with the presentation, analysis and interpretation of data set out in to two main parts. The first part presents the Characteristics of the respondents. The second part deals with the analysis of interpretation of teacher's perception towards their leadership practices and leader's perception towards their own leadership practices in selected primary schools in Sebeta City Administration.

4.1. Characteristics of the Study Participants

Two groups of respondents were included in the study. The data were collected from school leaders and teachers. The total number of questionnaires distributed for the study constituted 114 of which 80 was distributed to the teachers, 34 to school leaders. A total of 109 (95%) of questionnaire were completed and returned, of which 75(93%) were returned from teachers and 34(100%) were returned from school leaders. The data gathered through interviews was also incorporated into the analysis. The interviews were held with 7 teachers and 1 school leaders.

In the two major parts of the chapter the first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data. Item scores for each category were arranged under five rating scales. The range of rating scales were **strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1**

The two groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table 4 below

Table 3. Demographic Characteristics of Respondents

Demographic Characteristics		Respondents			
		Teachers		School leaders	
		N	%	N	%
Sex	M	42	56	25	73.52
	F	33	44	9	26.47
	T	75	100	34	100
Age in years	20 –30	23	30.67	3	8.82
	31 – 40	31	41.33	25	73.52
	41-60	21	28	6	17.64
	T	75	100	34	100
Educational stutas	Diploma	20	26.67	2	5.88
	First degree	55	73.33	32	94.11
	T	75	100	34	100
Work experience In years	1-10	23	30.67	3	8.8
	11-20	24	32	24	70.59
	21-30	28	37.33	7	20.59
	T	75	100	34	100

As indicated on table 4 above, concerning sex, 42 (56%) were male teachers and 33 (44%) were female teachers. And 25(73.52%) were male school leaders and 9 (26.47%) were female school leaders. This statistical data showed that the lower number of female leaders in educational leadership positions in Sebeta government primary were less in number when comparing with male teachers and leaders.

Concerning the age, respondents were asked to indicate their age, for teachers respondents 23 (30.67%) were 20-30 years old, 31(41.33%) were 31 - 40 years old, 21(28%), were 41-60 years old, As we can see from the table the majority age of the teachers respondents were between the ages of 31-40 with total 29(38.7) most of the respondents among the total number of respondent had experiences.

Regarding school leaders age, three respondents3 (8.82%) were 20-30 years old, twenty five respondents (73.52%) were 31-40 years old and six respondents (17.64 %) were 41-60 years old. This showed that the school has more experienced teachers with more experienced school leaders. The findings indicated that the schools have both experienced teachers and experienced leaders as a result the experienced leaders were share good practice from experienced teachers. It was concluded that the schools had both experienced teachers and leaders equally.

Table 4, also depict the level of education for the two groups of respondents. For teacher respondents 20 (26.67%) had a diploma, large portion of respondents 55 (73.33%) had first

degree. Regarding school leaders two respondents (5.88%) had a diploma; thirty two respondents (94.11%) had first degree. This showed that regarding the qualification most of the respondents were degree holders in both groups. This indicated that these teachers were qualified for primary schools and this showed that there is no a gap in appointing teachers according to the school requirements. Primary School requires first degree for grade 5-8 and diploma for grade 1-4 qualified teachers for the quality education. In this regard qualified teachers for the quality education conceded and no gaps in the sample of the study area have taken.

Regarding educational level most of the school leaders had first degree and the sample schools had qualified leaders with the work they were assigned. There was no significant difference was seen among the school leaders regarding educational level.

As indicated in the above table 4, concerning the service years two groups of respondents were asked to indicate their working experiences in years. Teacher respondents were asked to indicate their work experience 23 respondents (30.67%) had 10 and less years' work experience 24 respondents (32%) had 11 - 20 years' work experiences, 28 (37.33%) had 21 - 30 year work experiences and no respondents had 31 and above year work experiences. The findings showed that the majority of respondents had more work experiences and 23(30.67%) of the total respondents had less working experiences. Since majorities are experienced they can share their experiences with those who had less experience.

Service years of school leaders, school leaders were asked to indicate their work experience in years, three respondent (8.8%) had 10 and below years' work experience, twenty four respondents(70.59%) had 11 - 20 years' work experience, seven respondents (20.59%) had 21 - 30 years' work experience and no respondents had 31 and above years' work experiences. The findings indicated that 7 (20%) of leader respondents had more experiences while 24 respondents had medium experiences. The experienced one can help the less experienced one. Regarding the school leaders and teachers there was no big differences among them in their experiences

4.2. Leadership styles practiced in school

4.2.1 Democratic leadership style among the school leaders

Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members, encourage group members to participate but

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

Table 4. Democratic leadership style

No	Item	T=75 L=34	Scale					Descriptive		T-value	P-value	
			A		U		D	X	SD			
			SA	A	U	D	SD					
1	Understanding subordinates feeling	T	f	18	30	11	24	2	3.24	1.1	.34	.74
			%	10.7	40	14.7	32	2.7				
		L	f	13	9	12	0	0	4	.86		
			%	38.2	26.5	35.3	0	0				
2	Seeks differing perspectives when solving problems	T	f	12	20	24	18	1	3.28	4.7	-.15	.88
			%	16	26.7	32	24	1.3				
		L	f	25	9	0	0	0	4.73	.44		
			%	73.5	26.5	0	0	0				
3	New idea and creative problem solution are solicited from followers	T	f	12	22	16	23	2	3.25	1.14	4.25	0.00
			%	16	29.3	21.3	30.7	2.7				
		L	f	27	7	0	0	0	4.79	.41		
			%	79.4	20.6	0	0	0				
4	Monitoring school performance and promoting effective communication throughout the school	T	f	16	17	16	25	1	3.29	1.18	4.6	0.00
			%	21.3	22.7	21.7	33.3	1.3				
		L	f	6	4	14	10	0	2.35	.88		
			%	17.6	11.8	41.2	29.4	0				
5	Focus on cooperative and collaborative students work cultures	T	f	16	16	16	26	1	3.27	1.19	-2.79	.007
			%	21.3	21.3	21.3	34.7	1.3				
		L	f	9	15	0	10		3.67	1.17		
			%	29.4	44.1		26.5					
6	providing appropriate model of best practices to the school	T	f	15	18	19	22	1	3.32	1.14	-9.28	0.00
			%	20	24	25.3	29.3	1.3				
		L	f	15	19	0	0	0	4.44	.5		
			%	44.1	55.9							
7	Delegates' roles to others	T	f	10	22	28	15	0	3.36	0.95	-11.8	0.00
			%	13.3	29.3	37.3	20	0				
		L	f	30	4	0	0	0	4.85	.35		
			%	88.2	11.8	0	0	0				
8	Re-examines critical assumptions to question whether they are appropriate	T	f	12	19	26	15	3	3.29	1.08	-.13	0.89
			%	16	25.3	34.7	20	4				
		L	f	6	17	5	6	0	3.7	.95		
			%	17	50	14	17.6	0				
9	Valid different leadership style across situations and cultures	T	f	16	16	19	17	7	3.22	1.27	-2.04	0.04
			%	21.3	21.3	25.3	22.7	9.3				
		L	f	21	7	0	6	0	4	.86		
			%	41.2	26.5	0	32.4	0				
10	Shows high concern for the learning and development of students or needs of the teachers	T	f	16	16	17	23	3	3.25	1.22	-7.89	.00
			%	21.3	21.3	22.7	30	4				
		L	f	14	9	11	0	0	4.08	.86		
			%	61.8	20.6	17.6	0	0				

Grand mean 3.49

Key: X=Mean score, f=Frequency, SD=standard Deviation, V=Value. SD=strongly disagree: D=Disagree, UN=Undecided, A=Agree and SA=Strongly Agree

As it is shown on the above table 5, item 1, respondents were asked to indicate their perception towards leaders understanding subordinates feeling. Teachers indicted their views with mean score of 3.24 and school leaders indicted their views with mean score of 4 about the leadership style they practiced in the school. Both groups of respondents were agreed that the school leaders were understood the subordinates feelings. The findings indicated that the school leaders practice democratic leadership style . From the interview conducted most of the interviewee agreed that their school leaders understand the subordinates feelings. In addition the p-value was found to be equal to 0.74 for item 1 which showed statistically no significant mean differences between the two groups of respondents.

As indicated in table 5, item 2, respondents were asked to indicate their perception regarding the Seeks differing perspectives when solving problems. The two groups of respondents“ teachers and school leaders were rated with mean score 3.28 and 4.73 respectively. Most teachers agreed with the issue of school leaders. Moreover the independent sample p-value (0.88) at 0.05 significance levels revealed that statistically not significant mean differences between the two groups of respondents. The findings showed that Seeks differing perspectives when solving problems and all leaders themselves agreed that they were Seeks differing perspectives when solving problems

As seen in the above table item 3, respondents were asked to rate their views regarding creative new idea and problem solution are solicited from followers. Accordingly, teacher’s and leaders respondents with the (mean=3.25) and (mean =4.79) respectively indicated that most of teacher’s agreed with the issue of leaders solicited new idea and creative problem solution from followers and all leaders themselves agreed on the issue. But the independent sample p-value (0.00) was less than 0.05 significance level revealed that statistically significant mean differences between the two groups of respondents.

Shown on the table 5, item 4, respondents were asked to rate their views regarding monitoring school performance and promoting effective communication throughout the school. The two groups of respondents“ teachers and school leaders were rated with mean score 3.29 and 2.35 respectively indicated that most of teacher’s agreed with the issue monitoring school performance and promoting effective communication throughout the

school and majority of leaders rating themselves undecided on the issue. In addition the p-value was found to be 0.00 was less than 0.05. This showed that there was statistical significant difference between the options of the two groups of respondents. From this result, one can conclude that most teachers convinced to say there is monitoring school performance and promoting effective communication throughout the school. But leaders were not convinced to say there is monitoring school performance and promoting effective communication throughout the school.

Shown on the table 5, items 5 respondents were asked to rate their views regarding focus on cooperative and collaborative students work cultures. The teacher respondents with the (mean =3.27) and leaders respondents with the (mean=3.67). This indicated that most of teachers and leaders agreed with the issue of leaders focus on cooperative and collaborative students work cultures and also the interview results of some respondents showed that the leaders were not focus on cooperative and collaborative students work cultures. According to them, it is difficult to say there is a joint cooperative and collaborative students work cultures. But, the independent sample p-value (.007) was less than 0.05. The finding showed that there was statistical significant difference between the options of the two groups of respondents.

As indicated in table 5, item 6, respondents were asked to indicate their perception regarding providing appropriate model of best practices to the school. Teachers rated their school leaders with mean score 3.32 and leaders rated themselves with mean score 4.73. This indicated that most of teachers agreed and all leaders agreed with the issue of leaders providing individual support and appropriate model of best practices and beliefs considered fundamental to the school and also the interview results of some respondents showed that the leaders were not providing individual support and appropriate model of best practices and beliefs considered fundamental to the school. In addition the p-value was found to be 0.00 was less than 0.05. Significance level revealed that statistically significant mean differences between the two groups of respondents. The findings showed that the two group respondent's perception was agreed on the issue.

Shown on the table 5, items 7 respondents were asked to rate their views regarding delegates' roles to others .The two groups of respondents" teachers and school leaders

were rated with mean score 3.36 and 4.85 respectively. This indicated that most of teachers and all leaders agreed with the issue of leader delegates' roles to subordinates and also the interview results of some respondents showed that the leaders were not delegates' roles to Followers. But the independent sample p-value (0.00) was less than 0.05. This Showed that statistically significant mean differences between the two groups of respondents. The findings showed that the two group respondent's perception was agreed on the issue.

Shown on the table 5, items 8 respondents were asked to rate their views regarding leaders re-examines critical assumptions to question whether they are appropriate. Teachers rated their school leaders with mean score 3.29 and leaders rated themselves with mean score 3.32. This Showed that most of teacher's and leaders agreed with the issue leaders re-examines critical assumptions to question whether they are appropriate and In addition the p-value was found to be 0.89 was greater than 0.05. This showed that there was no statistical significant difference between the options of the two groups of respondents. The findings showed that the two group respondent's perception was agreed on the issue leaders re-examines critical assumptions to question whether they are appropriate..

Shown on the table 5, items 9 respondents were asked to rate their views regarding leaders use valid different leadership style across situations and cultures. The two groups of respondent's teachers and school leaders were rated with mean score 3.22 and 4.14 respectively. Both group of respondent's agreed on the issue. But interview results of some respondents showed that the leaders were not use valid different leadership style across situations and cultures. In addition the p-value was found to be 0.07 was greater than 0.05 for item 9 which showed that no statistically significant mean differences between the two groups of respondents.

As indicated in table 5, item 10, respondents were asked to indicate their perception regarding leaders shows high concern for the learning and development of students or needs of the teachers. Teachers rated their school leaders with mean score 3.25 and leaders rated themselves with mean score 4.08. Both group of respondent's agreed on the issue. But the interview results of some respondents showed that the leaders were shows

high concern for the learning and development of students or needs of the teachers. The findings showed most of teachers and leaders agreed on the issue that the leaders indicated high concern for the learning and development of students or needs of the teachers. But independent sample p-value (0.00) was less than 0.05. This showed that there was statistically difference between teachers and leaders rating in their level of agreement.

4.2.2 Autocratic leadership style among principal

Autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strongly focused on both commands by the leader and control of the followers

Table 5. Autocratic leadership

No	Items	T=75 L=34							Descriptive		t-value	P-value
				A		U	D	X	SD			
				SA	A	U	D			SD		
1	Critics of individual members' mistakes	T	f	16	26	22	8	3	3.6	1.0	-8.2	0.00
			%	21.3	34.7	29.3	10.7	4				
		L	f	16	0	11	7	0	3.73	1.26		
			%	47.1	0	32.4	20.6	0				
2	Retain most of the authority	T	f	20	25	14	15	1	3.64	1.12	-.02	0.97
			%	26.7	33.3	18.7	20	1.3				
		L	f	13	3	12	0	6	3.64	1.2		
			%	38.2	8.8	35.3	0	17.6				
3	Direct employees to accept their responsibly for completing their work	T	f	32	20	16	6	1	4.01	1.04	0.05	0.95
			%	42.7	26.7	21.3	8	1.3				
		L	f	13	8	0	7	6	3.44	1.59		
			%	28.6	14.3	42.9	0	14.3				
4	Give order and clear procedures	T	f	29	25	11	10	0	3.97	1.04	-.22	0.82
			%	38.7	33.3	14.7	13.3	0				
		L	f	3	25	6	0	0	3.91	.51		
			%	8.8	73.5	17.6	0	0				
5	The chief judge of group members achievement	T	f	19	29	18	8	1	3.76	.99	.135	.89
			%	25.3	38.7	24	10.7	1.3				
		L	f	13	0	8	7	6	3.2	1.57		
			%	28.6	0	28.6	28.6	14.3				

Grand mean 3.68

As indicated in table 6, item 1, respondents were asked to indicate their perception regarding leader's critics of individual members' mistakes. Teachers rated their school

leaders with mean score 3.6 and leaders rated themselves with mean score 3.73. The findings showed that most teachers agreed on leader's critics of individual members' mistakes. But majority of leaders disagreed on the issue. In addition independent sample p-value (0.00) was less than 0.05. The result showed that there is statistically significant difference between the two groups

As shown on the table 6, items 2 respondents were asked to rate their views regarding leaders retain most of the authority. The result from this item showed that the average perception of teachers (Mean= 3.64) and leaders (Mean= 3.64) showed that both teachers and principals agreed that leaders retain most of the authority. Furthermore, independent sample p-value (0.97), $p > 0.05$) revealed that there is no statistically significant difference between teachers and principals in their level of agreement about the leaders retain most of the authority. This indicated that most school leaders not shared their authority.

As shown on the table 6, items 3, respondents were asked to rate their views regarding direct employees to accept their responsibly for completing their work. The average perception of teachers (Mean = 4.01) and principals (Mean = 3.44) indicated that leaders direct employees to accept their responsibly for completing their work. The finding showed that both group agreed that the school leaders direct employees to accept their responsibly for completing their work. Moreover, the independent sample t-test result (0.95), $p > 0.05$) revealed that there is no statistically significant difference between teachers and leaders in their level of agreement.

As shown on the table 6, items 4, respondents were asked to rate their views regarding leaders give order and clear procedures. Teachers rated their school leaders with mean score 3.97 and leaders rated themselves with mean score 3.91. The finding showed that both respondents showed agreed on the issues. Furthermore, independent sample p-value (0.87), $p > 0.05$) revealed that there is no statistically significant difference between teachers and leaders in their level of agreement about the leaders give order and clear procedures.

As indicated in table 6, item 5, respondents were asked to indicate their perception regarding leaders is the chief judge of group member's achievement. Thus, the average

perception of teachers (Mean = 3.76) and leaders (Mean = 3.2) indicated that leader is the chief judge of group member's achievement and also the interview results of some respondents showed that the leaders practice autocratic leadership style. Moreover independent sample p-value (0.89) was greater than 0.05. The finding showed that there is no statistically significant difference between teachers and leaders in their level of agreement, leaders is the chief judge of group member's achievement.

4.2.3. Laissez-Faire Leadership among the Principal

Actions are delayed. Responsibilities of leadership are ignored. Authority remains unused (Bass, 1998).

Table 6. Laissez-Faire Leadership

No	Items	T=75 L=34		Scale					Descriptive		T-Value	P-Value
				A		U	D		X	SD		
				SA	A	U	D	SD				
1	Avoids getting involved when important issues arises	T	f	21	27	11	14	1	3.96	2.38	2.34	0.02
			%	28	36	14.7	18.7	1.3				
		L	f	0	17	0	10	7	2.7	1.27		
			%	0	50	0	29.4	20.6				
2	Less communication between school leaders and teachers	T	f	18	18	20	13	6	3.38	1.25	3.10	0.00
			%	24	24	26.7	17.3	8				
		L	f	0	18	3	7	6	2.97	1.21		
			%	0	52.9	8.8	20.6	17.6				
3	Allows teachers to appraise their own work	T	f	18	30	16	11	0	3.73	.99	1.77	0.08
			%	24	40	21.3	14.7	0				
		L	f	0	16	6	0	12	2.76	1.37		
			%	0	47.1	17.6	28.6	35.3				
4	Leaves subordinates alone as they do their work	T	f	24	19	18	8	6	3.62	1.26	2.37	0.021
			%	32	25.3	24	10.7	8				
		L	f	0	4	15	9	6	2.94	1.45		
			%	0	11.8	44.1	26.5	17.6				
5	Give complete freedom to employees to solve problem on their own	T	f	31	20	10	10	4	3.85	1.24	.48	.63
			%	41.3	26.7	13.3	13.3	5.3				
		L	f	10	7	1	4	12	3.73	1.16		
			%	29.4	20.6	2.9	11.8	35.3				

Grand mean 3.48

As indicated in table 7, item 1, respondents were asked to indicate their perception regarding leaders avoids getting involved when important issues arises .The teachers (Mean = 3.96) and leaders (Mean = 2.79). Moreover independent sample p-value (0.02) was less than 0.05 indicates that there is significant difference in their ratings. But the

finding showed that most teachers respondent agreed on leaders avoids getting involved when important issues arises and 50% of leaders agreed on the issue But 17(50%) leaders disagreed on the leaders avoids getting involved when important issues arises

Shown on the table 7, items 2, respondents were requested to rate communication between school leaders and teachers. Thus, the average perception of teachers Mean(3.39) and leaders Mean(2.85) This indicated that less communication between school leaders and teachers and also the interview results of some respondents showed that communication between school leaders and teachers oriented on human relation rather than task oriented. Moreover independent sample p-value (0.03) was less than 0.05. The finding showed that there is statistically significant difference between teachers and leaders in their level of agreement on communication between school leaders and teachers.

Table 7 items 3 deals with whether leaders allow teachers to appraise their own work. The two groups of respondent's teachers and school leaders were rated with mean score between 3.73-2.76. Also teachers and leaders agreed on the issue. The finding showed that leaders allow teachers to appraise their own work. In addition t-test result, p value (0.08) indicates that there is no significant difference in their ratings.

Shown on the table 7, items4, leaders leaves subordinates alone as they do their work. Teachers rated their school leaders with mean score (3.62). And school leaders rated they with mean score (2.96).The mean score of teachers were greater than the mean score of the leaders. That means most teachers said school leaders used laissez-faire leadership style in their school. But most leaders disagreed on the issue. The independent sample t-test, p-value (0.02) was less than (0.05). This showed that there is statistically significant difference between teachers and leaders in their level of agreement on leaders leaves subordinates alone as they do their work. The finding indicates that teachers agreed on leaders used laissez-faire leadership style in their school. But leaders disagree on the issue.

As indicated in table 7, item 5, respondents were requested to rate leaders give complete freedom to employees to solve problem on their own. The average perception of teachers Mean(3.85) and leaders Mean (3.73) indicated that leaders give complete freedom to

employees to solve problem on their own and also the interview results of some respondents showed that the leaders practice laissez-faire leadership style. Moreover independent sample p-value (.63) was greater than 0.05. This showed that there is no statistically significant difference between teachers and leaders in their level of agreement on leaders give complete freedom to employees to solve problem on their own. The finding indicates that leaders used laissez-faire leadership style in their school.

From the above table 5, 6 and 7 teachers were asked to show their perception regarding the leadership style practiced in their respective school and indicated their responses accordingly and leaders did the same. The findings showed that majority of teacher's and leader's perception revealed that their school principals exhibit democratic autocratic and laissez-faire leadership style. Also some of the respondents pointed their views as undecided, disagree and strongly disagree. It can be concluded that there are no best way in using leadership styles. Many authors can be concluded that there is no best way in using leadership styles. It depends on the situation that leaders used what suited them most in fulfilling their duties.

4.2.4 Transformational Leadership Style among Principals

Table 7. Idealized Influence/Behavioral/

No	Items	T=75 P=34	Scales					Descriptive		T-value	P-value	
			A		U	D		X	SD			
			SA	A	U	D	SD					
1	Talk about his important values and beliefs	T	f	13	30	24	6	2	4.14	4.87	-3.71	0.00
			%	17.3	40	32	8	2.7				
		L	f	10	15	7	2	0	4.41	1.1		
			%	29.4	44.1	20.6	5.9	0				
2	Specifies the importance of having a strong sense of purpose	T	f	10	16	25	22	2	3.13	1	-4.12	0.00
			%	13.3	21.3	33.3	29.3	2.7				
		L	f	27	4	0	1	2	4.55	.96		
			%	79.4	11.8	0	2.9	5.9				
3	Makes teachers feel insecure about their work and give direction	T	f	14	26	21	9	5	3.46	1.13	-3.92	0.00
			%	18.7	34.7	28	12	6.7				
		L	f	12	15	3	4	0	4.11	.59		
			%	35.2	44.1	8.8	11.8	0				
4	Emphasize the importance of having a collective sense of mission	T	f	17	17	18	19	4	3.32	1.23	-7.78	.00
			%	22.7	22.7	24	25.3	5.3				
		L	f	32	1	0	1	0	4.79	.72		
			%	94.1	2.9	0	2.9	0				
5	Displays a sense of power and confidence	T	f	16	18	27	12	2	3.45	1.08	-6.11	.00
			%	21.3	24	36	16	2.7				
		L	f	10	15	7	2	0	4.41	.55		
			%	28.6	57.1	14.3	0	0				

Grand mean 3.68

As indicated in table 8, item 1, respondents were requested to rate leader's talk about his important values and beliefs. The average perception of teachers (Mean = 4.14) and leaders (Mean = 4.41). Both respondents agreed on leader's talk about his important values and beliefs. Finding indicates that leader's idealized influence subordinates by talking about his important values and beliefs.

As indicated in table 8, item 2, respondents were requested to rate the leaders specifies the importance of having a strong sense of purpose. The perception of teachers mean score (3.13) and leaders mean (4.55). The findings showed that both group of respondents agreed about the issue. But p-value (0.00) at (0.05) significance level revealed that statistically significant mean differences between the two groups of respondents on the issue of leaders specifies the importance of having a strong sense of purpose.

Shown on the table 8, items3, respondents were asked to indicate their perception regarding leaders makes teachers feel insecure about their work and give direction. The result of item 3 above shows that the average perception of teachers Mean (3.46) and principals Mean (4.11). Finding showed that most of leaders and teachers agreed on the issue make teachers feel insecure about their work and give direction. But p-value (0.00) at (0.05) significance level revealed that statistically significant mean differences between the two groups of respondents on the issue.

As depicted on the table 8, items 4, respondents were asked to indicate their perception regarding leaders emphasize the importance of having a collective sense of mission. Teachers rated their school leaders with mean score 3.32. And school leaders rated themselves with mean score 4.79. The findings showed that both group of respondent agreed on the issue leaders emphasize the importance of having a collective sense of mission. But the independent sample p-value (0.00) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

As indicted on the table 8, items5, respondents were asked to indicate their perception regarding leaders displays a sense of power and confidence. Teachers rated their school leaders with mean score (3.45). And school leaders rated they with mean score (4.41). The finding showed that most teachers' and leaders agreed about issue of leader's displays a sense of power and confidence. But the independent sample p-value (0.00) was found to

be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

Table 8. Inspirational Motivation

No	Items	T=75 P=7							Descripti ve		T= valu e	P= val ue
				A		U	D	SD	X	SD		
				SA	A	U	D					
1	Talks optimistically about the future	T	F	18	24	15	16	2	3.5	1.1	- 2.28	.25
			%	24	32	20	21.3	2.7	3	5		
		P	F	17	16	1	0	0	4	.99		
			%	50	47.1	2.9	0	0				
2	Create a school culture that promotes collaboration and involvement	T	F	19	17	15	23	1	3.4	1.2	- 6.47	.00
			%	25.3	22.7	20	30.7	1.3				
		P	F	14	15	0	5	0	4.6	.77		
			%	41.2	44.1	0	14.7	0	4			
3	Expresses confidence that goal will be achieved	T	F	18	23	24	10	0	3.6	.99	-3.8	.00
			%	24	30.7	32	13.3	0	4			
		P	F	29	4	0	1	0	4.2	.61		
			%	85.3	11.8	0	2.9	0	6			
4	Do more with colleagues and followers	T	F	22	16	20	16	1	3.5	1.1	-5.5	.00
			%	29.3	21/3	26.7	21.3	1.3	6	6		
		P	F	14	15	0	5	0	4.2	.66		
			%	14.3	85.7	0	0	0				
5	Talks enthusiastically about what needs to be accomplished	T	F	10	24	16	25	0	3.2	1.0	- 6.88	.00
			%	13.3	32	21.3	33.3	0	5	6		
		P	F	25	4	0	5	0	4.44	.7		
			%	73.5	11.8		14.7	0				

Grand mean 3.75

As indicated in table 9 item 1, respondents were requested to rate the leaders talks optimistically about the future. Teachers rated their school leaders with mean score (3.53). And school leaders rated themselves with mean score (4). Most teachers' and leaders agreed about issue leaders talks optimistically about the future. The p-value (0.25) was found to be greater than 0.05 which showed statistically no significant mean difference between the two groups of respondents. Finding showed that inspirational leaders articulate, in simple ways, shared goals and mutual understanding of what is right and important about the future.

As indicated in table 9, item 2, respondents were requested to rate the leaders create a school culture that promotes collaboration, Involvement. Concerning these teachers rating shows that mean score 3.4. And school leaders rated they with mean score 4.64. The findings indicated that most of the teachers agreed and 85% of leader agreed on the leaders create a school culture that promotes collaboration, Involvement. The p-value (0.00) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

As can be seen on table 9, item 3, respondents were requested to rate the leaders expresses confidence that goal will be achieved. Teachers rated their school leaders with mean score 3.64. And school leaders rated themselves with mean score 4.26. The findings indicated that both respondents agreed on the issue but the mean score of teachers less than the mean score of leader's. The p-value (0.00) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

As shown on the table 9, items 4, respondents were requested to rate leaders do more with colleagues and followers. Teachers responded to item 4, with mean score 3.56 and School leaders responded to the same question with mean score 4.2. The findings indicated that most of teacher's respondent agreed on the issue leaders do more with colleagues and followers. Majority of leader's respondent also agreed on the issue. But the p-value (0.00) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

As it is shown in the above table regarding item 5 teachers rated their school leader's talks enthusiastically about what needs to be accomplished. Teachers with mean score (3.25) and school leaders rated themselves with mean score (4.44). The findings indicated that most teachers' respondent agreed on the issue leader's talks enthusiastically about what needs to be accomplished and majority of leader's respondent agreed on the issue. But p-value (0.00) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

Table 9. Individualized consideration

	Items	T=75 L=34		scale					descriptive		T- value	P- value
				A		U	D		X	SD		
				SA	A	U	D	SD				
1	Spends time teaching and coaching	T	F	19	20	22	14	0	3.58	1.06	-3.11	.00
			%	25.3	26.7	29.3	18.7	0				
		L	F	16	17	0	1	0	4.41	.68		
			%	47.1	50	0	2.9	0				
2	Considers an individual as having different needs, abilities, and aspiration from others	T	F	15	21	30	8	1	3.54	.97	-2.58	.01
			%	20	28	40	10.3	1.3				
		L	f	10	21	3	0	0	4.05	.95		
			%	29.4	61.8	8.8	0	0				
3	Treats others as individuals rather than just a member of a group	T	F	21	25	21	8	0	3.78	.97	-.53	.59
			%	28	33.3	28	10.7	0				
		L	F	17	5	11	1	0	3.85	.8		
			%	50	14.7	32.4	2.9					
4	Helps others to develop their strengths	T	F	19	28	13	9	6	3.6	1.21	-1.03	.30
			%	25.3	37.3	17.3	12	8				
		L	F	5	23	5	1	0	3.85	1.1		
			%	14.7	67.6	14.7	2.9	0				
5	Using two –way communication	T	F	19	25	16	11	4	3.58	1.17	-1.6	.11
			%	25.3	33.3	21.3	14.3	5.3				
		L	F	13	13	3	0	5	3.94	.77		
			%	38	38.3	8.8	0	14.7				

Grand mean 3.72

Shown on the table 10 items1, respondents were requested to rate leader spends time on teaching and coaching. Teachers rated their school leaders with mean score 3.58 and school leaders rated themselves with mean score 4.41. Finding show that majority of school leaders and teachers agreed on the issue leader spend time on teaching and coaching. But the independent sample p-value (0.00) was found to be less than (0.05) significance level revealed that statistically significant mean differences between the two groups of respondents on the issue of leader spend time on teaching and coaching.

As can be seen on table 10 item 2, respondents were requested to rate the leaders Considers an individual as having different needs, abilities, and aspiration from others. Teachers rated their school leaders with mean score 3.54 and school leaders rated themselves with mean score 4.05. Finding show that majority of school leaders and teachers agreed on the issue about leader consider an individual as having different needs, abilities, and aspiration from others. But the independent sample p-value (0.01) was

found to be less than (0.05) significance level revealed that statistically significant mean differences between the two groups of respondents on the issue.

As can be seen on table 10 item3, respondents were asked to answer whether principals treats others as individuals rather than just a member of a group. As depicted in the above table item3 (61.3%) of teachers agreed that principals treats others as individuals rather than just a member of a group. In contrarily, 10.7% of them responded disagree. Besides, the perception of teachers (Mean= 3.78) and school leaders rated themselves with mean score 3.88. Both respondents agreed on the issue. An independent sample p-value (0.59) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue. Finding indicated that principal of primary schools treats others as individuals rather than just a member of a group.

As shown on the table 10, item4, respondents were requested to rate leader helps others to develop their strengths. Teachers rated their school leaders with mean score 3.6 and school leaders rated themselves with mean score 3.85. This showed that teachers and leaders agreed on leader helps others to develop their strengths. The finding shows that both groups of respondent were agreed on the issues. An independent sample p-value (0.30) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue.

As can be seen on table 10, item 5, respondents were requested to rate the leaders using two –way communication. Teachers rated their school leaders with mean score 3.58 and school leaders rated themselves with mean score 3.94. This showed that teachers and principals agreed on leader using two –way communication. An independent sample p-value (0.11) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue. Finding indicate that leaders using two –way communication.

4.2.5 Transactional Leadership Style among the Principal

Table 10. Contingent Reward

No	Items	T=75 L=34		Scale					Descriptive		T=v alue	P=va lue	
				A		U	D	X	SD				
				SA	A	U	D			SD			
1	Provides others with assistance in exchange for their efforts	T	F	8	14	21	31	1	2.96	1	-	7.18	0.00
			%	10.7	18.7	28	41.3	1.3					
		L	F	4	26	4	0	0	4	.54			
			%	11.8	76.5	11.8	0	0					
		L	F	8	25	0	1	0	4	1.08			
			%	23.5	73.5	0	2.93	0					
3	Motivate subordinates primarily by reward and punishment	T	F	15	22	25	11	0	4.1	4.8	-	2.12	.38
			%	23.5	73.5	0	2.93	0					
			%	20	29.3	33.3	14.7	0					
		L	F	8	25	0	1	0	4	1.08			
			%	23.5	73.5	0	2.93	0					
			%	23.5	73.5	0	2.93	0					
4	Expresses satisfaction when others meet expectation	T	F	14	33	22	5	1	3.72	.89	-	1.92	.58
			%	18.7	44	29.3	6.7	1.3					
		L	F	7	27	0	0	0	4.02	.71			
			%	20.6	79.4	0	0	0					
		L	F	8	20	5	1	0	4.29	.9			
			%	23.5	58.8	14.7	2.9	0					
5	Provide follower with reward contingent	T	F	14	31	18	11	1	3.61	.98	-	3.52	.00
			%	18.7	41.3	24	14.7	1.3					
		L	F	8	20	5	1	0	4.29	.9			
			%	23.5	58.8	14.7	2.9	0					

Grand mean 3.68

As can be seen on table 11, item 1, respondents were requested to rate the leaders provides others with assistance in exchange for their efforts. Teachers rated their school leaders with mean score 2.96 and school leaders rated themselves with mean score 4. Finding show that majority of teachers disagreed on the issue about leader provides others with assistance in exchange for their efforts. But majority of leaders agreed on the issues. An independent sample p-value (0.00) was found to be less than 0.05 significance level revealed that statistically significant mean differences between the two groups of respondents on the issue. The finding showed that the perception of two group were opposite.

As shown on the table 11, item2, respondents were requested to rate leader discuss in specific terms who is responsible for achieving performance target .School teachers rated

their leaders 3.62 and school leaders rated themselves with mean score 4. Finding showed that teachers and leaders agreed on leader discuss in specific terms who is responsible for achieving performance target. In addition independent sample p-value (0.38) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue.

As indicated on the table 11, item3, respondents were requested to rate leader make clear what one can expect to receive when performance goals are achieved. Perception of teachers (Mean= 4.1). School leaders rated themselves with mean score 4. An independent sample p-value (0.38) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue. The finding indicates that both respondents agreed on leader make clear what one can expect to receive when performance goals are achieved.

As indicated in the table11, item4, respondents were requested to rate the leaders expresses satisfaction when others meet expectation. School teachers rated their leaders 3.72 school leaders rated themselves with mean score 4.02. Finding show that majority of teachers and leaders agreed on the issue about leaders express satisfaction when others meet expectation. However an independent sample p-value (0.58) was found to be greater than 0.05. This revealed that statistically no significant mean differences between the two groups of respondents on the issue about leaders express satisfaction when others meet expectation.

The above table item 5 depicts that, respondents were requested to rate the leaders provide follower with reward contingent. Accordingly, the teachers and leaders respondents with the (mean=3.61) and (mean=4.29) respectively. Finding show that majority of teachers and leaders agreed on the issue. But independent sample p-value (0.00) was found to be less than 0.05 significance level revealed that statistically significant mean differences between the two groups of respondents on the issue.

Transformational leadership focuses on stimulating and inspiring followers to achieve both extraordinary outcomes and develop their own leadership capacity (Bass & Riggio, 2006).

From the above table 8,9,10 and 11 teachers were asked to show their perception regarding the transformational and transactional leadership style practiced in their respective school and indicated their responses accordingly and leaders did the same. This means leaders practices both transformational and transactional leadership depending on the context they are facing and the people with whom they are working.

As a summary the grand means of the leadership styles practiced were :

Democratic style=3.49

Autocratic style=3.68

Laissez-Faire style=3.48

To compare the leadership styles practiced in the school the leaders inclined to Autocratic style (3.68). Because the grand mean of Autocratic leadership style is greater than that of Democratic and Laissez-Faire.

Transformation style=3.71

Transactional style=3.68

To compare transformation and Transactional leadership styles practiced in the school the leaders inclined to transformation style than transactional one. Because the grand mean of transformation style (3.71) is greater than transactional style. But no significance difference between the perception of leaders and teachers.

4.2.6 Type of Leadership Styles Practice when Decision Making Process

Table 11. Type of Leaderships Styles Practice when Decision Making Process

No	Items	T=75 L=34		Scale					Descripti ve		T=v alue	P= val ue
				A		U	D		X ⁻	SD		
				SA	A	U	D	SD				
1	Make decision that consider the situation	T	F	16	16	31	12	0	3.4 8	1	-4.5	.00
			%	21.3	21.3	41.3	16	0				
		L	F	22	8	3	1	0	4.2 .79			
			%	64.7	23.5	8.8	2.9	0				
2	Allows subordinate to participate in decision	T	F	24	26	11	14	0	3.8 1.0	9	- 1.38	.16
			%	32	34.7	14.7	18.7	0				
		L	F	19	12	3	0	0	4 .62			
			%	55.9	35.3	8.8	0	0				
3	Accepts ownership for team decisions	T	F	16	28	20	10	1	3.6 1	4	- 6.74	.00
			%	21.3	37.3	26.7	13.3	1.3				
		L	f	6	23	5	0	0	4.6 .54			
			%	17.6	67.6	14.7	0	0				
4	Listens to feedback and asks questions	T	F	23	26	15	9	2	4.1 7.3	4 7	-4.9	.00
			%	30.6	34.6	20	12	2.7				
		L	f	29	5	0	0	0	4.5 .65			
			%	85.3	14.7	0	0	0				
5	Considers the moral and ethical consequences of decisions	T	f	21	20	25	9	0	3.7 1	7	- 3.07	.00
			%	29.3	26.7	33.3	10.7	0				
		L	f	27	7	0	0	0	4.1 .57			
			%	79.4	20.6	0	0	0				

Grand mean 3.85

Concerning item 1, on table 12, the respondent's perception on leaders make decision that consider the situation. Teachers indicated their responses with mean score 3.48 leaders responded to the question with mean score 4.29. Finding show that most of teachers agreed on the issue about leader make decision that considers the situation and majority of leaders agreed on the issues. However an independent sample p- value (0.00) at (0.05).This revealed that statistically significant mean differences between the two groups of respondents on the issue.

As it can be seen on Table 12, item2, the respondent's perception on leaders allows subordinate to participate in decision. Teacher and school leaders were rated their views with mean score 3.8 and 4 respectively. The finding indicates that both groups agreed on the issue. But according to the interview conducted with two respondents, some teachers

said that the school leader doesn't allow subordinate to participate in decision. However independent sample p-value (0.16) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue.

The above table item 3 depicts that, respondents were requested to rate the leaders accepts ownership for team decisions. Accordingly, the teachers and leaders respondents with the (mean=3.64) and (mean=4.64) respectively indicted that the majority of the respondents agreed on issue leaders accepts ownership for team decisions. But according to the interview conducted with two groups of respondents, some teachers said that the school leader doesn't accept team decision rather they decide with few individuals who are close to them. An independent sample p- value (0.00) was found to be less than 0.05. Significance level revealed that statistically significant mean differences between the two groups of respondents on the issue. The finding show that both group of respondents agreed on the leaders accepts ownership for team decisions.

As shown on the table 12, item4, respondents were requested to rate leader listens to feedback and ask questions. Teacher and school leaders were rated their views with mean score 4.14 and 4.58 respectively. Finding showed that both respondents agreed on the issue leader listens to feedback and ask questions. An independent sample p- value (0.00) was found to be less than 0.05. Significance level revealed that statistically significant mean differences between the two groups of respondents on the issue.

As it can be seen on Table 12, item5, the respondent's perception on leaders considers the moral and ethical consequences of decisions. Teacher's rate their views with mean score3.7 and school leaders were rated themselves mean score4.17. Finding showed that the majority of teachers and leaders respondents agreed on the issues leaders consider the moral and ethical consequences of decisions. In addition an independent sample p- value (0.03) was found to be less than 0.05 significance level revealed that statistically significant mean differences between the two groups of respondents on the issue.

From the above table 12, item1-5 teachers were asked to show their perception regarding type of leadership styles used when decision making process in their respective school

and indicated their responses accordingly. Teachers pointed their views as agree, undecided and disagree and majority of leaders did rating agreed on the issue asked.

4.3 Challenges of leadership practice exhibited in the school

Table 12. Challenges of leadership practice exhibited in the school

No	Items	T=75 L=34		Scale					Descriptive		T=v alue	P=va lue
				A		U	D		X	SD		
				SA	A	U	D	SD				
1	Retain most of the authority	T	f	26	24	15	10	0	3.88	1.03	-	.09
			%	34.7	32	20	13.3	0				
		L	f	11	22	0	1	0	4.17	.71		
			%	32.4	64.7	0	2.9	0				
2	People were not coherent in their work	T	f	23	23	18	9	2	3.74	1.10	-2.2	.03
			%	30.7	30.7	24	12	2.7				
		L	f	9	24	1	0	0	4.11	.64		
			%	26.5	70.6	2.9	0	0				
3	When decision making there are a wide range of opinions	T	f	12	23	26	13	1	3.42	1	-	.045
			%	16	30.7	34.7	17.3	1.3				
		L	f	11	21	2	0	0	4.14	.7		
			%	32.4	61.8	5.9	0	0				
4	Take all the decision by themselves without being aware of it and not involving the concerned staffs	T	f	21	25	16	11	2	3.69	1.11	-.71	.47
			%	28	33.3	21.3	14.7	2.7				
		L	f	11	19	3	1	0	3.82	.75		
			%	32.4	55.9	8.8	2.9	0				
5	Avoid confronting subordinates about inappropriate behavior or poor performance, because such confrontation often degenerate in to an emotional conflict	T	f	37	19	10	9	0	4.12	1.05	-.33	.73
			%	49.3	25.3	13.3	12	0				
		L	f	1	30	0	3	0	4.17	.67		
			%	2.9	88.2	0	8.8	0				

Grand mean 3.91

As shown on the table 13, item1, respondents were requested to rate leader retain most of the authority. Teacher and school leaders were rated their views with mean score 3.88 and 4.17 respectively. Finding showed that both respondents agreed on the issue leader retain most of the authority. Moreover an independent sample p- value (0.08) was found

to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue.

As it can be seen on Table 13, item2, the respondent's perception on people was not coherent in their work. Teachers rated people was not coherent in their work with mean score 3.74 and leaders views with mean score 4.11. Finding showed the mean score of teachers is less than the mean score of leader .But both group agreed on the issue. An independent t-test was conducted to examine if there was significant difference in people was not coherent in their work. The p-value (0.03) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

The above table item 3 depicts that, respondents were requested to rate when decision making there are a wide range of opinions. Teachers rated their school leaders with mean score 3.78while school leaders rated themselves the mean score 4.14. Finding showed that mean score of teachers less than mean score of leaders on the issue. But most teachers agreed on when decision making there are a wide range of opinions. An independent t-test was conducted to examine if there was significant difference between two respondents, when decision making there are a wide range of opinions. The p-value (0.04) was found to be less than 0.05 which showed statistically significant mean difference between the two groups of respondents.

Shown on the table 13, item4, respondents were requested to rate leaders take all the decision by themselves without being aware of it and not involving the concerned staffs. Teacher and school leaders were rated their views with mean score 3.69and 3.82 respectively. Finding showed that both respondents agreed on leaders take all the decision by themselves without being aware of it and not involving the concerned staffs. Moreover an independent sample p- value (0.47) was found to be greater than 0.05significance level revealed that statistically no significant mean differences between the two groups of respondents on the issue of leaders take all the decision by themselves without being aware of it and not involving the concerned staffs.

The above table item 5 depicts that, respondents were requested to rate avoid confronting subordinates about inappropriate behavior or poor performance, because such confrontation often degenerate in to an emotional conflict about conflict. Teacher and

school leaders were rated their views with mean score 4.12 and 4.17 respectively. Finding showed that both respondents agreed on leaders avoid confronting subordinates about inappropriate behavior or poor performance. An independent t-test was conducted to examine if there was significant difference in avoid confronting subordinates about inappropriate behavior or poor performance, because such confrontation often degenerate into an emotional conflict. The p-value (0.73) was found to be greater than 0.05 which showed statistically no significant mean difference between the two groups of respondents.

Finally, all respondents were asked to state the main challenges which leaders face in practicing their leadership and to give their suggestions about which leadership style is mostly used by school leaders.

Teachers responded to the open ended questions regarding the challenges of school leaders in practicing their leadership style. Most of them said that they were busy with work as the result no monitoring and evaluation to improve the performance of student, demand from school communities about student's discipline, lack of student interest to learning, applying rule as needed, conflict among school communities, lack manage physical and human resource at school level, low student achievement, subordinate leader reaction is based on human relation rather than task relation and interference from stakeholders. These were some of the problem mentioned by teachers. Beside, leaders also said that they were challenged with the above mentioned problems. In addition to these leaders faced challenges due to lack of adequate supports from supervisors and concerning staff.

The result of interview conducted with teachers, regarding to how do you view leadership style practiced by your school principal? Majority 5 (71.42%) of teachers give their view, their school leaders understand the subordinates feelings, but not difficult to say there is a joint cooperative and collaborative work culture in the school, the leaders were not providing individual support and appropriate model of best practices and beliefs considered fundamental to the school, the leaders were not delegates' role to follower. according to their view most leaders not practices leadership style across situations and cultures.

Regarding to how do principals, teachers other stakeholders collaborate in planning, implementing and monitoring school activities. Most teachers 4 (57.14%) give their view school leaders monitoring school performance and promoting effective communication throughout the school. According to their view they practice democratic leadership style

Regarding to teachers participate in decision making, some teachers said that the school leader doesn't allow subordinate to participate in decision making. According to interview conducted about leaders bring the desired change in school, the teachers give their views, leaders practiced transformational leadership style to bring change. Interview provided for teachers, is your principal always available in his office?. Majority of teachers said that they available in their office ales extra activity that interfere with their regular work. Such kind of leadership style is democratic style.

The result of interview conducted with leader in relation to in your opinion, do you think the type of leadership styles employed influence performance in your school? the leader give their view, leadership styles practiced in my school influence performance toward the desire educational goals, because we practice the leadership style according to internal and external environmental context. Regarding to what kind of leadership style do you apply in your school and how? leader said that we apply leadership style across situations and cultures of our school environment faced and the people with whom we work. In relation to have you ever taken any specialized course or short term training on educational leadership or management? He said that I have taken specialized course on educational planning and management. Regarding this, are there any other extra activities that interfere with your regular work? He give his view there are many extra activities influence our works example, we share different activities from kebele, we work with different sectors like agricultural, health, cultural and truism sectors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings of the study, the conclusions drawn on the bases of the findings and recommendations which the researcher proposes and assumes to be able to implement which will go a long way to help to improve school leadership practices in leading as desired in some selected Sebeta city government primary school.

5.1 Summary

The main aim of this study was to assess leadership style practices in some selected Sebeta city government primary school. In order to meet the desired objectives an attempt has been made to evaluate the perception of teachers towards their school leadership style in leading and managing the school community, their decision making style and to assess challenges of leadership practice exhibited in the school. At last the researcher made an attempt to come up with suggestions and recommendations for the future. To achieve the objectives of the study, the following basic questions were formulated and answered.

1. What leadership styles do primary school principals in Sebeta city administration practice?
2. What challenges are exhibited in the leadership practice of schools principals?

To answer these questions descriptive research design was employed. To this effect, the study was conducted in 7 primary schools of Sebeta city. The representatives of the seven out of fourteen primary schools were selected by using Non-probability sampling was used to select 7(50%) schools from 14 government primary schools in Sebeta city administration that is a purposive sampling technique. Because their availability of grade eight (8th). The subjects were school leaders and teachers of the selected schools. The data gathered through closed –ended questionnaire was analyzed and interpreted by using frequency, percentage, mean, standard deviation and independent sample t-test. The data gathered through open –ended questionnaire is qualitatively analyzed (thematic narration). Primary and secondary data sources were used. The study employed a combination of tools as data collection instruments, questionnaires with teachers and leaders and semi structured interview with teachers and leaders. Accordingly 114 copies

of the questionnaires were prepared and 80 copies of questionnaires were distributed to teachers and 34 copies to the school leaders. From the teachers 75(93.75%) were returned while 34 (100%) were returned from school leaders.

In order to assess the school leadership practices regarding the characteristics of respondents in relation to the leadership style their leaders mostly practice according to situation. Their leaders used leadership style when decision making and leadership challenges are exhibited in the schools. Based on these points information was obtained from the sample respondents through close ended and open ended questions and analysis of data, with the following findings.

Types of leadership styles practiced in the primary schools

Concerning democratic leadership styles leaders understanding subordinates feeling teachers with mean score of (3.24) and school leaders indicated their views with mean score of (4) both respondent groups agreed. Regarding to leaders seek differing perspectives when solving problems. The two groups of respondents' teachers and school leaders were rated with mean score 3.28 and 4.73 respectively. Most teachers and all leaders agreed. Regarding to leaders creative new idea and problem solution are solicited from followers. Accordingly, teacher's and leaders respondents with the (mean=3.25) and (mean =4.79) respectively. Indicated that most of teachers and all leaders agreed on the. Regarding to leaders monitoring school performance and promoting effective communication throughout the school, the two groups of respondents teachers and school leaders were rated with mean score 3.29 and 2.35 respectively indicated that most of teacher's agreed with the issue while majority of leaders undecided on the issue. Regarding focus on cooperative and collaborative students work cultures, the teacher respondents with the mean (3.27) and leaders respondents with the mean (3.67). This indicated that most of teachers and leaders agreed with the issue. Regarding to leaders providing appropriate model of best practices to the school, teachers rated their school leaders with mean score 3.32 and leaders rated themselves with mean score 4.73. This indicated that most of teachers agreed and all leaders agreed with the issue. Regarding leaders delegates' roles to others, the two groups of respondent's teachers and school leaders were rated with mean score 3.36 and 4.85 respectively. This indicated that most

of teachers and all leaders agreed with the issue. Regarding leaders re-examines critical assumptions to question whether they are appropriate, teachers rated their school leaders with mean score 3.29 and leaders rated themselves with mean score 3.32. This showed that most of teacher's and leaders agreed on leaders re-examines critical assumptions to question whether they are appropriate. Regarding leaders use valid different leadership style across situations and cultures. The two groups of respondent's teachers and school leaders were rated with mean score 3.22 and 4.14 respectively. Both group of respondent's agreed on the issue. But interview results of some respondents showed that the leaders were not use valid different leadership style across situations and cultures. Regarding leaders shows high concern for the learning and development of students or needs of the teachers. Teachers rated their school leaders with mean score 3.25 and leaders rated themselves with mean score 4.08. Both group of respondent's agreed on the issue. But the interview results of some respondents showed that the leaders were shows minimal concern for the learning and development of students or needs of the teachers. To summarize most of the leaders of the Sebeta primary schools practiced democratic leadership styles. Accordingly it was concluded that some of the respondents also agreed that the school leaders practiced autocratic leadership styles. But the interviews and open-ended questions results showed that some of the leaders of Sebeta primary schools practiced an autocratic leadership styles thus not enabling participation by teachers.

Concerning autocratic leadership styles leaders and teachers perception regarding leader's critics of individual members' mistakes. Teachers rated their school leaders with mean score 3.6 and leaders rated themselves with mean score 3.73. The findings showed that most teachers agreed on leader's critics of individual members' mistakes. But majority of leaders disagreed on the issue. Regarding leaders retain most of the authority. The result from this item showed that the average perception of teachers Mean (3.64) and leaders Mean (3.64) showed that both teachers and principals agreed that leaders retain most of the authority. Regarding leaders direct employees to accept their responsibly for completing their work. The perception of teachers Mean score (4.01) and principals Mean score (3.44). The finding showed that both group agreed on the issue. Regarding leaders give order and clear procedures. Teachers rated their school leaders with mean score 3.97 and leaders rated themselves with mean score 3.91. The finding showed that both

respondents showed agreed on the issues. Regarding leaders is the chief judge of group member's achievement. Thus, the average perception of teachers Mean (3.76) and leaders Mean (3.2) indicated that leader is the chief judge of group member's achievement and also the interview results of some respondents showed that the leaders practice autocratic leadership style

Concerning laissez-fair leadership styles regarding leaders avoids getting involved when important issues arises. The teachers (Mean = 3.96) and leaders (Mean = 2.79). The finding showed that most teachers respondent agreed on leaders avoids getting involved when important issues arises and 50% of leaders agreed on the issue. Concerning on communication between school leaders and teachers, the average perception of teachers Mean (3.39) and leaders Mean(2.85) This indicated that less communication between school leaders and teachers and also the interview results of some respondents showed that communication between school leaders and teachers oriented on human relation rather than task oriented. Regarding to leaders allow teachers to appraise their own work. The two groups of respondent's teachers and school leaders were rated with mean score between 3.73-2.76. The finding showed that teachers and leaders agreed on the issue. Concerning on leaders leaves subordinates alone as they do their work. Teachers rated their school leaders with mean score 3.62. And school leaders rated they with mean score 2.96. The mean score of teachers were greater than the mean score of the leaders. That means most teachers said school leaders used laissez-faire leadership style in their school. But most leaders disagreed on the issue. Regarding leaders give complete freedom to employees to solve problem on their own. The average perception of teachers mean (3.85) and leaders mean (3.73) indicated that leaders give complete freedom to employees to solve problem on their own and also the interview results of some respondents showed that the leaders practice laissez-faire leadership style accordingly.

Transformational Leadership Style

Concerning transformational leadership, the perception of leaders and teachers on the use of idealized behavior teachers rated the school leaders with a mean score 3.39 while leaders' with mean score 4.45. Most of two groups respondent agreed on leaders exercise idealized behavior. Concerning on leaders specifies the importance of having a strong

sense of purpose. The perception of teachers mean score (3.13) and leaders mean (4.55). The findings showed that both group of respondents agreed about the issue. Regarding leaders makes teachers feel insecure about their work and give direction. The teachers mean (3.46) and leaders mean (4.11). Finding showed that most of leaders and teachers agreed on the issue. Regarding leaders emphasize the importance of having a collective sense of mission. Teachers rated their school leaders with mean score 3.32. And school leaders rated themselves with mean score 4.79. The findings showed that both group of respondent agreed on the issue. Regarding leaders displays a sense of power and confidence. Teachers rated their school leaders with mean score (3.45). And school leaders rated they with mean score (4.41).The finding showed that most teachers' and leaders agreed about issue. Regarding leaders displays a sense of power and confidence. Teachers rated their school leaders with mean score (3.45). And school leaders rated they with mean score (4.41).The finding showed that most teachers' and leaders agreed about issue.

Regarding to inspirational leadership, leaders talk optimistically about the future. Teachers rated their school leaders with mean score (3.53). And school leaders rated themselves with mean score (4). Most teachers' and leaders agreed about issue. Concerning leaders create a school culture that promotes collaboration Involvement. Teachers mean score (3.4). And school leaders mean score (4.64).The findings indicated that most of the teachers agreed and 85% of leader agreed on the issue. Regarding leaders express confidence that goal will be achieved. Teachers mean score (3.64). And school leaders mean score (4.26). The findings indicated that both respondents agreed on the issue. Concerning leaders do more with colleagues and followers. Teachers mean score (3.56) and School leaders mean score (4.2). The findings indicated that most of teacher's respondent agreed on the issue. Concerning school leader's talks enthusiastically about what needs to be accomplished. Teachers rated with mean score (3.25) and school leaders rated with mean score (4.44). The findings indicated that most teachers' respondent agreed on the issue.

Regarding to individualized consideration, leaders Spends time teaching and coaching, Considers an individual as having different needs, abilities, and aspiration from others, treats others as individuals rather than just a member of a group, helps others to develop

their strengths and using two-way communication. Teachers rated with mean score (3.54-3.78) and leaders rated with mean score (3.85-4.41). This showed that both group of respondents agreed on leaders considers an individual as having different needs, abilities, and aspiration from others.

Transactional Leadership Style

The overall rating of transactional leadership exercise practiced by school principals teacher shows that the average (Mean = 3.49) and principal rating themselves shows that the average (4.06). An independent sample p-value (0.26) was found to be greater than 0.05 significance level revealed that statistically no significant mean differences between the two groups of respondents. Finding showed that both respondents agreed on school leader's exhibit transactional leadership style accordingly. The interviews and open-ended questions results showed that leaders provide follower with reward contingent, discuss in specific terms, who is responsible for achieving performance target and motivate subordinates primarily by reward and punishment.

Leadership Styles used During Decision Making Process

Concerning type of leadership styles used when decision making process teachers were asked to show their perception regarding type of leadership styles used when decision making process in their respective school and they indicated their responses accordingly. Majority of teachers and leaders pointed their views as most leaders practiced democratic, autocratic and Laissez -fair leadership styles depending on the context they are facing during decision making.

Concerning challenges of leadership practice exhibited in the school

Concerning challenges of leadership practice exhibited in the school, finding indicate that majority respondents pointed their views leaders retain most of the authority, people were not coherent in their work and take the decision by themselves without being aware of it and not involving the concerned staffs. The interviews and open-ended questions results showed that leaders avoid confronting subordinates about inappropriate behavior or poor performance, because they assumed that such confrontation often degenerate in to an emotional conflict.

5.2 Conclusions

This study sought to analyze if there is any difference in the leadership styles practiced by leaders of primary school. Based on this analysis was made to see the leadership styles practiced by leaders in selected school the following conclusions were drawn.

The study finding that leadership practices at selected primary schools in sebeta city administration, the perceptions of teachers and leaders regarding to their schools leadership style were positive. The difference in perception regarding the leadership practices by leaders and their teachers provides solution for further investigations to clarify the practices precisely. Concerning leadership practices the researcher is conducted recommendations were made. The finding of study is presented with the data analysis and presentation.

- Regarding type of leadership style practiced in primary schools was identified that most of the leaders in Sebeta primary schools were seen to demonstrate democratic, autocratic and Laissez-faire leadership styles accordingly. Few of the respondents also agreed that the school leaders practiced autocratic and Laissez-faire leadership styles. The finding of this study concluded that leadership style practiced in their school were satisfactory participatory (democratic) style. In most areas of study teachers perceptions were similar to those of the educational leaders. They rating themselves as practices democratic (participatory) style. The findings also link with (Dubrin, 2007) concept of democratic leadership. Democratic leadership involves consulting with staff, involving them in decision making and sharing responsibility with them and understanding the feeling of others and delegates' roles to their subordinates. However, there was a negative perception among some teachers that their leaders were not consultation, participation in decision making and less communication between leaders and teachers. In a few cases the leadership style practices in their school was perceived to be only autocratic and laissez fair style and interview results of most respondents showed that the leaders were not use valid different leadership style across situations and cultures.
- Regarding transformational and transactional leadership majority of respondents indicate that their leaders most of the time exhibit transformational and

transactional leadership style accordingly. But the interviews and open-ended questions results showed that most of the time leaders provide follower with reward contingent, discuss in specific terms, and who is responsible for achieving performance target and motivate subordinates primarily by reward and punishment, it showed that most of the time leaders practices transactional leadership style.

- Leaders increasingly are expected to provide opportunities for teachers, staff members, students, parents and community members to participate in school decision making for the success of teaching and learning. Most participants reported that leaders contribute towards strengthening participatory decision making. School leaders with good professional knowledge and skills have the capacity to participate different stakeholders participate in school decision making, address problems constructively, manage challenges, be inclusive and encourage a culture of learning among all stakeholders. The study concluded that majority of teachers and leaders pointed their views as most leaders practiced democratic, autocratic and Laissez - fair leadership styles depending on the context they are facing during decision making. But the interviews and open-ended questions results showed that most of the time leaders practice autocratic and Laissez -fair leadership styles during decision making and some participants reported that principals do not always contribute towards strengthening participatory decision making.
- The challenges exhibited in practicing leadership style in the school like, leaders retain most of the authority, people were not coherent in their work and take the decision by themselves without being aware of it and not involving the concerned staffs and leaders avoid confronting subordinates about inappropriate behavior or poor performance, because they assumed that such confrontation often degenerate in to an emotional conflict. The study concluded that many challenges exhibited in practicing leadership style. The interviews and open-ended questions results also supports the closed-ended questionnaires responses.
- To summarized, most leaders in Sebeta primary school practices participatory and transformational leadership styles to improve student achievement accordingly. This research were largely confirms that school leaders who did not practice leadership style according to the exiting situation they face a continuous leadership

problems. The following section proposes recommendations based on the finding and conclusions

5.3. Recommendations

Based on the findings of the study and the conclusion drawn the following recommendations are forwarded for school leaders.

1. In order to improve the school leadership style, the school leaders recommended that they need to be delegate power and concerted effort to maintain and improve the quality and capacity of leaders particularly in regard to sharing responsibility with teachers and other stakeholders, it is recommended that school leaders who do not currently practice a democratic style should begin to delegate power, Seeks differing perspectives when solving problems, valid different leadership style across situations, share responsibility with their staff. This would help to lessen the work load of the leaders and to develop staff member's sense of achievement and responsibility. According to various studies indict that all leadership styles are equally important, So that the school leaders will use leadership styles depending on the context they are facing and the people with whom they are working.
2. In order to transform the school from where they are to the next grade level leaders must update themselves to accept and understand the processes of transformational leadership and transactional leadership style.
3. The regional education bureaus are encouraged to prepare leadership training that will enhance leaders 'professional knowledge and skills on leadership style and after training the leaders should be continuously monitoring ,guided and helped by more competent and committed bodies Therefore, their skill and knowledge gaps should be continuously assessed, identified and fulfilled.
4. Leaders who do not practice transformational leadership style should display a sense of power and confidence, emphasize the importance of having a collective sense of mission and Shows high concern for learning and developing of students or needs of the teachers.

5. Leader recommended to engages in two-way communications by providing socio-emotional support.
6. Leader finding time to listen to a subordinate with a problem, backing up or defending a subordinate, consulting with subordinates on important matters, being willing to accept suggestions from subordinates, and treating a subordinate as an equal.
7. This study can be taken as good base line for considering the future leadership practices challenges in primary schools. It is recommended that further studies should be undertaken in a wider group of schools to develop further understanding of the issues under study

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Appendices

Addis Ababa University

Department of Educational Planning and Management

Questionnaire for Teachers

This questionnaire is designed to investigate out leadership styles practiced by school principals

as perceived by teachers of primary school. It is collect data for MA degree thesis on Education Policy and planning. Therefore your responses will be used strictly confidential and only for MA dissertation work

Part I Personal data

Academic Status: BA/BSc/Bed _____ MA/MSc _____

If other please specify it _____

Subject you are teaching _____

Grade level your teaching _____

Years of service: in this school _____ in other school _____

Sex M ____ F _____ Age: 20 – 30 _____ 31 – 40 _____ above 40 _____

Section Two: Please answer all items on this answer sheet. If an item is irrelevant or if you are not sure or do not know the answer leave the answer blank

Direction:

The following items refer to leadership styles practiced by school principals. Please rate each item using a five point Likert Scale from strongly agree (5) to strongly disagree (1) as related to leadership practiced of your school principal. Choose only one response from the given alternatives and put "x" sign in the space provided. Thank you for your positive response and availability.

Key: 5=strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Disagree

Parte. II. Leadership style

No	Indicators	Scales				
		4	3	2	1	0
	2.1.Leadership practices in your school					
	2.1.1 Democratic leadership style					
1	He/ She understands his/hers subordinates feeling					
2	He /she seeks differing perspectives when solving problems					
3	New ideas and creative problem solutions are solicited from followers					
4	Monitoring school performance and promoting effective communication throughout the school					
5	He focus on cooperative and collaborative students work cultures					
6	Providing individualized support and providing appropriate models of best Practice and beliefs considered fundamental to the school					
7	Delegates' roles to others					
8	Re-examines critical assumptions to question whether they are appropriate					
9	He/ She are valid different leadership style across situations and cultures.					
10	Shows minimal concern for the learning and development of students or needs of the teachers					
	2.1.2 Autocratic leadership style					
1	He /She critics of individual members' mistakes					
2	He /she retain most of the authority					
3	He/ She direct employees to accept their responsibilities for completing their work					
4	He/ She gives order and clear procedures					
5	He/ She is the chief judge of group members achievement					
	2.1.3 Laissez-Faire Leadership					
1	Avoids getting involved when important issues arises					
2	less communication between school leaders and teachers					
3	He/ She allows teachers to appraise their own work					
4	He/ She leaves his/her subordinates alone as they do their work.					
5	He/ She gives complete freedom to employees to solve problem on their own					

	2.2 Transformational leaders					
	Idealized influence/behavior/					
1	Talks about his most important values and beliefs					
2	Specifies the importance of having a strong sense of purpose					
3	He/ She makes teachers feel insecure about their work & gives direction					
4	Emphasizes the importance of having a collective sense of mission					
5	Displays a sense of power and confidence					
	Inspirational Motivation					
1	Talks optimistically about the future					
2	Create a school culture that promotes collaboration, involvement, and empowerment of teachers and the School community.					
3	Expresses confidence that goals will be achieved					
4	Do more with colleagues and followers					
5	Talks enthusiastically about what needs to be accomplished					
	Individual Consideration					
1	Spends time teaching and coaching					
2	Considers an individual as having different needs, abilities, and aspirations from others					
3	Treats others as individuals rather than just a member of a group					
4	Helps others to develop their strengths					
5	Using two-way communication					
	2.3. Transactional leadership Scales					
	Contingent Reward					
1	Provides others with assistance in exchange for their efforts					
2	Discuss in specific terms who is responsible for achieving performance targets					

3	Makes clear what one can expect to receive when performance goals are achieved					
4	Expresses satisfaction when others meet expectations					
5	Provide followers with reward contingent on follower's performance					
	3 .Type of leadership style used when decision making process					
1	He/ She makes decision that consider the situation					
2	He/ She allows subordinate to participate in decision making					
3	He/ She accepts ownership for team decisions					
4	He/ She listens to feedback and asks questions					
5	He/ She considers the moral and ethical consequences of decisions					
	4 .challenges of leadership practice exhibited in the schools					
1	He/ She retain most of the authority.					
2	People were not coherent in their work					
3	when decisions making there are a wide range of opinions					
4	Take all the decision by themselves without being aware of it and not involving the concerned staffs					
5	I avoid confronting subordinates about inappropriate behavior or poor performance, because such confrontations often degenerate into an emotional conflict					

Section: Three

Direction: Below is one open ended question. Give your answer on blank space.

1. In your opinion what are the challenges your school leader faces in practicing their leadership?_____

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Educational police and planning

Interview questions for teachers

Date _____ **Time Interview started** _____ **Time interview end:** _____

1. Name of the school _____ **2.** Sub-City _____

3. Sex: _____ **4.** Your age in years: _____

5. Work experience: _____ **6.** Qualification: _____

7. Current work position: _____

1. How do you view the leadership style practiced by your school principal?

2. How do principals, teachers other stakeholders collaborate in planning, implementing and monitoring school activities?

3. Do teachers participate in decision making with the principals in this school?

4. Do you think your principal's leadership style is effective to bring the desired change in your school?

5. Is your principal always available in his office to provide when needed?

6. How do you describe the role of your principal in achieving high performance in school activities?

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Education police and planning

Questionnaire for leaders

This questionnaire is designed to investigate out leadership styles practiced by school principals as perceived by teachers of general secondary and preparatory schools. It is designed for the partial fulfillment of MA degree on Education Policy and Planning. Therefore your responses will be used strictly confidential and only for MA dissertation work

General Direction:

- ✓ You are not required to write your name
- ✓ Read the statements carefully

Part I Personal data

Academic Status: BA/BSc/Bed _____ MA/MSc _____

If other please specify it _____

Years of service: _____ years

Sex M ____ F _____ Age: 20 – 30 _____ 31 – 40 _____ above 40 _____

Part Two:-Please answer all items on this answer sheet. If an item is irrelevant or if you are not sure or do not know the answer leave the answer blank

Direction:

The following items refer to leadership styles practiced by school principals. Please rate each item using a five point Likert Scale from strongly agree (5) to strongly disagree (1) as related to leadership practiced of your school principal. Choose only one response from the given alternatives and put” □ “ sign in the space provided. Thank you for your positive response and availability.

.Key: 5=strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Disagree

No	Indicators	Scales				
		5	4	3	2	1
	2.1 Leadership styles practiced by your school leader					
	2.1.1 Democratic leadership style					
1	I understands my subordinates feeling					
2	I seeks differing perspectives when solving problems					
3	New ideas and creative problem solutions are solicited from followers					

4	Monitoring school performance and promoting effective communication throughout the school					
5	I focus on cooperative and collaborative students work cultures					
6	Providing individualized support and providing appropriate models of best Practice and beliefs considered fundamental to the school					
7	I Delegates' roles to others					
8	I Re-examines critical assumptions to question whether they are appropriate					
9	Shows minimal concern for the learning and development of students or needs of the teachers					
10	He/ She are valid different leadership style across situations and cultures.					
	2.1.2 Autocratic leadership style					
1	I gives order and clear procedures					
2	I critics of individual members' mistakes					
3	I am the chief judge of group members achievement					
4	I retain most of the authority					
5	I direct employees to accept their responsibilities for completing their work					
	2.1.3 Laissez-Faire Leadership					
1	I allows teachers to appraise their own work					
2	less communication between school leaders and teachers					
3	I leave my subordinates alone as they do their work.					
4	I give complete freedom to employees to solve problem on their own					
5	I avoids getting involved when important issues arises					
	2.2 Transformational leaders					
	2.2.1 Idealized influence/behavior/					
1	I talks about my most important values and beliefs					
2	I specify the importance of having a strong sense of purpose					
3	I makes teachers feel insecure about their work & gives direction					
4	I considers the moral and ethical consequences of decisions					
5	I emphasizes the importance of having a collective sense of mission					

	2.2.2 Inspirational Motivation					
1	I talk optimistically about the future					
2	Create a school culture that promotes collaboration, involvement, and empowerment of teachers and the School community.					
3	I expresses confidence that goals will be achieved					
4	Do more with colleagues and followers					
5	I talk enthusiastically about what needs to be accomplished					
	2.2.3 Individual Consideration					
1	I spend time teaching and coaching					
2	I considers an individual as having different needs, abilities, and aspirations from others					
3	I treats others as individuals rather than just a member of a group					
4	I helps others to develop their strengths					
5	Using two-way communication					
	2.3. Transactional leadership Scales					
	2.3.1 Contingent Reward					
1	I provide others with assistance in exchange for their efforts					
2	I discuss in specific terms who is responsible for achieving performance targets					
3	I make clear what one can expect to receive when performance goals are achieved					
4	I expresses satisfaction when others meet expectations					
5	Provide followers with reward contingent on follower's performance					

	3 .Type of leadership style used when decision making process					
1	I makes decision that consider the situation					
2	I allows subordinate to participate in decision making					
3	I accepts ownership for team decisions					
4	I listens to feedback and asks questions					
5	I considers the moral and ethical consequences of decisions					
	4 .challenges of leadership practice exhibited in the schools					
1	I retain most of the authority					
2	People were not coherent in their work					
3	when decisions making there are a wide range of opinions					
4	Take all the decision by themselves without being aware of it and not involving the concerned staffs					
5	I avoid confronting subordinates about inappropriate behavior or poor performance, because such confrontations often degenerate into an emotional conflict					

Section: Three

Direction: Below is one open ended question. Give your answer on blank space.

1. In your opinion which leadership styles do you mostly used in your school?

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions for leaders

Date _____ **Time Interview started** _____ **Time interview end:** _____

1. Name of the school _____ **2.** Sub-City _____

3. Sex: _____ **4.** Your age in years: _____

5. Work experience: _____ **6.** Qualification: _____

7. Current work position: _____

1. In your opinion, do you think the type of leadership styles employed influence performance in your school?

2. What kind of leadership style do you apply in your school and how?

3. Have you ever taken any specialized course or short term training on educational leadership or management?

4. Are there any other extra activities that interfere with your regular work?

5. How often do you discuss with school community regarding school planning and school performance?

Yuniiversittii finfinnee

Dippartimantii karoora fi hoggansa barnoota

Gaaffilee barsisootaaf

Gaaffilewwaan kun kan qopha'aniif gosa tooftawwaan gaggessaan m/b hojiirraa olchaa jiru barsiisoon m/b sadarkaa tokkooffaa sabbataa ittii illalan sakatta'uudhaaf. Akkasumas odeeffannoo qo'annoo digrii"MA"Imaamata barnootaa fi karoora irraatti funaanufiidha. Kanaafuu deebiin keessaan kan fayyaadu ofittiamantummaa sirrii fi Hojii Qo"annoo"MA" digrii qofaaf ta'aa.

Kutaa I:- odeeffannoo dhunfaa

Sadarkaa barnootaa BA/BSc/B ed _____ MA/MSc _____

Kan biroo yoo ta'ee adda yaa bahuu _____.

Gosaa barnoota barsiisuu _____

Sadarkaa kutaa barsiisuu _____

Tajaajilaa waggaa m/b kana keessattii _____ m/b birootti

Sala dhi ____ Du _____ Waggaa: 20 – 30 _____ 31 – 40 _____ ol 40 _____

Kutaa lama:Gaaffiilee waraqaa deebii kanarraa jiraan hundaa mee guutii.Yoo gaaffileen kun kan walii hin simannee ta'ee yookiin ittii hin amanee ta'ee bakkaa duwwaa dhiisii.

Qajeelfama :Gaffiileen armaan gadii kun toofitaalee(leadership style) ittii gafatamaan m/b tokkoo ittiin m/b gaggeessa jiru gaafatu. Kanaafuu gaaffilewwaan kana qabxoolee shanaan kennaman kana baayyeen waliigala(5) kan jedhu irraa hanga baayyee walii hin galuu(1) jedhuttii fayyadamuun akkaata ittiigaafatamaan m/b keessaan ittiin gaggeessaa jiru sadarkeessii.Filannoowwaan kennamaniif deebidhuma tokkoo kennuu fi mallattoo"x"bakkaa duwwaa kennamee irraattii ka'ii.

Argamtanii deebii keessaan nuuf kennuu keessaniif galatoomaa

5=baayyeen waliigalaa 4=waliin gala 3=Hin murteessuu 2=walii hin galuu 1=baayyee walii hingalu

T/L	Agarsiistuwwaan	Iskeelii				
		5	4	3	2	1
	2.1.Toftaalee.gaggeessummaa mana barusaa keessanitti hojirraa olaa jiru					
	2.1.1 demokratewaa					
1	Miiraa hojjattootaa ni hubatu					
2	Yeroo rakkoo hiikaan ilaalchoota garagaraa ni barbaada					
3	Yaada haaraa fi furmaata rakkoo hiikuu hordoftoota isaa irraa ni fuudhata					
4	Hojiwwaan mana barusaa hordofuu fi walittii dhufeenya mana barumsa kessaa jiru ni babal'saa					
5	Adaa waligargaaruu fi waliin hojjachuu barattootaa irraattii ni xiyyeeffata					
6	Grgaarssaa dhunfaa fi hojimaata fakkeenyummaa gaarii qabu ni qopheessuun					
7	Namootaaf gahee qoodee gadii buusaa					
8	Gaafii yaada hiddama jiru tokko sirrii ta,u isaa irra deebi,uun sakatta'uu					
9	Haala jiru irraatti hunda'uudhan toftaalee gaggeessummaa adda addaa hojirraa ni olchaa					
10	Dhimmaa barachuu fi dagaagina barattootaaf xiyyeeffannoo laafaa kenna					
	2.1.2 Gaggeessummaa abbaa irree					
1	Miseensa dhuunfaa dogongoraa isaaf ni ceepha'aa					
2	Hangoo ofumaaf fayyadamu					
3	Hojjataan hojii isaa xumuruuf ittiigaafatamummaa akka qabatu ni qajeelcha					
4	Ajeejaa fi qajeelfamaa sirrii ni kenna.					
5	Addaa duree argannoo murtii garee ta'uu.					
	2.1.3 Callisaa (Laissez-faire)					
1	Yroo dhimmoon barbaachisoo ta'aan ka'aan hirmaachuu irraa of qusatu					
2	Qunnamtiin barsiisaa fi gaggeessaa gidduu jiru gadii anaadha					

3	Barsiisaan hojii isaa akkaa madaaluu ni eyyamaaf					
4	Deeggartoonnii isaa hojii isaanii ofumaaf akkaa raawwataan isaanumattii dhiisa					
5	Hojjataan ofuma isaatiif rakkoo akkaa hiikuuf bilsummaa guutuu kennaaf					
	2.2.Iskeelii gaggeessaa Jijjirama (Transformational leadership Scales)					
	Yaada(amala) dhibbaa gochu(Idealized influence/behavior/)					
1	Barbaachisummaa sona fi amanta isaa Baay'isee dubbataa					
2	Bu'aa qabeessummaa miiraa cimaa qabaachuu addaa ni baasa					
3	Barsiisaan akkaa miiraa tasgabbi qabuun hojii isaa hojjatu kallattii ni kenna					
4	Bu'aan murtee amilee fi fedhii hojii nama dhuunfaa akka hin miinee of eeggata/eeggatti					
5	Miraa hangoo fi ofittii amantummaa ni agarsiisaa					
	Kaka'uumsa Sammuu (Inspirational Motivation)					
1	karaa sirrii ta'een wa'ee gara fulduraa kan dubbatu					
2	Adaa wal-gargaaruu,hirmaachuu barsiisoota fi hawaasa mana bruumsaa cimsuufi babal'suu irraatti ni hojjata					
3	Galmii kaawwamee akkaa biraa gahaamu offitti amanummaa ni agarsiisa					
4	Hiyyootaa isaa fi hordooftota isaa waliin ni hojjata					
5	Wa'ee maaltu akka hojjatamuu barbadamee, miiraa ho'aa ta'een dubbachu					
	Dhunfaaf yaaduu(Individual Consideration)					
1	Yeroo isaa barsiisuu fi leenjisuuti fixaa					
2	Namnii fedhii, dandeettii fi hawwii biro addaattii qabachuu yaadaa keessaa nigaalcha					
3	Akkaa miseensoota garee tokkooorraa dhunfaadhaan gargaara					
4	Namoota akkaa ciminaa isaanii dagagfataan ni gargaara					
5	Qunnamtii kallattii lamatti fayyadama					
	2.3. Iskeelii Gaggeessaa ca'uumsa (Transactional leadership Scales)					
	Haalaan hogganu(Contingent Reward)					
1	Barsiisoon waliin waliin akka wal deeggaran ni qindeessa /qindeessiti					

2	Galma ga'iinsa hojiitiif ittiigaafatamummaan kan enyuu akka ta'ee addaa baasee ni marisiisa.					
3	Yeroo galmii hojicha bira gahamee namnii tokko maalii akka argachuu yaadu danda'uu ifa godha					
4	yeroo namoonnii waan yaadaan biraa gahaan ittii-quufa					
5	Hodoftoota isaa haaluma raawwii hojii isaanitiin akka badhafamaniif qopheessu					
	3. Gosaa gaggeessummaa yeroo murtiin kennamu ittii fayyadamnu					
1	Haalaa jiruu yaada keessa galchuun murtee ni kenna/ni kenniti					
2	Deeggartoonnii murtee keessaatti akka qooda fudhataan ni eyyama/ni eyyamti					
3	Murtee gareetiif abbummaa ni fudhata					
4	Gaaffilee fi duu-deebii ni dhaggeeffata/ni dhaggeeffaatti					
5	Bu'aan murtee amilee fi fedhii hojii nama dhuunfaa akka hin miinee of eeggata/eeggatti					
	4.Rakkoolee adeemsa gaggeessummaa mana barusaa keessaattii mul'taan					
1	Hangoo ofumaaf fayyadamu					
2	Hojjataan hojii isaa irraattii qindoomna dhabu.					
3	Yeroo murtee yaannii kennamu baayachuu iraan kan ka'ee yaadotaa kana walittii fiduuf rakkachu					
4	Osoo dhimmamtoota hin hirmaachisiin hubannoo malee ofumaaf murtee kennuu					
5	Hojimaata laafaa fi amaloota sirrii hin taanee sirreessurraa of qusachu.					

6. Akka yaada keessaniitti gaggeessaan m/b hojiiwwaan ittii kennamee akka hin raawwanee wantoonnii gufuu ta'aa jettee yaadduu yoo jiraatee ibsaa.

Yuniiversittii finfinnee

Koolejii barnootaa fi qorqonoo xil-sammuu

Dippartimantii karoora fi hoggansa barnoota

Gaaffilee qomaa gaggeessa mana barumsaatiif

Guyyaa _____ Sa'aa gaaffiin ittii egalee _____

Sa'aa gaaffiin ittii xumuramee: _____

- 1. Maqaa mana barusaa _____**
- 2. Magaala _____**
- 3. Sala: _____**
- 4. Umurii waggaan: _____**
- 5. muxxannoo hojii: _____**
- 6. Sadarkaa barnootaa: _____**
- 7. Iddoo ammaa hojjatu: _____**

- 1. Haalaa gaggeessummaa manaa barumsaa kee keessaattii hjiiraa olaa jiru akkamiittii ilaaltaa ?**
- 2. Gaggeessaan mana barumsaa, barsiisaa fi dhimmamtoon biroo akkamiin karoorsuu, raawwachuu fi gochootaa hordofuu irraattii gurmuun hojjatuu?**
- 3. Barsiisoonnii murtii mana barumsaa keessaattii kennamuu irraattii ittiigaafatamaa mana barumsaa wiliin ni hirmaatuu?**
- 4. Haalaa ittiigaafatamaa mana barumsa keetii ittii hogganuu kanaan jijjiramnii barbaachisaa ta'ee ni dhufaa jettee ni yaaddaa ?**
- 5. Ittiigaafatamaa mana barumsa kee yeroo barbaadameettii mana barusaattii ni argamaa?**

Yuniiversittii finfinnee

Koolejii barnootaa fi qorqonoo xil-sammuu

Dippartimantii karoora fi hoggansa barnoota

Gaaffilee Gaggeessitoota m/btiif dhihaatee

Gaaffilewwaan kun kan qopha'aniif gosa tooftawwaan(leadership style) gaggeessaan m/b hojiirraa olchaa jiru **Ittiigaafatamaan** m/b sadarkaa tokkooffaa sabbataa ittii ofi illalan sakatta'uudhaaf. Akkasumas odeeffannoo qo'annoo digrii "MA"Imaamata barnootaa fi karoora irraatti funaanudhaaf. Kanaafuu deebiin keessaan kan fayyaadu ofittiiamantummaa sirrii fi Hojii Qo'annoo"MA" digrii qofaaf ta'aa.

Kutaa I:- odeeffannoo dhunfaa

Sadarkaa barnootaa BA/BSc/B ed_____MA/MSc_____

Kan biroo yoo ta'ee adda yaa bahuu_____.

Gosaa barnoota ittiin leenji'ee_____

Tajaajilaa waggaa m/b kana keessattii _____m/b birootti_____

Sala dhi ____ Du_____ Waggaa: 20 – 30_____ 31 – 40 _____ ol 40 _____

Kutaa lama:-Gaaffiilee waraqaa deebii kanarraa jiraan hundaa mee guutii.Yoo gaaffileen kun kan walii hin simannee ta'ee yookiin ittii hin amannee ta'ee garu bakkaa duwwaa dhiisii.

Qajeelfama :- Gaffiileen armaan gadii kun toofitaalee(leadership style) ittii gafatamaan m/b tokkoo ittiin m/b gaggeessa jiru gaafatu. Kanaafuu gaaffilewwaan kana qabxoolee shanaan kennaman kana baayyeen waliigala(5) kan jedhu irraa hanga baayyee walii hin galuu(1) jedhuttii fayyadamuun akkaata m/b kee ittiin gaggeessaa jiritu sadarkeessi. Filannoowwaan kennamaniif deebidhuma tokkoo kennuu fi mallattoo'x"bakkaa duwwaa kennee irraattii ka'ii.

Argamtanii deebii keessaan nuuf kennuu keessaniif galatoomaa

5=baayyeen waliigalaa 4=waliin gala 3=Hin murteessuu 2=walii hin galuu 1=baayyee walii hingalu

T/ L	Agarsiistu	skeelii				
		5	4	3	2	1
	2.1.Toftaalee.gaggeessummaa mana barusaa keessanitti hojirraa olaa jiru					
	2.1.1 demokratewaa					
1	Miiraa hojjattootaa ni hubatu					
2	Yeroo rakkoo hiikaan ilaalchoota garagaraa ni barbaada					
3	Yaada haaraa fi furmaata rakkoo hiikuu hordoftoota isaa irraa ni fuudhata					
4	Hojiwwaan mana barusaa hordofuu fi walittii dhufeenya mana barumsa kessaa jiru ni babal'saa					
5	Adaa waligargaaruu fi waliin hojjachuu barattootaa irraattii ni xiyyeeffata					
6	Grgaarssaa dhunfaa fi hojimaata fakkeenyummaa gaarii qabu ni qopheessuun					
7	Namootaaf gahee qoodee gadii buusaa					
8	Gaafii yaada hiddama jiru tokko sirrii ta,u isaa irra deebi,uun sakatta'uu					
9	Haala jiru irraatti hunda'uudhan toftaalee gaggeessummaa adda addaa hojirraa ni olchaa					
10	Dhimmaa barachuu fi dagaagina barattootaaf xiyyeeffannoo laafaa kenna					
	2.1.2 Gaggeessummaa abbaa irree					
1	Miseensa dhuunfaa dogongoraa isaaf ni ceepha'aa					
2	Hangoo ofumaaf fayyadamu					
3	Hojjataan hojii isaa xumuruuf ittiigaafatamummaa akkaa qabatu ni qajeelcha					
4	Ajeejaa fi qajeelfamaa sirrii ni kenna.					
5	Addaa duree argannoo murtii garee ta'uu.					
	2.1.3 Callisaa (Laissez-faire)					
1	Yeroo dhimmoon barbaachisoo ta'aan ka'aan hirmaachuu irraa of qusatu					
2	Qunnamtiin barsiisaa fi gaggeessaa gidduu jiru gadii anaadha					
3	Barsiisaan hojii isaa akkaa madaaluu ni eyyamaaf					
4	Deeggartoonnii isaa hojii isaanii ofumaaf akkaa raawwataan isaanumattii dhiisa					
5	Hojjataan ofuma isaatiif rakkoo akkaa hiikuuf bilsummaa guutuu kennaaf					

	2.2 Iskeelii gaggeessaa Jijjirama (Transformational leadership Scales)					
	Yaada(amala) dhibbaa gochu(Idealized influence/behavior/)					
1	Barbaachisummaa sona fi amanta isaa baay'iseen dubbadha					
2	Bu'aa qabeessummaa miiraa cimaa qabaachuu addaa ni baasa					
3	Barsiisaan akka miiraa tasgabpii qabuun hojii isaa hojjatu kallattii ni kennaa					
4	Miraa hangoo fi ofittii amantummaa ni agarsiisaa					
5	Bu'aan murtee amilee fi fedhii hojii nama dhuunfaa akka hin miinee ofaan eeggadha					
	Kaka'uumsa Sammu (Inspirational Motivation)					
1	karaa sirrii ta'een wa'ee gara fulduraa naan dubbadha					
2	Adaa wal-gargaaruu,hirmaachuu barsiisoota fi hawaasa mana bruumsaa cimsuufi babal'suu irraatti ni hojjata					
3	Miraa hangoo fi ofittii amantummaa naan agarsiisaa					
4	Hiryoota isaa fi hordoftoota isaa waliin baay'ee hojjata					
5	Wa'ee maaltu akka hojjatamuu barbadamee, miiraa ho'aa ta'een naan dubbachu					
	Dhunfaaf yaaduu (Individual Consideration)					
1	Yeroo koo barsiisuu fi leenjisuuttiin fixaa					
2	Namnii fedhii, dandeettii fi hawwii biro addaattii qabachuu yaadaa keessaa naan galcha.					
3	Akkaa miseensoota garee irra namoota dhunfaadhaan naan gargaara					
4	Namoota akkaa ciminaa isaanii dagagfataan addaa baafadheen gargaara					
5	Qunnamtii kallattii lamattii fayyadamu					
	3. Iskeelii Gaggeessaa ca'uumsa(Transactional leadership Scales)					
	Haalaan hogganu(Contingent Reward)					
1	Barsiisoon waliin waliin akka wal deeggaran naan qindeessa					
2	Galma ga'iinsa hojiitiif ittiigaafatamummaan kan enyuu akka ta'ee addaa baasee naan marisiisa.					
3	Yeroo galmii hojicha bira gahamee namnii tokko maalii akka					

	argachuu yaadu danda'uu ifan godha					
4	yeroo namoonnii waan yaadaan biraa gahaan ittiin-quufa					
5	Hodoftoota isaa haaluma raawwii hojii isaanitiin akka badhafamaniif qopheessu					
	3. Gosaa gaggeessummaa yeroo murtiin kennamu ittii fayyadamnu					
1	Haalaa jiruu yaada keessa galchuun murtee naan kenna					
2	Deeggartoonnii murtee keessaatti akkaa qooda fudhataan naan eyyama					
3	Murtee gareetiif naan abbooma					
4	Gaaffilee fi duu-deebii naan dhaggeeffadha					
5	Bu'aan murtee amilee fi fedhii hojii nama dhuunfaa akka hin miinee ofaan eeggadha					
	4.Rakkoolee adeemsaa gaggeessummaa mana barusaa keessaattii mul'taan					
1	Hangoo ofumaaf fayyadamu					
2	Hojjataan hojii isaa irraattii qindoomna dhabu.					
3	Yeroo murtee yaannii kennamu baayachuu iraan kan ka'ee yaadotaa kana walittii fiduuf rakkachu					
4	Osoo dhimmamtoota hin hirmaachisiin hubannoo malee ofumaaf murtee kennuu					
5	Hojimaata laafaa fi amaloota sirrii hin taanee sirreessurraa of qusachu.					

Kutaa:-Sadaffaa

6. Akka yaada keetti m/b hojiiwwaan isitti kennamee akka hin raawwanee wantoonnii gufuu ta'aan jettee yaadduu yoo jiraatee ibsii.

Yuniiversittii finfinnee

Koolejii barnootaa fi qorqnnoo xil-sammuu

Dippartimantii karoora fi hoggansa barnoota

Gaaffilee qomaa gaggeessa mana barumsaatiif

Guyyaa _____ Sa'aa gaaffiin ittii egalee _____

Sa'aa gaaffiin ittii xumuramee: _____

1. Maqaa mana barusaa _____
2. Magaala _____
3. Sala: _____
4. Umurii waggaan: _____
5. muxxannoo hojii: _____
6. Sadarkaa barnootaa: _____
7. Iddoo ammaa hojjatu: _____

1. Akkaa yaada keettii , akaakuun gaggeessummaa hojiirraa olaa jiru, bu'aa dhufuu irrattii dhibbaa ni qaba jettee yaaddaa ?
2. Akaakuun gaggeessummaa kami hojiirraa olchaa jirtaa fi akkamittii hojirraa olchaa jirtaa?
3. Koorsii dheeraa fi gabaabaa bulchiinsaa fi hoggansaa barnootaa irrattii fudhattee jirtaa?
4. Hojii kee idilee wajjiin hojiin dabalataa atii raawwattuu jiraa ?
5. Akkamittii yeroo hundaa hawaasa mana barusaa dhimmaa karoora fi raawwii mana barumsaa irrattii mari'attuu ?