



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

**PRINCIPALS' LEADERSHIP STYLES AND**  
**STUDENTS' ACHIEVEMENT: A COMPARATIVE STUDY OF**  
**PUBLIC AND PRIVATE SECONDARY SCHOOLS IN HADIYA ZONE**

**MA Thesis**

**BY:**

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**Addis Ababa, Ethiopia**



**PRINCIPALS' LEADERSHIP STYLES AND STUDENTS' ACHIEVEMENT:  
A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SECONDARY  
SCHOOLS IN HADIYA ZONE**

**A Thesis Submitted to the 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 School Leadership**

**By**

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**Addis Ababa**

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As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Mihiret ----- entitled “Principals’ leadership styles and students’ achievement: A comparative study of public and private secondary schools in Hadiya Zone” recommend that it be submitted as fulfilling the thesis requirement.

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## **ABBREVIATIONS AND ACRONYMS**

ETP:	Education and Training Policy
GEQIP :	General Education Quality Improvement Program
HZCTD:	Hadiya Zone Culture and Tourism Department
HZED :	Hadiya Zone Education Department
MoE:	Ministry of Education
NGO:	Non-Governmental Organization
SD:	Standard Deviation
SNNPRS :	Southern Nations, Nationalities and Peoples Regional State
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WEO:	Woreda Education Office
ZED:	Zone Education Department

## **Abstract**

*The purpose of this study was to assess the influence of principals' leadership styles on students' achievement by comparing public and private secondary schools in Hadiya Zone. In the study, it was intended to assess the leadership styles practiced, to identify the dominant style of leadership styles practiced by principals, and to pinpoint the major challenges that influence leaders' practice leadership styles. To this end, a descriptive comparative research design with quantitative and qualitative approaches was employed. Three different groups including teachers, principals, and WEO and Zone department officers were used as data sources. Six schools which consisted of three public and three private were randomly selected and data were collected from these schools. Three data gathering instruments were used to collect data including questionnaire, interview and document analysis. It has been found that autocratic and transactional leadership styles were commonly practiced by private secondary schools and mostly democratic but to some degree transactional styles of leadership styles were practiced in government schools. Problems including lack of experience of principals, lack of school facilities, and lack of training and unnecessary interferences from offices were found to be some of the major challenges to implement effective leadership styles. It can be concluded from the study that principals working both in government and private schools little help teachers exercise democratic practices and this has influenced students' achievement in both government and private secondary schools. . It has been recommended provision of training, stockholders participation in addressing problems related to facilities, and devising strategies in minimizing unnecessary interferences.*

## **CHAPTER ONE:**

### **INTRODUCTION**

This chapter focuses on the background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, scope of the study, delimitation of the study and limitations of the study.

#### **1.1. Background of the Study**

Education is an important determinant for the overall development of a nation. It is one of the keys to development (Tadesse & Meaza, 2007). Globally, educating a nation remains the most vital strategy for the development of the society (Aikaman & Unterhalter, 2005). It has received its increased attention in recent years because it is believed to be a long term determinant of sustainable development, (Aregay and Paul, 2006).

As Nasuba (2003) stated that school leadership is essential to improve the efficiency of schooling. Traditionally, the managerial role has been perceived as external to the education workforce that is focusing on planning, monitoring, controlling, and evaluating teachers. However, in current school system, the role has been broadened and school leaders are now also expected to coach, motivate, inspire, facilitate, promote positive attitude, create a sense of contribution and meaning with and among teachers and coordinate team work (Nasuba, 2003). In this regard, Michaelidou and Pashiardis (2009) suggested that school leaders should become artists in the three 'f's forming, facing and feeling public opinion.

These days, one of the problems raised in many developing world is poor management of the organization system including education. There are ample evidences that show through inefficiency of management, much learning time is lost in many Sub-Sahara African (SSA) education systems. Globally, research shows about twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin&Caillorieds, 2001).

Regarding the education system of Ethiopia, a report of the MoE (2008) indicated that a quantitative progress has been made, but the quality of education being offered is not at the desired level. To address this problem, the government has now given attention to improving quality of education. It has started quality education initiative called General

Education Quality Improvement program (GEQIP) in 2008. One of its programs is called organization and management of education. To accomplish educational goals, it needs the collaboration of good leadership style in particular school context.

School principal's leadership styles are accepted to be one of the reasons for the problem that is occurring in school and these problems prevent schools from reaching its objectives (Driscoll Beehr, 1994). Similarly, Maicibi (2005) contends that without a proper leadership style, effective performance cannot be realized in schools. In addition, Daniel (2007) indicated that principals need adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieving the goals of their schools. This is to mean that he/she should select authoritative or directing, democratic/participating or supporting and lassies-faire or delegating leadership styles, transformational or transactional depending on the situations.

Jimenez and Lockheed as cited in Iqbal (2012) revealed that due to fiscal constraints a trend to rely on private school is increasing. Governmental sector alone especially in developing countries cannot meet the needs of quality education for rapidly growing population. Thus, private sector has to share this burden. Therefore, in Ethiopia both the government and private sectors are engaged in providing education to the masses to meet the countries needs of quality education by increasing community participation, introducing cost sharing mechanisms, involving the private sector in the provision of education. Principals as the school chief educational leader play a major role in shaping the nature of the school organization in supporting this argument (MoE, 2008).

Government of Ethiopia (2005:16) indicated that 'principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students' achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members. From the above one can understand

that without effective educational leaders, it is impossible for schools to attain their educational outcomes.

Principals as educational leaders influence teachers and other staffs for successful operations of teaching and learning in the school (Hallinger and Heck, 1998). The principals' leadership styles could be measured through their qualifications, training, experience, school decision making, and their experience to delegate authorities, teachers' freedom to do their duties, and interact with each other and with their principal freely (Waters, Marzano, and McNulty, 2004).

Haileselassie (2007:20) further stated that leadership role and function today requires peoples with better knowledge, ability and understanding on the field so as to be able to render effective and efficient service and professional guidance to teachers. In developing countries like Ethiopia, teachers faced a lot of problems in carrying out their duties and responsibilities. Those problems could range from lack of experience, lack of finance, lack of incentive, lack of opportunity to in-service training and huge work load. In order to alleviate these problems, instructional leadership should engage in helping teachers do their job effectively (Feleke, 2010).

In line with this Atakilt (2008) stated as, leadership is conceived as a service or function that demands leaders and administrators to fulfill their role of leadership by working together with the staff, not for the staff. Thus, it demands teachers to see themselves as professional peers who work cooperatively with other staff members in improving their teaching practice.

## **1.2. Statement of the Problem**

The correlation between school leadership and student achievement appears to be relatively simple in theory, in practice it is complex and unpredictable. In order to verify the relationship, reviews of empirical research on the direct and indirect effects of leadership on student outcomes have conducted (Hallinger and Heck, 1998; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004;

Marzano, Waters, & McNulty, 2005; Witziers, Bosker, & Krüger, 2003). These researches give mixed results.

On the one hand, there are studies which confirm the existence of a relationship between school leadership style and students results. For example, Ubben and Hughes (1992) found that principals could create a school climate that improves the productivity of both teachers and students and that the leadership style of the principal can raise or constrain students' achievement. Hallinger and Heck (1998) reviewed over 40 empirical studies conducted between 1980 and 1995 and concluded that principals exercised a measurable and statistically significant, though small, indirect impact on student achievement.

Similarly, Witziers, Bosker, and Kruger (2003) found that school leadership does have a positive and significant effect on student achievement and Waters, Marzano, and McNulty (2004) reported that effective school leadership substantially increases student achievement. Using a path analysis, Kruger, Witziers, and Slegers (2007) also found that school leaders indirectly influence student outcomes.

On the other hand, some studies found no relationship between school leadership styles and students achievements. In a meta – analysis of 37 multinational studies of direct effects of leadership on student outcomes, Witziers reported that leadership has no or a very weak impact on students success (Witzier al., 2003). Another important study was conducted by Di Vincenzo's (2008) to determine whether the practice of transactional and transformational leadership behaviors consistently contribute to higher levels of student achievement. He found no statistically significant correlational between the leaders' attributes and students achievement on Kouzes and Posner's Leadership Practices Inventory (Kouzes, 2003) survey instrument. Using Bass and Avolio's (1994) Multifactor Leadership Questionnaire, Huffman (2003) found no relationship between leadership styles (transformational, transactional and laissez-faire) and improved student achievement.

It was concluded, however, that transformational leadership was related to increased teacher satisfaction, greater perception of principal effectiveness, and

increased willingness on the part of teachers to give extra effort. This conclusion was in line with Avolio's (1999) finding that transformational leadership generally generates greater follower effectiveness and satisfaction than transactional leadership, although effective leaders certainly perform using the two styles.

Taking this in to consideration, this research is intended to assess the correlation between principals' leadership styles and students' achievement by comparing the government and private secondary schools in Hadiya Zone so as to determine the influence of principals' leadership styles on students' success. In fact, there was one study that was conducted to identify the commonly used leadership styles by Sushanta (2012) and it revealed that laissez-faire leadership style was the most commonly used leadership style among principals of secondary schools in Hadiya Zone.

However, to the knowledge of the researcher, no research was found that dealt with the relationship between principals' leadership styles and students' achievement in secondary schools of Hadiya Zone. Thus, the researcher felt that, there is a gap which needs to be filled with some investigations.

### **1.3. Research Questions**

This study will be guided by the following basic questions:

- 1) To what extent do the different leadership styles are practiced in government and private secondary schools of Hadiya Zone?
- 2) What are the dominant leadership styles used by the principals in public as compared to private secondary schools of Hadiya Zone?
- 3) What is the influence of leaders' leadership styles on students' achievement in public and private secondary schools of Hadiya Zone?
- 4) What major challenges influence the leadership styles of government and private school principals in the Zone?

### **1.4. Objective of the study**

This study has both general objective and specific objectives



### **1.4.1 General objective**

The general objective of this study is to compare principals' leadership styles and students' achievement in government and private secondary schools in Hadiya Zone.

### **1.4.2 Specific objectives**

The specific objectives of the study are to

- 1) Identify the degree to which the different leadership styles are practiced in government and private secondary schools.
- 2) Find out the dominant leadership styles used by principals in public secondary schools as compared to private Secondary schools of Hadiya Zone.
- 3) Identify factors that influence the difference in leaders' practice of leadership styles between public and private secondary schools of Hadiya Zone.
- 4) Assess the relationship between principal's leadership style and academic achievement in public and private secondary schools of Hadiya Zone.
- 5) Assess major challenges that influence the implementation of leadership styles of both government and private secondary schools.

## **1.5. Significance of the study**

The study would provide the following benefits :

1. The information would help higher officials of the regional, zonal and district level to identify and compare how the school principals apply their leadership style to achieve educational objectives effectively.
2. It would help to give awareness to the principals; how their leadership styles affect the school climate negatively or positively and it helps principals to improve their leadership style.
3. It would provide Zonal and district educational leaders that what kinds of leadership styles are employed and will give feedback to school principals of secondary schools of Hadiya Zone.
4. It would serve as information source for those who seek to conduct further study in the topic

## **1.6. Delimitation of the study**

Issac and Michael (2005) defined delimitation as “arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved” (2005:38). It is true that there are different educational problems throughout the structure of the schooling from nursery up to tertiary level. However, the study concentrated on secondary schools since students at this level are made to prepare for higher level learning.

## **1.7. Operational Definition of key terms**

**Achievement:** a thing that somebody has done successfully, especially using his/her own effort and skills. With regard to students, achievement refers to students grade that they score at the end of semester or year.

**Leadership:** is the skill of motivating, guiding, and empowering a team towards a socially responsible vision.

**Principal:** is a person who is assigned to lead a school.

**Student:** is a person who is studying at an educational center (School, College or University etc).

**Style:** is a process of influencing people so that they will strive to achieve group goals with will and enthusiasm.

## **1.8. Organization of the Study**

This study is organized in five chapters. Chapter one deals with the introduction part which mainly includes background, statement of the problem, objectives, significance, delimitation, definition of key terms and organization of the study. Chapter two covers the review of related literature. Chapter three consists of the research design and methodology. Chapter four is about analysis and interpretation of data. Chapter five contains summary, conclusions and recommendations followed by references.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This section focused on a review of the literature related to a comparative study of leadership styles practiced in governmental and private secondary schools. The review aims to focus on the definition, importance, evolution and conceptualization of leadership. It also focuses on leadership styles with special reference to styles related to schools .

#### 2.1 The Concepts of Leadership

Yukl (2002: pp 4-5 ed ) indicated “the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no ‘correct’ definition.’ Cuban (1988, p.190) says that ‘there are more than 350 definition of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders’.

According to Singhal et.al (1996) cited in Belayneh (2003), the function of leadership is the improvement of teaching, improved may be enjoyed by students. Also the function of leadership has to be viewed as an important means to improve the efficiency of the system of education. It should also be considered as an instrument for realizing the goals of development. Broadly speaking a leading officer should perform the following four functions: evaluative function, administrative function, developmental function, and academic function. Belayneh (2003), moreover, indicated that the purpose of leadership grouped in to six main parts by Aggarwal (1996). These are summarized as planning, organizing, imitating, coordinating, evaluating, and communicating.

Planning is an activity of devising and selecting courses of action directed for the achievement of educational goals and objectives. Organization is an activity of arranging and structuring relationship in such away as a united effort is made in achieving the goals and objectives of education. Imitating is the activity of starting actions essential to the achievement of educational purpose. Coordinating is the activity of bringing people, materials, idea techniques and purpose to productive relationship. Evaluating leadership is concerned with the efficiency which the educational institutional attempts to achieve its

purpose. Communicating is educational leadership relies heavily on his function of communicating the activity of disseminating meeting throughout the organization which are essential for the proper caring of other leadership function.

Pierce and Newstrom, (2006) defined a leader as one who exercised intentional authority over one or more other individuals' effort to guide actions toward the accomplishment of some mutual goal; such a goal requires mutual supporting actions among the members of the group. Leaders get things done through people. They set the direction and get other people to follow them. As John (2008: 127) says: “ a leader takes people where they want to go, great leader takes people where they do not necessarily want to be, but ought to be” . This implies that leaders guide activities to accomplish mutual goals even more than expected by followers.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent; another popular definition of leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Norhouse, 2007).Lipmann and Blumen as cited in Nasubuga (2003) defined leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives.

Jacques and Clement as cited in Nasubuga (2003) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment. According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines,Hannagan& Botha (2005) define leadership as the process of motivating people to achieve specific goals.

Basing his definition on the existing context, Dubrin in Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the

ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) concludes that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin&Sashkin (2003) define leadership as the art of transforming people and organizations with the aim of improving the organization. The following are some other definitions of leadership.

Koontz, O'Donnell, andWehrich(1990: 147) mentioned that leadership is "the influence, art or process of influencing people so that they will strive to achieve group goals with will and enthusiasm". Leadership is an "interpersonal influence, exercised in a situation and directed through the communication process, toward the attainment of a specific goal or goals." (Hasibuan, 2000 p167) Leadership is "the initiation and maintenance of structure in expectation and interaction." (Stogdill, 1974 p. 168). Leadership is "the process of influencing the activities of an organized group toward goal achievement" (Roach and be Hiling, 1984 P.46). Leadership is the process of influencing employees to work toward the achievement of organizational objectives" (Iussier, 1990). Leadership is the behavior of an individual when that person is directing and coordinating the activities of a group toward the accomplishment of a shared goal (Rowden, (2000); Robbins and Coulter (2005 p19) define leadership as "process of influencing a group towards the achievements of goals" and a leader as "someone who can influence others and who has managerial authority" (Daft, 2006) defined leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

## **2.2 The Importance of Leadership**

Educational probationers have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). Schermerhorn, Hunt and Osborn in Oyetunyi (2006) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetuniy (2006) posits that in an organization such as a

school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Shining the path and dominating the field in this direction, scholars and researchers like Mulline (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. The above review of the related literature implies that effective leadership that identifies the situation and use effective leadership style to cope up with the situation is necessary to make school activities effective and results in high achievement of schools.

### **2.3 Theories of Leadership**

The understanding of leadership has developed and evolved and evolved over time. The following are review of where leadership has come from over the past 100 years (Cherry, 2013) and Covery, 2007). The “great man” theories of 1900’s – is an innate ability; that is born to lead.

Leadership studies historically went hand- in hand with studies of elites: political, financial, military, aristocratic, or cultural elite. Leadership was considered an art, for which some fortunate people had an inbuilt genius; the rest of us could only engage in admiring post-game analyses. Group theory of 1930’s - show leadership emerges and develops in small groups. During the great depression, US social psychologists found in studying groups that democratic leadership was not only possible, it was more effective. Thus a more egalitarian view of leadership evolved from the elitist (and, in today’s view, sexist) “great Man” view.

Unfortunately, research indicated that patterns of leadership behavior in small groups were not transferable to large group, or organization.

Trait theory of 1940's 20's what universal traits are common to all leaders. This theory suggests that leaders are born, not made, and that a good leader has a set of specific traits. Early research on leadership was based on the psychological focus of the day, which was of people having inherited characteristics or traits. Attention was thus put on discovering these traits, often by studying successful leaders, but with the underlying assumption that if other people could also be found with these traits, then they, too, could also become great leaders.

Behavior theory of 1950's – 60's what key behavioral patterns in leadership. Leaders can be made, rather than are born. Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually do. Behavioral is a big leap from trait theory, in that it assumes that leadership capability can be learned, rather than being inherent. This opens the floodgates to leadership development, as opposed to simple psychometric assessment that shorts those with leadership potential from those who will never have the chance.

Contingency/situational theory of 1960's – 70's establish which leadership behavior succeeded in specific situations. Unable to determine which particular behavior patterns consistently resulted in effective leadership, researchers then attempted to match behavior patterns that worked best in specific contexts or situations. That line of research collapsed for practical reasons when people realized leaders would need to refer to decision trees or wheel charts to determine how to behave. Additionally, an infinite array of situations existed which researchers would be unable to study, so producing a definitive compendium matching behaviors with situations is impossible.

In 1980's onward, excellence was the focus- what interaction of traits, behaviors, key situations, and group facilitation allows people to lead organizations to excellence? In the 1980's, having tried and discarded all of these fragmentary approaches, leadership researchers determined that "leadership is simply doing the right thing to achieve excellence. That meant the researchers has to find out what the right thing is, so they set

about researching excellent companies and developed lists of traits, behavior patterns, group facilitation strategies, and culture –shaping practices for would be leaders”

Many authors mentioned different leadership evolution studies which made at different times. These are: Ohio state leadership styles and University of Michigan studies. Ohio state leadership styles: the leadership styles approach emerged from Ohio state university leadership studies began in 1945, Luthens and Robbins as (cited in Northouse, 2007). While this study was responsible for a variety of significant findings on leadership, perhaps the most important contribution was the isolation of consideration and initiating structure as the basic dimension of leadership behaviors in formal organizations. These variables were identified as a result of series of investigations that attempted to determine through factor analytic procedure, the smallest number of dimensions that adequately describe leader behavior as perceived by the leader and his subordinates.

University of Michigan studies: the University of Michigan followed in the middle of the 19<sup>th</sup> century with an extensive study of leadership that resulted in many similar findings to the Ohio state studies (Warrick as cited in Northouse, 2007 and Embet, 2011) and they investigated the relationship between supervisory behavior and employee productivity and satisfaction. The University of Michigan groups identified two styles of leaders. These are employee centered and production centered. Employee centered supervisory activities; less time performing tasks similar to those performed by subordinates used general rather than close supervision, took a personal interest in employees and their goals, and was less punishing when mistakes were made. Employees of employee – centered supervisor felt that their supervisor took a personal interest in them, let them know how they were doing on the job, and would support them. However production centered supervisor spent less time in actual supervisory practices. Such as planning, more time performing tasks, similar to those subordinates performed, used close supervision, and punished mistakes.

Employees of production centered supervisors tended to feel as if they were treated only as instruments of production and responded with poor performance. In the earlier studies employee centered and production centered supervisors were treated as if they represented opposite ends of a single continuum. However in later studies it was discovered that these



two dimensions were independent and could occur simultaneously. There are eight types of leadership theories (Cherry, 2013 and Covey, 2007). These are:

### **2.3.1 Early Theories**

Great man theories or early theories assume that the capacity for leadership is inherent – that great leaders are born not made (Cherry, 2013). These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership (Cherry, 2013). The earliest theories on leadership identified the leaders' personal trait as the key factor for determining the leadership effectiveness. Thus the title great man theories as Ololube (2013) is early theories held that leaders and followers are fundamentally different and that the leaders are more capable, possessing a set of personality traits that are of higher quality. Although the great man theory spawned significant amount of research, the eventual conclusion was that leaders and followers are not really fundamentally different (Ross and Gray, 2006). While more recent research clearly demonstrates that possessing particular personality traits generally helps leaders be more successful. The diversity of successful leaders led to loss of support for the great man theory on the part of researchers (Ross and Gray, 2006).

### **2.3.2 Trait Theories**

Similar in some ways to Great man theories, trait theories assume that people inherit certain qualities and trait that make them better suited to leadership (Yukl, 2002). According to trait theories particular personality or behavioral characteristics shared by leaders such as extraversion, self-confidence and courage are traits that could potentially be linked to great leaders (Cherry, 2013). However, it has to be asked here is that if that particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question was one of the difficulties in using trait theories to explain leadership (Yukl, 2002).

There are plenty of people who possess the personality traits associated with leadership, yet many of these people hold positions of leadership. It made sense to endeavor to distinguish the specific trait or characteristics that set apart leaders from their followers, since great

man could be really identified. Thus trait theories could have attempted to quantify leadership based on specific qualities or characteristics of leaders such as personality, motives, values or skills that differentiated them from their followers (Yukl, 2002). Thus successful leaders could be quickly assessed and put in to position of leadership, personality; physical and mental characteristics were examined. It was assumed that some people are natural leaders and are endowed with certain personality traits that are not possessed by ordinal people (Yukl, 2002). Much of the early research addressing the relationship between personality and leadership success was based on the trait theory approach (Hughes et al as cited in Emebet, 2001).

Early leadership theories attributed leadership success to abilities such as tireless energy, extra ordinary, insight, and incredible persuasive powers. Gardner, (1990) has proposed effective leaders possesses such traits as physical , vigor, eagerness to be given responsibility, high intelligence, strong people sills , a need for achievement , self-confidence, the ability to motivate others honesty, assertiveness, courage, determination, good understanding of others, needs and desire, and the ability to be flexible. Hundreds of studies have investigated these mystifying qualities. The final attempts to identify set of traits for successful leaders' became successful and seven traits associated with effective leaders were identified. These are drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge, and extraversion (Robbins and Coulter, 2005). However this immense research effort has failed to identify any traits that guarantee leadership success (Yukl, 2002).

Trait theories, similar in some ways to Great man theories, assume that people inherit certain qualities and trait that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. For example, traits like extraversion, self –confidence, and courage are all traits that could potentially be linked to great leaders.

### **2.3.3 Behavioral Theories**

Behavioral theories of leadership are based up on the belief that great leaders are made, not born. Consider it the flip-side of the great man theories. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. Studies that focus on leaders behavior attempt to determine what kind of thing successful leaders do, rather than examine how the perceptions that others hold toward leaders (Cherry, 2013).

These researchers focus on identifying the exhibited by leaders that increase the effectiveness of their companies or organizations the well documented Michigan and Ohio state leadership studies took this approach. Two primary independent factors were identified as a result of these studies: consideration and initiation of structure. The primary concept driving behavioral leadership studies is the idea that leadership is not necessarily an in born trait but rather effective leadership method can be thought to employees (Saal& Knight, 1988) further broadening this research came with management's focus on people oriented activities (consideration) along with task oriented activities (initiation of structure).

### **2.3.4 Situational Theories**

Situational theories propose that leaders choose the best course of action based upon situational variables. Different style of leadership may be more appropriate for certain types of decision making. In a situational where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instance where group members are skilled experts, a democratic style would be more effective (Cherry, 2013; Covey, 2007; Bolden, Gosling, Marturano, and Dennison, 2003).

### **2.3.5 Participative Theories**

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account (Kochamba and Murray, 2008). These leaders encourage participation and contributions from group members and help group members fell more

relevant and committed to the decision making process. In participative theories, however, the leader retains the right to allow the input of others.

### **2.3.6 Management Theories**

Management theories, also known as transactional theories, focus on the role of supervision, organization and group performance: these theories base leadership on a system of regards and punishments. Managerial theories are often used in business, when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership ( Kochamba and Murray, 2008)

### **2.3.7 Relationship Theories**

Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards. The above mentioned leadership theories imply that views of researchers had been changing from great man theories or early theories that assume the capacity for leadership is inherent-that great leaders are born not made (Lamb, 2013). To behavioral theories of leadership that are based upon the belief that great leaders are made, not born and then,...to relationship theories that focus upon the connections formed between leaders and followers to make decisions on mutual accomplishment of goal by communication depending on the situation to use effective leadership style that leads the organization to the excellence (Lamb, 2013).

## **2.4. Leadership Approaches**

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behavior, a view of what their subordinates are like as people.

### **2.4.1 Scientific Management Approach**

Scientific management was a management philosophy concerned with increasing productivity among workers (Lunenburg and Ornstein, 2000). It regarded workers as extensions of the machines they operated. It was first expounded by Frederick W. Taylor, who was an engineer in the early 20<sup>th</sup> century, and a foreman or the first level supervisor. He argued that no consideration was accorded to employees as human beings, or as people with different needs, abilities, and interests. Workers were considered to be lazy and dishonest and to have a low level of intelligence (Lunenburg and Ornstein, 2000).

### **2.4.2 The Human Relations Approach**

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s. Under the impact of the Hawthorne studies, which focused attention on workers instead of production? In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings (Lunenburg & Ornstein, 2000).

### **2.4.3 Theory X and Theory Y Approach**

The scientific management and human relations approach to leadership behavior were given formal expression by McGregor (1960) as theory X and Theory Y. The theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new school and particularly in respect of

young teachers, the situation might be different. Some of them of not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort.

Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self- actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of theory Y is management by objectives (Lunenburg and Ornstein, 2000).

#### **2.4.4 Contingency Approaches**

There are diverse and complex situations in schools that demand diverse leadership skills (Oyeunyi, 2006). The head teacher with adequate skill will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunkelee (2004), claims that leadership in schools is a situational phenomenon as it are based on the collective perception of people working in the school linked to the norms and is affected by the rate of interaction among members of the schools. The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader.

Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt, 1973:178). Under the situational /contingency leadership approaches, there are five models/theories namely: the Tannenbaum & Schmidt leadership continuum, fielder's contingency theory, the path-Goal leadership Model, the vroom-Yetton\_Jago Normative contingency model and the Hersey – Blanchard's Situational theory (Oyetunyi, 2006:39). It is therefore imperative to establish whether the contingency/situational leadership approaches exists in schools.

However, it is very important to know that these two approaches of leadership have certain communalities and differences in their approach. According to Peretomode (2012), both categories of leadership approaches are similar in that 1) they both are extension of the behavioral group of leadership models; 2) they both contend that there is no one best or right way of leading group successfully; 3) A successful leader in a certain situation may going to fail with the same leadership style and organization but in different situation ; 4) the effectiveness of leadership styles are determined by internal and external factors including the leader and follower situation, the leader skills and employees maturity level.

Peretomode (2012) also discussed the differences of the two approaches in addition to their similarities. For her, the difference between the two can be more clearer if the meaning is viewed from the basic assumption support each category in respect to the rigidity and flexibility of the leadership styles. As Peretomode explain, the situation leaders more fit in to the flexible leadership style to be used by the leader. Accordingly, a leader who was autocratic in one situation becomes democratic when situation calls him to do that. But the contingency theories are based on the premise that leadership styles are rigid or inflexible. So, according to proponents of this view, an autocratic leader change his approach as the situation change, rather they propose to bring to headship position the leader who favors the leadership styles specific to that organization or situation (Peretomode, 2012).

## **2.5, Leadership Styles**

It should be noted, however, that leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational goals. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads.

Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered

central to leadership style. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders (Newstrom& Davis, 1993).

As cited in Oyetunji (2006) Mazzarella and Smith describe leadership style as the manner a leader leads, which is in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals. Mazzarella and Smith assert that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationship with staff members.

Owens (1991:143) speak out that leadership style is determined by what the head teacher does to motivate his/her subordinates to put in their best to accomplish the set schools goals. He observes that some leaders set a higher value on task accomplishment while some, on maintaining good interpersonal relationship. Liwin and stringer's (1968:104-105) research indicates that a leader is spurred to embrace certain styles based on his/her underlying attributes and workplace goals. These styles, according to them, affect workplace environment and employees performance on the job. That is, the head teacher's motive and the school's aims influence the manner the head teachers run the school.

Hersey and Blanchard (1993, p 163) observe that a leader develops his/her style over period of time from experience, education and training. These authors claim that leadership style is more of how the subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her base on how they perceive his/her behavior in various situations. This implies that the teachers' assessment of the head teachers' leadership styles in most likely to be the head teachers' style of leading the school.

Of course examinations of literature on managerial areas reveal that a variety of leadership styles are proposed different by writers. For example, Kurt Lewin(1936) as indicated by Ali



and Shaikai (2013) the first to study about leadership styles found three styles of leadership: autocratic, democratic and laissez-faire. Starting from this several writers and researchers came with a long list of leadership styles, sometimes the list do to 10 styles by others However, since the following five types have common application in education, below discussion is made about these five styles of leadership. These are autocratic, democratic, laissez-faire, transformational, and transactional.

### **2.5.1 Autocratic Leadership**

Robbins and Coulter (2005) define autocratic style as “a leader who tended to centralize authority, dictate work methods, make unilateral decisions, and limit employee participation” the democratic style as “a leader who tended to involve in decision making, designate authority, encourage participation in deciding work methods and goals, and use feedback as an opportunity for coaching employees” and the laissez-faire style as “a leader who generally gave the group complete freedom to make decisions and complete the work in whatever way it saw fit.” Dubrin (2007) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 2007).

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated. This literature sought to assess the effect of an autocratic school head on school performance. In the case of secondary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and

termination of services. The effect has always been dissatisfaction with work on the part of the employees.

Baluny was cited in Daniel (2007) argues that autocratic leaders in schools are more concerned with dictatorial influence in order to get the job accomplished rather than with the development and growth of subordinates. As for as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led. Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002).

According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement.

### **2.5.2 Democratic Leadership**

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative) the manager may also seek discussion and agreement with teachers over an issue before a decision is taken (Consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic) (Dubrin, 2007).

This type of leadership is viewed as an important aspect of empowerment, teamwork collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Durin (2007) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006). However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is

not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions.

David and Gamage (2007) argue that effective democratic and participatory school administration; leadership and management affect the truest levels of stakeholder. Davis' (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Indicators of participatory school administration, leadership and management effectiveness, according to David's study Correlated with the stakeholders, level of trust. The study suggested that school leaders wishing to enhance the level of trust among the stakeholders in their school should consider these indicators, pertaining to democratic leadership approach, in carrying out their leadership duties and responsibilities. As pointed out by Kouzes and Posner (2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the result must feel a sense of ownership. In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power Rowan as cited in Sushanta, (2012).

### **2.5.3 Laissez-Faire Leadership**

The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression (Departure from the subjects) from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 2007) but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It is considered active to the extent that leader "choose" to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis, Avolio, & Sivasubramaniam, 2003).

### **2.5.4 Situational Leadership**

There are contingency theories of leadership which describe what style of leadership is best for what type of situation. Robbins and Coulter (2005) called them "if-then contingencies". These contingency theories include four major contributions called Fielder Model, Hersey-Blanchard situational leadership theory, leader-participation model, and path-goal. The fielder model suggests that there must be a proper fit between style of the leader and followers and the extent to which situational factors support the control of leader over followers. The situational leadership of Hersey and Blanchard has a main theme of readiness of followers. Leader participation model, developed in the early 1970s, focuses on behavior of leader and participation in decision making. This model has identified 5 distinct behaviors of a leader. Pathgoal model suggests that a leader is the person who directs the followers towards goal achievement after specifying the goals as per organizational needs (Robbins and Coulter, 2005).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This section presents the research methodology and design. It describes and justifies design and methods used, what data sources selected, what sampling techniques employed, what data collection instruments and procedures used and how data were analyzed interpreted. In addition, the pilot test and ethical issues are discussed.

#### **3.1. Research Design**

In order to achieve the objective of the study, the researcher employed descriptive survey design. This design is chosen for the following two basic reasons. In the first place, the descriptive design enables the researcher to collect current data from different groups of respondents who are located at different places of the study (Creswell, Plano Clark, et al., 2003). The single-phase timing of this design is the second reason it has also been referred to as the “concurrent triangulation design” (Creswell, Plano Clark, et al., 2003). Therefore, descriptive survey design was used in comparing current status of both government and private secondary schools in Hadiya Zone by collecting data from different groups of respondents.

#### **3.2. Research Method**

In this study, a mixed method approach was used in collecting and analyzing both qualitative and quantitative data. The researcher collected data mainly using quantitative method through survey questionnaires as most of the data were collected with questionnaire while semi-structured interviews were used to substantiate the quantitative data.

Two rationales for using mixed methods approach are cited. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen et al., 2007). Second, since it combines both quantitative and qualitative methods under one, the weaknesses of the one method are compensated with the strengths of the other. Literature shows that there are different typologies of mixed methods research (Creswell et al., 2007). In this research, however, within-stage mixed model research was used. This approach

enables us to use quantitative and qualitative approaches within one or more of the stages of the research and simplify the process of data analysis (Creswell et al, 2007).

### **3.3. Sources of Data**

The data for this study were collected from two sources. These were primary and secondary data sources as explained hereunder.

#### **3.3.1 Sources of Primary Data**

For the successful completion of the study, the researcher gathered first-hand information from teachers, principals, vice principals, Woreda education officers and Zonal education department experts. The selection of the respondents as sources of primary data purposefully was based on the expectation that they may have better information and experience regarding the practice of leadership styles in targeted schools.

#### **3.3.2 Sources of Secondary Data**

The sources of secondary data were documents and records from the school files which are related to principals' leadership styles and practices, and students' academic achievement or result.

### **3.4 Population, Sample Size and Sampling Techniques**

A population is a group of individuals, objects or items from among which samples are taken for measurement (Singh, 2007:88). Thus, the population of this study consisted of all teachers, principals, Woreda office experts and Zonal department experts working in the secondary schools of Hadiya Zone. A sample size, on the other hand, according to Mugenda (2003:123) is “a subject of the population which is representative”.

In selecting the number of schools to be involved in the study, the guidelines given by Orodho and Kombo (2000) that suggest a sample should be proportionate to the target population was considered. Generally, there seemed no agreement among researchers in determining the size of the sample to be taken from the population. However, many of them conventionally take 10-25% of the population as sample size based on various

considerations (Gay and Arirasian, 2003) but they also underlined that the bigger the sample, the more representative the sample becomes.

In Hadiya Zone, there were 10 Woredas and two administrative towns, with a total of 36 secondary schools. For this study, 3 Woredas: East Badewacho, Misha, and Shone administrative town were selected using simple random sampling technique which is believed to be the best method to get representative samples and to give every subject equal chance to be selected.

In the selected Woredas, there were twelve public secondary schools and five private secondary schools. Out of which, three public secondary schools (25%) and three private secondary schools (60%), i.e., one from each target Woredas were selected using simple random sampling method. Accordingly, random sampling method of lottery system was employed and three secondary schools including Lenda secondary from East Badawacho, Shone No. 1 from Shone town administration and Wasgebeta from Misha Woreda were selected for the collection of information.

Regarding private schools, Tigilfre secondary from Misha Woreda, Lechogogo and Tatem secondary from the rest respectively were taken as data sources (See Table 1).

As to the research participants, the data taken from each Woreda showed that, there were 413 teachers (237 governments & 176 private) and 24 principals (including principals and vice principals of those schools). In order to determine the sample size and ratio to be taken from total population, a formula adopted from Yamane Taro (1967) was used. Accordingly, the formula put as follows:

Sample size  $n = \frac{N}{1+N(e)^2}$ , where N = Total population, n = Total sample size,

e = sample error / level of significance (0.05) or 95% Confidential interval

$$\% = \left(\frac{n}{N}\right) \times 100$$

Based on this formula, for government school,  $n = \frac{237}{1+237(0.05)^2} = 149$  where  $\% = \frac{149}{237} * 100 = 62.9\%$ . Concerning the private school,  $n = \frac{176}{1+176(0.05)^2} = 122$  where  $\% = \frac{122}{176} * 100 = 69.3\%$

Thus, 149 (62.9%) of the government school teachers and 122 (69.3%) of the private school teachers proportional to the size of teachers in the schools will be selected and used as data sources. Owing to small size, all 24 principals were research subjects.

Moreover, four Woreda Education Office experts and one Zone Education Department expert, who have been proposed to have better knowledge on the issue was purposefully selected and used to collect information through interview held with them. Thus, the total population of this study were 299 consisted of 149 government school teachers, 122 private school teachers, 24 principals( 12 from government and 12 from private), three Woreda officers and one Zonal department expert.

**Table 1: Respondents population, sample respondents and secondary schools selected**

No	Sample Woredas	Sample schools								WEO Samples			ZED sample		
		Government				Private				Population	Samples	Ratio(in %)	Population	Samples	Ratio(in %)
		School name	Population	Samples	Ratio (in %)	School name	Population	Samples	Ratio(in %)						
1	Shone Town	Shone No.1	101	64	62.9	Tatem	67	47	69.3	16	1	6.3	19	1	5.3
2	Misha	Wasgebeta	75	47		Tigilfire	48	33		16	1				
3	East Badawacho	Lenda	61	38		Lechgogo	61	42		16	1				
	<b>Total</b>		<b>237</b>	<b>149</b>		<b>Total</b>	<b>176</b>	<b>122</b>		<b>48</b>	<b>3</b>				
<b>Sampling Methods</b>		Random				Sampling method	Random			Purposive			Purposive		

### 3.5 Data Collection Instruments

Three data gathering instruments—used in this study were questionnaire, interview and document analysis. However, since the majority of data were quantitative, mainly questionnaires with closed and open-ended items were employed. In addition, interview with WEO experts and Zone experts and document analysis from schools were used.



### **3.5.1 Questionnaire**

Most data in this study were collected using questionnaires. Two types of questionnaires to be filled by teachers and principals with similar close –ended question items and few open ended items were used. The closed ended items were formulated in five point liker scale (very high =5, high =4, moderate=3, low=2 and very low=1) and open-ended items were provided for the respondents to freely express their ideas. Questionnaire is intended to be used as research tool with two major reasons. Firstly, it mainly helps to collect data from different groups of respondents with in relatively short period of time and cost, and secondly, and most importantly, it is a preferable data collection tool, which enables to effectively collect data in a planned and manageable ways from large population (Best and Kahn, 2006; Creswell, 2013).

The questionnaires have three categories: the first section deals with the respondents' personal characteristics, second section provides scales to be filled by respondents and the last section requests their views. The researcher computed the quantitative data using mean scores ranging from 1.00-5.00 and standard deviation, with higher scores indicating highly practiced item and lower scores indicating lowly practiced item.

### **3.5.2 Interview**

Interview was conducted through direct and verbal interaction between interviewer and respondents. The purpose of the interview was to collect more supplementary opinions about the practice of school leadership styles and to identify the dominant leadership styles. Interview schedule arranged and then the interview was held to get data relevant to the study. The semi-structured interviews were applied to WEO and Zone department experts. During the interview, the researcher used notebook to record the responses of the respondents and was transcribed to ensure the accuracy of data.

### **3.5.3. Document Analysis**

Document analysis was another tool used to collect data for this study. In this regard, documents such as the guidelines, formats, reports, and different educational statistic annual abstracts of the country and SNNPR education bureau were consulted during the analysis and interpretations of the collected data. In addition, both public and private secondary

schools students' grade 12 national examination result of three consecutive years (2009 to 2011) were reviewed from students master sheets for further analysis.

### **3.6 Data Collection Procedures**

The researcher traveled to each school under study for familiarization before administering the instruments to teachers and principals. After this, the researcher presented a letter of cooperation received from the department to the secondary school heads in order to obtain permission to collect data by explaining the purpose of the study. After obtaining permission from the heads, the researcher entered in to the process of randomly selecting respondents after asking their willingness to be research participants by telling the purpose of the study.

After issuing the research instruments to willing participants, the researcher has explained clearly contents of questionnaires to them. In the course of her activity, the researcher also assured them of confidentiality and anonymity in reporting the findings of the study. Then the respondents were given ample time to review and answer the questions accordingly. Finally, the researcher collected the questionnaires filled for analysis.

With regard to interview, initial appointment was given to each interviewee in the place that they chose. Interview was conducted individually without tape recording as they were not interested to be recorded. In addition, the following procedure was followed in collecting data from documents. Firstly, documents that information to be collected were identified. Then, formal letter of cooperation that was taken from the university was presented to the concerned authorities in each school. After obtaining permission, certain documents were reviewed in order to

### **3.7 Validity and Reliability Instruments**

#### **3.7.1 Validity**

In this study survey items were reviewed for content clarity by 4 experts in the field to ensure the instruments comprehensiveness of covering the domain or items that it purports to cover. Feedbacks on the instrument were solicited from the researcher's advisor. Finally,

all accepted comments and feedbacks were sorted out and rearranged and included in the final version of the instruments.

### **3.7.2 Reliability of Instruments**

A reliability or pilot test was performed to check the consistency and accuracy of the measurement scales. The basic purpose of pilot /reliability test is to assess whether a questionnaire is designed in a way that facilitates the collection of the required information from respondents (Sami, 2005). That is, pilot testing is used to test the reliability of the tools so that the researcher will have a chance to comment on and check its clarity. Accordingly, the questionnaire prepared was tried out in one secondary school which was avoided from the sample schools in order to minimize biases. The testing was done with 10 teachers at Weralolo Secondary school, which is located in one of the Woredas, East Badawacho Teachers were selected for pilot testing with random sampling.

After pilot testing, the reliability of the instruments was calculated using Cronbach Alpha, a measurement used to test the reliability of question items (Postlethaithe, 2005). Tech-Hong and Waheed (2011) show that the test results of 0.7 and above with a pilot testing is a reliable item. Thus, items that have a result of less than 0.7 were modified and restated in such a way that respondents better understand them.

### **Methods of Data Analysis**

In the study under consideration, both qualitative and quantitative data analysis techniques were employed. The quantitative data obtained through questionnaires were edited, categorized, tallied, and tabulated and then analyses were done after the main data were coded and entered to SPSS software windows version 20 for detail data analysis using appropriate descriptive statistics: frequencies, percentage, mean and standard deviation. The results obtained and the relationship of each variable was thoroughly interpreted and discussed on the basis of key question items.

The qualitative data gathered through open-ended questionnaire and interviews were described, transcribed and categorized under similar themes, and used for analysis as supplementary evidence in addition to the discussions of quantitative data. The data

collected from document analysis were used to stabilize ideas collected through interview under each table. In analyzing the qualitative views a pseudo-name was used. The data were analyzed using narrative description and/or quoting as it is. Finally, conclusions were drawn from the major findings and potential recommendations from the identified problems will be suggested.

### **3.9 Ethical Considerations**

In social science research, ethical considerations are critical when researching people or animals. The ethical issues include: known benefits and risk of participant involvement in the research, exact description of the information to be delivered to the subjects of the study when appropriate(Sami, 2005). It will indicate any special incentives of treatment that human subjects will receive through their participation in the study, indicate how the data collected in the study will be kept secured and confidential, discuss the procedure for informed consent by the study participants where applicable. Also respect for the subjects, kindness and justice, whether the studies are ethically achievable, and the ethical soundness of the methods was considered by the researcher.

In the course of the study, the respondents has, in the first place, told not to write their name in the questionnaire to ensure the confidentiality of the respondents, Secondly, data were analysed by hiding their name and identity using representative substitutes. In addition, interview was conducted in the place where less visible to other staff in that specific school where principals were working on.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This section of the paper deals with the presentation, analysis and interpretation of data collected from different groups of respondents through questionnaire distributed to principals and teachers, and interview held with WEO and Zone department experts and documents reviewed from sample secondary schools.

In this study, the researcher used six schools (three government and three private) for gathering data. Accordingly, Lenda, Shone No. 1 and Wasgebeta were selected to represent government secondary schools, and Tigilfre, Lechogogo and Tatem secondary schools from private schools. From these schools, a total population of 299 consisted of 149 government school teachers, 122 private school teachers, and 24 principals were used for data collection in addition to three Woreda officers and one Zonal department expert. As result of consistent follow up, all questionnaires were filled and returned although some respondents were late in returning the questionnaire.

As to qualitative data, since one WEO expert was not in the place for interview appointment, interview was held with three experts (two Woreda and one Zonal expert). Information was also gathered from document analysis and it was used to substantiate the data obtained through questionnaire and interview.

In analyzing the data of the study, different statistical techniques and procedures were used. From the outset, the data collected through questionnaire were coded and inserted in to SPSS version 20 for analysis. To compare the leadership styles of both government and private secondary school mean, average mean and SD were identified using SPSS analysis. The analysis was organized in to two broad sections. The first section demonstrates the demographic characteristics of the sample population used in the study. In this section, the characteristics of the respondents in relation to their age, sex, education level, qualification, work experience and the position they hold currently were presented and analyzed as indicated in Table 2. The second section informs the views of sample teachers and principals working both in government and private secondary schools of Hadiya Zone.

#### 4.1. Background Characteristics Participants of the Study

The purpose of this section is to provide some basic background information about the research participants with the assumption that it may reveal some sort of relationship with the issue under study. Therefore, the characteristics of respondents including their sex, age, education qualification and work experience were analyzed and interpreted in Table 2 and 3.

**Table 2: Background Characteristics of Respondents by Sex and Age**

Item	Government				Private				Woreda Experts		Zone	
	Teacher		Principal		Teacher		Principal		N	%	N	%
	No	%	No	%	No	%	No	%				
<b>Sex</b>												
a. Male	124	83.2	12	100	108	88.5	12	100	3	100	1	100
b. Female	25	16.8	-	-	14	6.3	-	-	-	-	-	-
<b>Total</b>	<b>149</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>122</b>	<b>100</b>	<b>12</b>	<b>100</b>				
<b>Age</b>												
a. Below 25	35	23.5	-	-	31	25.4	2	16.7				
b. 26-30	45	30.2	-	-	53	43.4	3	25				
c. 31-35	39	26.2	4	33.3	19	15.6	2	16.7				
d. 36-40	17	11.4	5	41.7	13	10.7	3	25				
e. 41 and above	13	8.7	3	25	6	4.9	2	16.7				
<b>Total</b>	<b>149</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>122</b>	<b>100</b>	<b>12</b>	<b>100</b>				

As indicated in Table 2, the majority, i.e. 124 (83.2 %) of the teacher respondents and all individuals working in the decision making positions of government secondary schools were males. As to the private secondary schools, only 6.3% females were found as teacher and no principals in the sample private schools. This implies that female participation, as teacher was low and almost absent as principal or heads in government and private secondary schools in Hadiya Zone.

Regarding age classification, the data in item 2 showed that the majority of teacher respondents in government school were in the age ranges of 26-35 whereas large ratio of principals in government school were in the age range of 31-40. The data further showed

that around three-fourth of teacher respondents of private school teachers were below age 30. This data show that the majority of respondents in both government and private secondary schools were in the early younger age and this is an important asset to the Secondary Schools.

**Table 3: Background Characteristics of Respondents by Education Level and Work Experience**

Item	Government				Private			
	Teacher		Principals		Teachers		Principals	
	No	%	No	%	No	%	No	%
<b>Education]</b>								
a. Diploma	4	2.7	-	-	11	9.0	-	-
b. BA/BSC	124	83.2	1	8.3	90	73.8	2	16.7
c. MA/ MSC	21	14.1	11	91.7	21	17.2	10	83.3
<b>Total</b>	<b>149</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>122</b>	<b>100</b>	<b>12</b>	<b>100</b>
<b>Service</b>								
a. 1-5	43	28.9	-	-	12	9.8	-	-
b. 6-10	58	38.9	4	33.3	88	72.1	-	-
c. 11-15	25	16.8	3	25.0	20	16.4	-	-
d. 16-20	9	6.0	3	25.0	-	-	6	50.0
e. 21-25	10	6.7	2	16.7	2	1.6	4	33.3
f. Above-25	4	2.7	-	-	-	-	2	16.7
<b>Total</b>	<b>149</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>122</b>	<b>100</b>	<b>12</b>	<b>100</b>

Regarding the education background, the data in Table 3 show that four of government and 11 (9 %) of private teachers were diploma holders whereas (124 %) and (90 %) were first degree holders in government and private schools respectively. The remaining 21 (14.1 %)

and 21 (17.2%) of government and private teachers were second degree holders. According to the MoE(1995) guideline, the minimum requirement to teach in secondary schools of Ethiopia is first degree and second degree whereas for those who are assigned to leadership position second degree and above. However, some teachers were working in the position beyond their qualification although all principals satisfied the minimum requirement to lead in secondary schools. This shows that there may be quality implication in the secondary schools.

With regard to the work experience, the data in Table 3 item 2 show that the majority of teachers in government secondary schools, 67.8 % of the principals had work experience of 1-10 years. Similarly, 72.1% of the private Secondary Schools teachers had served same 6-10 years. On the other hand, the principals working in government and private schools had served 15-20 years. Very small number of teachers and principal had serviced below 10 years. This implies that respondents working in government and private schools relatively have sufficient experiences about the issue at hand. This might increase the reliability of the finding.

#### **4.2. Analysis and Interpretation of Data**

In this section of the study, data gathered from research subjects (teachers and principals working in government and private secondary schools) through questionnaire were analyzed and interpreted. In addition, information gathered from interview held with principals, education office experts and document reviewed in the sample secondary schools were inserted in the course of the analysis.

In educational organizations, school leaders practice different types of leadership styles. Dealing all in this research is beyond the resource capacity of the researcher. Therefore, five leadership styles were specifically focused in this study were : democratic, autocratic, laissez-fair, transactional and transformational leadership styles. In this sub content, the results of four basic questions framed under section 1.2 were discussed in detail based on the perceptions of sample teacher and principals selected from government and private schools, and data collected from education officers and document reviewed. A five point liker scale ranging from almost always to almost none or strongly agree to strongly disagree



were used. In order to determine the degree of implementation of each of the leadership types, mean, average mean, and SD were used for data analysis.

#### 4.2.1. The Extent of leadership practices

There are several types of leadership practices in social organizations including schools. In this study, five types of leadership practices that is thought to be commonly implemented in schools were taken and there level of implementation by government and private secondary school principals in Hadiya Zone was assessed and analysis of the respondents view was presented below.

**Table 4: Practices of Democratic Leadership Style**

S. No.	Item Description Principals in your school...	Responses							
		Government sec. School				Private Sec. School			
		Teachers		Principals		Teachers		Principals	
		M	SD	M	SD	M	SD	M	SD
1	Demonstrate concern for teachers welfare	3.2	0.9	4.3	0.8	2.4	1.0	3.8	1.1
2	Consult before making decisions	2.6	0.9	3.9	1.1	1.9	0.6	3.7	0.9
3	Involves teachers in decision making	2.6	1.0	3.7	1.3	2.7	1.1	3.8	0.9
4	Trusts teachers to use good judgment in decision making	3.3	0.9	4.0	0.6	2.1	0.9	3.6	1.1
5	Asks for ideas and uses them	2.6	0.9	4.0	0.6	2.6	1.2	3.3	0.6
6	In our school a participative/employ centred style is preferable	2.9	1.0	3.9	1.0	2.5	1.2	3.9	1.2
7	In our school decentralization of authority is preferred	2.8	0.8	3.8	0.6	2.1	0.7	3.7	0.9
8	Negotiating on learning goals and methods with teachers	2.7	0.6	3.8	0.8	3.4	0.7	4.3	0.6
9	Make sure teachers understand and follow rules and regulations	2.6	0.9	3.7	0.5	3.8	0.6	4.2	0.7
10	Ensure all teachers understand their roles in school	2.9	0.6	2.8	0.4	3.9	0.7	4.1	0.8
11	Make his/her attitudes clear to the staff	2.3	0.8	3.6	0.7	2.2	0.9	3.6	1.2
<b>Average mean</b>		<b>2.8</b>		<b>3.8</b>		<b>2.7</b>		<b>3.8</b>	

**Scale :** 5=Strongly Agree, 4 = Agree, 3= Neutral, 2= Disagree 1= Strongly Disagree

Table 4 indicates the degree to which principals of government and private secondary schools engage in the practices of democratic leadership style. As we can see in the table, average mean scores of above 2.7 for the four categories of respondents show that principals of both government and private secondary schools are relatively practicing at a certain level of implementation of the democratic leadership practices.

However, individual observation of the items show that principals of both government and private secondary schools of Hadiya Zone have low practices in some of the democratic leadership functions. As the data in Table 4 show, principals level of practicing item 1, 2, 4, 7 and 11 was low as rated by teachers with mean scores of 2.4, 1.9, 2.1, 2.1 and 2.2. This means that secondary school principals especially at private schools were little engage in democratic leadership practices of demonstrating concern for teachers, consult them before decision making, trusting teachers, decentralizing authority, and making attitudes clear to staff.

Management theorists suggest that demonstrating concern for teachers enhance teachers' morale by helping them develop confidence on their principals' leadership. Moreover, consulting teachers in the process of decision making is another requirement for effective leadership. It is commonly suggested that in educational organizations most decisions are required to be made through participatory decision making. This is because, in the first place, since groups have broader perspectives, a lot of facts and knowledge can be gathered easily. Secondly, individuals who have participated usually satisfied with the decision they have collectively made, and thirdly, it also helps teachers to communicate freely on matters concerning their profession and it is believed this by itself is motivating and satisfying (Ross & Gray, 2006).

Decentralization of authority obviously relieve the burden of work on leaders by distributing part of the load to lower level subordinates, the gaining power by itself is a good motivator to lower level workers (Richter, Lewis and Hagar, 2012). Although demonstrating concern for employees, consulting them and trusting them as well as decentralizing authority to staff has such crucial roles in the success of principals leadership, they were minimally practiced functions and downplay the democratic leadership approach of principals in the study Zone.

**Table 5: Practices of Autocratic Leadership Style**

S. No.	Item Description	Responses							
		Government sec. School				Private Sec. School			
		Teachers		Principals		Teachers		Principals	
		M	SD	M	SD	M	SD	M	SD
1	Makes decisions on his/her own without consulting teachers	2.7	1.4	2.4	0.9	3.5	1.4	3.0	1.1
2	Decides what to be done and not to be done	2.5	1.2	2.3	0.9	3.3	1.2	2.5	1.2
3	Dictate work methods	2.4	1.2	2.6	1.6	3.1	0.9	2.3	1.1
4	In our school directive/task oriented style is preferred	2.6	1.2	2.3	0.8	3.3	1.3	3.2	1.0
5	In our school preferred style is declarative/unilateral decisions	3.4	1.0	2.2	1.0	3.7	1.2	2.3	1.1
6	Focus attention on irregularities, mistakes and expectations from standards	3.0	1.0	1.8	0.8	3.1	1.1	2.1	0.9
7	Concentrates attention on dealing with mistakes, complaints and failures	2.4	1.0	1.8	0.8	2.7	1.0	1.5	0.7
<b>Average mean</b>		<b>2.7</b>		<b>2.2</b>		<b>3.2</b>		<b>2.4</b>	

**Scale :** 5=Strongly Agree, 4 = Agree, 3= Neutral, 2= Disagree 1= Strongly Disagree

Autocratic leadership is a system of leadership in which the leader has full empowerment with minimal participation from the followers. As indicted in Table 5, with average mean scores of 2.7 and 3.2, teachers of both government and private secondary schools generally perceived that their principals were to some extent autocrat in their leadership approach. Teachers view, however, was not complemented by principals of government and private secondary schools. With average mean score of 2.2 and 2.4 respectively, principals of government and private schools viewed that they are less autocratic in their leadership style.

Studies undertaken in relation to the styles of leadership showed that autocratic leaders usually make decision alone with minimum inputs from subordinates, and focus on mistakes of employees (Mccrown,2007). With reference this, principals working both in government and private schools were more autocratic. Individual observation is also necessary in order to have full understanding of the perceptions of teachers and principals. Accordingly, teachers of government schools perceived that their principals were practicing

certain level of autocratic style of leadership except for item 2 and 7. Less than average mean value of 2.4 for item 3 and 5 reveals that principals of government schools were non-directive in their leadership behaviors and less focus on mistakes and failures while exercising their leadership.

According to the data in Table 5, although principals appeared to oppose the views of teachers, on some issues principals of secondary schools seemed to agree with teachers. For instance, in item 1 and 4, private school principals self-rating of 3.0 and 3.2 showed that they exhibit an autocratic approach on some of the leadership roles.

**Table 6: Practices of Laissez -fair Leadership Style**

S. No.	Item Description	Responses									
		Government sec. School				Private Sec. School					
		Principals your school		Teachers		Principals		Teachers		Principals	
		M	SD	M	SD	M	SD	M	SD	M	SD
1	Wait for things to go wrong before taking action	2.6	0.8	3.0	1.3	2.3	1.2	1.4	0.5		
2	Provide little guidance to employees	3.3	0.9	1.7	0.8	2.4	0.6	1.4	0.5		
3	Allow staff to make own decisions	2.6	0.7	2.5	1.0	2.5	0.9	4.3	0.5		
4	Never take action even when employees do mistakes	2.8	1.0	2.2	0.7	1.9	0.7	1.3	0.5		
5	Employee have complete freedom to make decisions and complete the work in whatever way they like	2.4	1.0	2.5	1.0	2.0	1.1	4.2	0.4		
<b>Average Mean</b>		<b>2.74</b>		<b>2.33</b>		<b>2.22</b>		<b>2.52</b>			

**Scale :**5=Strongly Agree, 4 = Agree, 3= Neutral, 2= Disagree 1= Strongly Disagree

Item 1 to 6 of Table 6 were intended to examine the extent to which principals of government and private secondary schools in Hadiya zone display the characteristics of laissez-fair leadership style. Managerial theorists mentioned that laissez-fair leadership style is characterized by rarely the leader provide direction, decisions are left to be made by subordinates, and

members of the organization are expected to solve its own problems (MacGrefor, 2004; Sutikno, 2007). It has been stated that in this type of leadership, the leader will not make rules about the execution of jobs and only make little contact with his subordinates. However, managerial researchers consistently remarked that this style of leadership should be executed if the subordinates are maturity both in work competence and psychological, i.e. willingness to work.

Many studies in developing countries show that implementation of laissez-fair style of leadership has little success in these countries for the reason that most subordinates in organizations operating in these countries lacks employees who fulfill the requirements of qualified employees.

Taking this in to conceptualization, in Table 6, the views of study participants were examined to substantiate the extent to which principals of government and private secondary schools of Hadiya Zone were focusing on laissez-fair style of leadership. As indicated in the table, teachers and principals of government and private secondary schools held contradictory views. With average mean value of 2.74, teachers of government secondary schools reported that their principals were displaying some sort of laissez-fair behaviors except practices indicated under item 5.

On the other hand, teachers of private secondary schools, with average mean score of 2.22 (much lower than the average score of 2.5), revealed that laissez-fair leadership is minimally practiced in secondary schools of private schools. These findings uphold the findings under autocratic style. There it has been identified by teacher respondents that their principals were autocratic in their leadership style. If a leader is an autocratic somewhere, he/she cannot satisfy fully the qualities of laissez-fair leadership. So, the findings complement each other than contradict.

The data in Table 6 further show that, with mean score of 2.33 and 2.52, principals of secondary schools showed that they were practicing marginally minimal laissez-fair leadership style. This finding, in general, is supportive of several researches undertaken in developing countries. These studies conclude that as the work maturity of employees in developing countries are low, implementing laissez-fair leadership may not lead

organizations achieve high. So, school leaders are advised to use less frequently this style except in special cases.

**Table 7: Practices of Transactional Leadership Style**

S. No.	Item Description	Responses							
		Government Sec. School				Private Sec. School			
Principals in your school...		Teachers		Principals		Teachers		Principals	
		M	SD	M	SD	M	SD	M	SD
1	Allocating incentive for model teachers and committees only	3.2	1.0	2.3	1.2	4.0	0.8	3.8	0.8
2	Establishes all work schedules	2.7	0.7	2.8	0.5	2.3	0.9	2.4	1.1
3	Supervises closely to ensure standards are met	3.8	0.6	4.0	0.0	3.2	1.3	3.3	1.4
	Urges teachers to meet set targets	2.8	1.1	2.4	1.0	2.4	1.1	2.8	1.1
5	Assigns specific tasks to specific people	3.5	0.7	3.5	0.5	3.2	1.4	3.0	1.5
6	Evaluate the progress continuously	3.1	0.8	3.7	0.5	2.5	0.9	2.5	1.1
7	Consistently reinforces good work	2.9	0.9	2.3	1.2	2.2	1.1	2.4	1.1
8	In- school motivation achieved by using reward and incentive	3.1	0.7	3.1	0.6	2.7	0.4	2.5	0.5
9	Direct our attention to meet standards	3.1	0.9	2.4	0.9	2.6	0.9	2.8	0.7
<b>Average Mean</b>		<b>3.1</b>		<b>2.9</b>		<b>2.8</b>		<b>2.8</b>	

**Scale:** 5=Strongly Agree, 4 = Agree, 3= Neutral, 2= Disagree 1= Strongly Disagree

Table 7 deals with government and private schools teachers and principal's perceptions regarding the practices of transactional leadership styles by school principals in Secondary schools of Hadiya Zone. The transactional leadership style is sometimes referred to as bartering where services are exchanged for rewards. As a transactional leader, the academic heads are the leaders, and the teachers are the followers (Liontos, 1992).

These kinds of leaders guide their followers in the direction of established goals by clarifying roles requirements. In order for transactional leadership to be effective, both parties must be in agreement with the work to be performed (Burns, 1978). Based on this conceptualization of transactional leadership, teachers and principals presented a list of

items used to measure the degree to which secondary school principals in Hadiya Zone were practicing transactional style. Accordingly, with average mean values of 3.1., 2.9, 2.8 and 2.8, teachers and principals of both government and private secondary schools expressed neither their agreement nor disagreement.

This is against the findings of studies undertaken in other areas of the country. For instance, studies undertaken by Gebre (2010) , Yohannis (2009) and Kedir (2004) showed that private schools practice more transactional than transformational.

**Table 8: Practices of Transformational Leadership Style**

S.No.	Item Description	Responses							
		Government sec. School				Private Sec. School			
		Teachers		Principals		Teachers		Principals	
Principals in your school...		M	SD	M	SD	M	SD	M	SD
1	Encourages staff development	3.4	0.9	3.4	0.5	2.5	1.0	2.5	1.1
2	Helps group to achieve consensus on important changes	2.4	0.9	2.7	0.8	1.5	0.8	2.7	0.9
3	Encourages staff initiative	2.4	1.1	2.9	1.1	2.4	0.8	2.5	0.7
4	Searches outside the formal boundaries of the organization for innovative ways to improve what teachers do	2.6	1.1	2.8	0.7	2.3	0.9	2.6	1.1
5	Talk optimistically about the future trends that will influence how work gets done	2.4	1.1	2.9	1.2	2.7	1.3	2.4	1.2
6	Try to socialize with teachers	2.1	0.9	2.7	0.9	2.2	0.7	2.6	0.8
7	Tries to make each teacher feel his/her contribution is important	2.6	1.0	2.5	1.3	2.8	1.0	2.9	0.9
8	Coach, mentor and council teachers	3.4	0.6	3.7	0.5	3.0	1.1	3.3	1.5
<b>Average Mean</b>		<b>2.4</b>		<b>2.9</b>		<b>2.4</b>		<b>2.7</b>	

**Scale:** 5=Strongly Agree, 4 = Agree, 3= Neutral, 2= Disagree 1= Strongly Disagree

One major confusion towards the conceptualization of transactional and transformational leadership style is that many consider these two styles of leadership contradict each other. In fact, theorists state that these two approaches complement rather than contradict each other. Some suggest that transformational leadership built on top of transactional (Hoppey, &Mcleskey, 2013).

This implies that they need to be considered as levels of follower involvement in work effort where transactional usually follows transformational effort of followers. Thus, with this conceptualization of the terms, one can expect both transactional and transformational from a single principal with a matter of difference in degree.

Table 8 dealt with transformational leadership practices in secondary schools. Transformational leadership style was recently introduced and expanded as theory in management fields. The idea was first introduced by Burns in 1978 and later expanded by Bass (1988).

In Table 8, government and private school teachers and principals were asked to rate the level of involvement of school principals in the transformational leadership practices listed out. As Table 8 reveals, with equal mean value of 2.4 (less than average mean value of 2.5), teachers of both government and private secondary schools indicated that their principals were minimally practicing transformational leadership practices in their schools. This, however, is against the views of principals as they evaluated their engagement in transformational leadership practices relative mean ratings of 2.9 and 2.7 for government and private principals respectively.

This cannot be a surprise for researcher because it is a common trend that principals are exaggerating their ratings simply to gain positive image from external assessors.

Examination of the responses of teachers both in government and private schools appear more clearer the reality. Accordingly, both categories of teacher respondents indicated that their principals were minimally practicing especially item 2, 3 and 6, as rated with mean values less than 2.4. This means that principals in government and private schools little help teachers to arrive consensus on change issues, little encouragement for initiation, talk less optimistically about the future and poor in their role to socializing staff.

No doubt these roles have important influence on the future success and development of schools. Working poor in these roles may lead in the long run the schools to failure than success, so that care has to be taken to address these challenges by giving awareness training for those in leadership position.



#### 4.2.2. Dominant style of leadership used by principals in schools as compared to private

**Table 9: Leadership styles mainly practiced in government and private secondary schools**

No	Leadership styles	Government schools				Private schools			
		As rated by teacher		As rated by principals		As rated by teacher		As rated by principals	
		AM	R	AM	R	AM	R	AM	R
1	Democratic leadership style	2.8	2	3.8	1	2.7	3	3.8	1
2	Autocratic leadership style	2.7	3	2.2	5	3.2	1	2.4	5
3	Laissez-fair leadership style	2.7	3	2.3	4	2.2	5	2.5	4
4	Transactional leadership style	3.1	1	2.9	2	2.8	2	2.8	2
5	Transformational leadership style	2.4	4	2.9	2	2.4	4	2.7	3

Key: AM=Average mean, R=Rank

Basic research question two was intended to identify the leadership styles dominantly practiced in government secondary school as compared to private. To answer this, it is mandatory to compare the average mean values of the leadership styles practiced both government and private secondary schools.

As can be observed from Table 9, teachers and principals held different views regarding the dominant leadership styles in their schools. According to teachers, the two dominant leadership styles in government schools were transactional and participative/democratic leadership whereas the dominant styles in private schools were autocratic and transactional respectively. This was not the case in the views of principals. For principals of both government and private schools, democratic leadership style was the dominant style presumed to be practiced in schools. It is the belief of the researcher that the views of teachers and principals varied for the reason that principals exaggerating the self-ratings simply to receive positive image.

An interview was held with Woreda and Zonal experts to compare the dominant leadership style/s practiced in government and private secondary schools According to the majority of interviewees, private schools were perceived to be more autocratic than government. They

also followed with a question to state the reason. One respondent named as Shamebo described that “since payment of teachers and heads in private school is directly related to their effort, managers or heads of private schools appeared to be more autocratic by pressing teachers or unit heads to devote more energy” Another respondent known as Asnakech indicated that “it is unfair to compare private school heads with government because, as she said, private schools work with tight schedule and high pressure. This occurs for the reason that their major aim is profit making, by focusing on an autocratic approach, they attempt to fulfill their need. This has been verified the study of Nuru (2009) in Arsi Zone.

#### **4.3.The Influence of leaders’ leadership style on students achievement**

The term student achievement refers to the measure of amount of the academic content a student learns in the given period of time (Ross and Gray,2006). Global experience shows that a variety of strategies are used across countries. Thus, fixing a universal strategy may be difficult.

However, some strategies are more frequently used in several countries, it appears more logical to focus on these commonly used strategies in order to assess students' achievement for study. Examining the research works of investigators in developing and developed countries, it is possible to realize that they focus on both internal and external school factors in measuring students’ achievement. For instance, in some countries, the internal characteristics such as quiz result, communication skill, effort, etc. are considered. In others, in addition to these external variables, effectiveness in work place, social interaction etc. will be considered.

In fact, to be more rigorous, no doubt assessing multiple variables is essential. However, collecting data on several variables is time taking and sometimes impossible as information management system is weak especially in developing countries like Ethiopia.. As a result, researchers usually depend on standard national examination results in order to determine students' level of educational attainment. Thus, in this study, the researcher used the 2011 E.C. academic year grade 12 national examination results in order to evaluate the influence of principals’ leadership styles on students’ academic achievement.

**Table 10 :2011 E.C. Grade 12 national examination result for study schools**

Students result	Government school					Private school				
	No.	%	Style of leadership	Mean result	Rank	No.	%	Style of leadership	Mean result	Rank
≤350	374	30.2	Democratic	2.8	2 <sup>nd</sup> .	31	6.0	Democratic	2.7	3 <sup>rd</sup> .
351-400	279	22.6	Autocrat	2.7	3 <sup>rd</sup> .	111	21.4	Autocrat	3.2	1 <sup>st</sup> .
401-450	208	16.8	Laissez-fair	2.7	3 <sup>rd</sup> .	145	28.0	Laissez-fair	2.2	5 <sup>th</sup> .
451-500	191	15.4	Transactional	3.1	1 <sup>st</sup> .	152	29.3	Transactional	2.8	2 <sup>nd</sup> .
501-550	104	8.4	Transformational	2.4	5 <sup>th</sup> .	41	7.9	Transformational	2.4	4 <sup>th</sup> .
551-600	62	5.0				27	5.2			
>600	19	1.5				11	2.1			
Total	1237	100				518	100			

To see the relationship between leadership style and students achievement, it is mandatory to compare the results of students in both types of schools. The majority of students (94.0%) in private schools scored above pass mark (i.e. 350), but about 70% scored above pass mark in government schools. From this one can conclude that leadership style has an important influence on academic achievement. Accordingly, student achievement appeared to be high in a school where autocratic approach of leadership is practiced.

The interview responses of Woreda and Zonal department officers seemed to supportive of the above analysis. Halima (Psydo name), one of the respondents in Woreda office suggested that:

“no doubt that private school students perform higher than private one”. But he suggested this with certain reservation. He continued his suggestions by referring that I personally do not believe that private school students scored high because they have better knowledge , but for me major reason for high performance of private school students might be irresponsible administration of examination in private schools compared to government.

Chakiso, another respondent, complement Halma’s comment and said that “although private school students perform high, the reliability of the result is always ambiguous. This is because cheating and theft are common in private schools”. Form these, poor administration of national examination (i.e., cheating, theft, etc. ) might be reason for high achievement of private school as their existence or continuation is usually related to students results).

#### **4.4. Leadership Challenges**

Principals as leaders of school might be faced with several challenges. In this study, challenges supposed to influence the practices of leadership were presented to be rated by

principals. Table 11 presents data on different types of challenges that influence the effective implementation leadership styles most favored by the principals of secondary schools. In item 1, the majority of respondents (i.e. 58.4%) of government school principals expressed disagreement implying that lack of experience as school leader was not a challenge for their schools. This result was backed by personal information data. The data showed that more than 72% of the principals had leadership experience of more than 10 years. In contrast, the majority of private school principals (i.e. 66.7%) confirmed their agreement. The implication is that lack of experience as leader is one of the major challenges for effectiveness of school leaders in private schools. This might be the reason for private school leaders to focus on autocratic leadership.

**Table 11: Principals Rating on Leadership Challenges**

N o.	Items	Government Teachers					Private Teachers					
		SA	A	U	D	SD	SA	A	U	D	SD	
1	Lack of experience as leader	N	1	2	2	5	2	2	6	1	2	1
		%	8.3	16.7	16.7	41.7	16.7	16.7	50.0	8.3	16.7	8.3
2	Lack of leadership skill	N	2	1	1	4	2	-	4	1	4	2
		%	16.7	8.3	8.3	33.3	16.7	-	33.3	8.3	33.3	16.7
3	Lack of training on educational leadership skills	N	2	6	2	2	-	3	5	1	2	1
		%	16.7	50.0	16.7	6.7	-	25	41.7	8.3	16.7	16.7
4	Lack of finance in implementing leadership style	N	3	5	1	2	1	2	6	-	2	2
		%	25	41.7	8.3	6.7	8.3	16.6	50.0	-	16.7	6.7
5	Lack of cooperation from school teachers	N	4	5	-	2	1	-	3	-	5	4
		%	33.3	50.0	-	16.7	8.3	-	25	-	41.7	50
6	Unnecessary interference from the district /Woreda officers	N	-	3	2	4	3	4	5	1	2	-
		%	-	25	16.7	33.3	25	33.3	41.7	8.3	16.7	-

Lack of leadership skills is the second challenge assessed. As the data in the table showed larger ratio of principals in government schools expressed disagreement. About the same ratio of respondents also reported their disagreement in private school too. The implication in general is that lack of leadership skill is not a challenge in the eyes of principals. The influence of shortage of training was dealt in item 3. With a ratio of 66.7% and 66.6% principals of both categories of schools agreed that lack of training is a challenge. Similarly, as reported by the majority of respondents by both categories of schools, lack of finance was among the serious challenges for leadership practices.

With regard to item 5, most principals ( i.e. 83.3%) of government schools indicated that lack of staff cooperation was a challenge for their schools. But private schools did not mention it as a challenge. Finally, the level of work interference of Woreda officers was evaluated. It was identified that Woreda officers' interference was not a serious challenge for government school. But it was great challenge for private schools as reported by private school principals.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that are proposed to improve some of the problems identified in this comparative study.

### **5.1. Summary of the Major Findings**

The purpose of this study was to compare the leadership styles of government and private secondary schools in Shone town, Hadiya Zone, SNNPR. To this end, an attempt has been made to assess the various leadership styles practiced in both government and private secondary schools, and challenges commonly observed. The study was guided by the following three research questions:

1. To what extent do the different leadership styles are practiced in government and private secondary schools of Hadiya Zone?
2. What are the dominant leadership styles used by the principals in public as compared to private secondary schools of Hadiya Zone?
3. What is the influence of leaders' leadership styles on students' achievement in public and private secondary schools of Hadiya Zone?
4. What major challenges influence the leadership styles of government and private school principals in the Zone?

The study employed descriptive survey method and it was conducted in three government and three private schools in Hadiya Zone. To make the study manageable, six schools (three government and three private) were randomly selected and data was gathered from these schools. The subjects of the study were 299 consisted of 149 government school teachers, 122 private school teachers, 24 government and private school principals and 3 office experts. The respondents sampling were carried out through random and available sampling techniques. Accordingly, teachers and office workers were selected using random sampling, while principals were selected using available sampling methods.

In this study, information was gathered through three data gathering tools. These were questionnaire, interview and document analysis. Questionnaires containing different types of leadership styles and some open ended question items were prepared and distributed to sample teachers and principals, interview was held with office workers, and documents that display the principals activity was referred.

The data obtained were analyzed using mean, average mean and SD. Based on the data analysis, the following major findings were obtained as summarized below:

- As the data show, the majority of teachers and all principals both in government and private secondary schools were male. This implies that female participation as both teacher and principals is very low in the Zone. Hence educational officials at different structures of the education system should pay attention to change gender imbalance prevalent in the teaching profession in the zone.
- Secondary school principals especially at private schools were little engaged in democratic leadership practices of demonstrating concern for teachers, consult them before decision making, trusting teachers, decentralizing authority, and making attitudes clear to staff and downplayed principals in the study Zone.
- With average mean scores of 2.7 and 3.2, sample teachers of both government and private secondary schools generally perceived that their principals were autocrat in their leadership approach.
- With average mean values of 3.1., 2.9, 2.8 and 2.8, teachers and principals of both government and private secondary schools expressed their agreement that school principals of secondary schools in Hadiya Zone were practicing transactional leadership behaviors relatively at a level higher than average.
- Principals in government and private schools little help teachers to arrive consensus on change issues, little encourage initiation, and talk less optimistically about the future and poor in their role of socializing staff. This means they are weak in the transformational leadership practices.

- According to sample teachers, the two dominant leadership styles in government schools were transactional and participative/democratic leadership whereas the dominant styles in private schools were autocratic and transactional respectively.
- As the data from sample teachers of both government and private secondary schools, student achievement appeared to be high in a school where autocratic approach of leadership is practiced.
- As reported by majority of principal respondents, lack of experience as leader, lack of training, lack of finance, and lack of staff cooperation were found to be common challenges for both category of schools, but Woreda officers interference was serious challenge of private schools.

## **5.2. Conclusion**

- ✓ It has been found that females had very low level of participation both as teacher principal both in government and private secondary schools of Hadiya Zone. Female participation in different activities considered as among the first priorities internationally. Thus, recognizing the reality globally, the educational authorities working in the HadiyaZone, should try to address the existing gender gap in secondary schools.
- ✓ The findings of this study showed that principals working both in government and private schools little help teachers exercise democratic practices especially at arriving consensus on change issues, little encourage initiation, talk less optimistically about the future and poor in their role of socializing staff. They also focusing on an autocratic approach of top to down communication, not actively listen to diverse views during decision making, do not give decision making chances for others, and little supporting others decision.
- ✓ Leadership literature reveals that there is no one best method of leading schools. That is leadership style may vary according to various factors including the situation at hand, the ability of leader, the staff competence and so on. However, the majority of theorists and researchers agree on that in an ideal situation, focusing on participative and transformational approach will benefit the organization effectively achieve their goals. The finding of the study also showed that leaders of private secondary schools were



focusing on a traditional approach of an autocratic and exchange centered leadership style of transactional than others. Focusing on this may benefit individuals in the short run but lead to failure in the long run. This reminds the need for revisiting the leadership approach especially by private school principals.

- ✓ From the findings of this study, it has been showed that there were several factors influencing the effective implementation of leadership styles practiced in government and private secondary schools. Lack of experience as leader, lack of training, lack of finance, and lack of staff cooperation were found to be common challenges for both category of schools, but Woreda officers interference was serious challenge of private schools.

### **5.3. Recommendations**

#### **i. Regarding background of respondents:**

- The finding revealed that there was very low female participation in government and private secondary schools both as principals and even as teacher. This was against the line of attention of the government as female empowerment the forefront agenda of the government. Recognizing that education leaders in Hadyia Zone need to plan strategies that help to increase females' participation both as teacher or principal.

#### **ii. Regarding the leadership styles practiced**

- In this study it has been found that, principals especially of private secondary schools focusing on a traditional style of autocratic approach. In addition, although most principals of government schools practicing democratic style, they at more than average rate experience autocratic approach and little focus on modern approach of transformational style. Unless addressed in the long run, it may hamper the overall development of schools. Thus, HZED, and the district level heads need to devise mechanisms that help to minimize the problem. Actually, one reason that most principals practice less democratic approach as result of their training background. Most principals came to leadership position without pedagogic or leadership training. Thus the WEO need to give priority to those who have leadership training in the selection and appointment of principals. In addition, it seems necessary:

- a. To conduct continuous follow up and provide corrective measures

b. To create awareness training.

**iii. To address leadership challenges**

- Organize periodically leadership training for those in leadership positions
- Revisit leaders selection criteria to bring those who have pedagogical background
- The school heads need to create community awareness to support them to fill the gap of financial deficiency
- The WEO need to organize training for school boards and other stakeholders to help them contribute their best to improve the school status.
- One problem of secondary schools as we found in this study was poor administration of examination was major challenge that hamper the effective measurement of students achievement in secondary schools of Hadiya Zone particularly in private school. This requires a revision of exam administration practices especially for private schools. One best practice could be integrating private and government school students during national examination.

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**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

*Questionnaire guide for secondary school Teachers*

**Dear respondents,**

This questionnaire is prepared by a Graduate Student *MihiretTefera* from Addis Ababa University in Educational Leadership and Management.

The main purpose of this questionnaire is to gather relevant information, ideas and opinions to assess the “*principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in Hadiya Zone*”. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. Since your response will be used only for academic purpose and remained confidential, you are kindly requested to give your genuine response. Thank you in advance for your cooperation!

**General Direction:**

1. Don't write your name on the questionnaire.
2. Mark your response in space provided by putting ( X ).
3. Write briefly your response for open-ended questionnaire.

**Part I: Personal Information**

1. School type: 1) Government  2) Private
2. Sex: 1) Male  2) Female
3. Age: 1) 20- 24  2) 25-29  3) 30-34  4) 35-39  5) above 40
4. Service year: 1) 1-5  2) 6-10  3) 11-15  4) 16-20    
5) 21-25  6) Above 25
5. Level of education: 1) Diploma  2) First Degree  3) MA/MSc  4) Other
6. Current position in the school: 1) Teacher  2) Vice-principal  3) Principal
- . Your field of specialization -----.

**Part II:** This questionnaire is designed to assess relevant information, ideas and opinions in a title “principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in Hadiya Zone” as you perceive. You are then required to respond on the following principals’ Leadership Styles. Please indicate your response with each item by ticking (√) the appropriate alternative in the appropriate place. Rate by using the following scales,

Where; Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

S. No	Leadership Styles The principals in your school.....	Extent of agreement				
		SA	A	N	D	SD
<b>I</b>	<b>Democratic style</b>					
1	Demonstrates concern for teachers welfare					
2	Consults before making decisions					
3	Involves teachers in decision making					
4	Trusts teachers to use good judgment in decision making					
5	Asks for ideas and uses them					
6	In our school a participative/employ centred style is preferable					
7	In our school decentralization of authority is preferred					
8	Negotiating on learning goals and methods with teachers					
9	Makes sure teachers understand and follow rules and regulations					
10	Ensures all teachers understand their roles in school					
11	Makes his/her attitudes clear to the staff					
<b>II</b>	<b>Autocratic leadership styles</b>					
1	Makes important decisions on his/her own without consulting teachers					
2	Decides what to be done and not to be done					
3	Works without a plan/dictate work methods					
4	In our school directive/task oriented style is preferred					
5	In our school preferred style is declarative/unilateral decisions					
6	Focus attention on irregularities, mistakes and expectations from standards					
7	Concentrates full attention on dealing with mistakes, complaints and failures					
<b>III</b>	<b>Leissiz-faire styles</b>					
1	Wait for things to go wrong before taking action					
2	Provide little support and guidance to employees					
3	Allows staff to make own decisions					
4	Never take action even when employees do mistakes					



5	Employees have complete freedom to make decisions and complete the work in whatever way they like						
<b>IV</b>	<b>Transactional styles</b>						
1	Allocating incentive for model teachers and committees only						
2	Establishes all work schedules						
3	Supervises closely to ensure standards are met						
4	Urges teachers to meet set targets						
5	Assigns specific tasks to specific people						
6	Evaluate the progress continuously						
7	Consistently reinforces good work						
8	In- school motivation achieved by using reward and incentive						
9	Direct our attention towards failures to meet standards						
<b>V</b>	<b>Transformational styles</b>						
<b>1</b>	Encourages staff development						
<b>2</b>	Helps group to achieve consensus on important changes						
<b>3</b>	Encourages staff initiative						
<b>4</b>	Searches outside the formal boundaries of the organization for innovative ways to improve what teachers do						
<b>5</b>	Talk optimistically about the future trends that will influence how work gets done						
<b>6</b>	Try to socialize with teachers						
<b>7</b>	Tries to make each teacher feel his/her contribution is important						
<b>8</b>	Coach, mentor and council teachers						

Part III. The following question items were intended to measure students' achievement as a consequence of the practice of principals' leadership styles. You are kindly requested to respond and the question items based on status of students in your school. Please indicate your response with each item by ticking the appropriate alternative in the appropriate place. Rate by using the following scales, Where ; Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

S.No	Statements	Extent of agreement				
		SA	A	N	D	SD
1	Students in your school are well disciplined					
2	The majority of students score above average in your school					
3	Student-student interaction in your school is relatively good					
4	Student-teacher interaction in your school is good					
5	Students in your school come to class with working their individual and group assignment					

6	Students work for the wellbeing of the school					
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**Part V. Open-ended questions: Questions included below focuses on the leadership styles being practiced in your school and issues associated with it. Answer them according to the instruction given for each.**

1. What strengths do you see from the leadership styles of your school principals? -----  
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-----  
-----.
2. What is/ are the major weaknesses of your school principals leadership style or practice-----  
-----  
-----.
3. What do you want to comment on your principals leadership practice?-----  
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-----.

**Addis Ababa University**  
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*Questionnaire guide for secondary school principals*

**Dear respondents,**

This questionnaire is prepared by a Graduate Student *MihiretTefera* from Addis Ababa University in Educational Leadership and Management.

The main purpose of this questionnaire is to gather relevant information, ideas and opinions to assess the “*principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in Hadiya Zone*”. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. Since your response will be used only for academic purpose and remained confidential, you are kindly requested to give your genuine response. Thank you in advance for your cooperation!

**General Direction:**

1. Don't write your name on the questionnaire.
2. Mark your response in space provided by putting ( X ).
3. Write briefly your response for open-ended questionnaire.

**Part I: Personal Information**

1. School type: 1) Government  2) Private
2. Sex: 1) Male  2) Female
3. Age: 1) 20- 24  2) 25-29  3) 30-34  4) 35-39  5) above 40
4. Service year: 1) 1-5  2) 6-10  3) 11-15  4) 16-20    
5) 21-25  6) above 25  7) above 30
5. Level of education: 1) Diploma  2) First Degree  3) MA/MSc  4) Other
6. Current position in the school: 1) Teacher  2) Vice-principal  3) Principal
7. Your field of specialization -----  
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**Part II:** This questionnaire is designed to assess relevant information, ideas and opinions in a title “*principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in Hadiya Zone*” as you perceive. You are then required to respond on the following principals’ Leadership Styles. Please indicate your response with each item by ticking (√) the appropriate alternative in the appropriate place. Rate by using the following Scales where; Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD).

S. No	Leadership Styles AS principal of your school, you.....	Extent of agreement				
		SA	A	N	D	SD
<b>I</b>	<b>Democratic style</b>					
1	Demonstrates concern for teachers welfare					
2	Consults before making decisions					
3	Involves teachers in decision making					
4	Trusts teachers to use good judgment in decision making					
5	Asks for ideas and uses them					
6	In our school a participative/employ centred style is preferable					
7	In our school decentralization of authority is preferred					
8	Negotiating on learning goals and methods with teachers					
9	Makes sure teachers understand and follow rules and regulations					
10	Ensures all teachers understand their roles in school					
11	Makes his/her attitudes clear to the staff					
<b>II</b>	<b>Autocratic leadership styles</b>					
1	Makes important decisions on his/her own without consulting teachers					
2	Decides what to be done and not to be done					
3	Works without a plan/dictate work methods					
4	In school sphere directive/task oriented style is preferred					
5	In our school preferred style is declarative/unilateral decisions					
6	Focus attention on irregularities, mistakes and expectations from standards					
7	Concentrates full attention on dealing with mistakes, complaints and failures					
<b>III</b>	<b>Leissiz-faire styles</b>					
1	Principals in our school wait for things to go wrong before taking action					
2	Provide little support and guidance to employees					
3	Allows staff to make own decisions					

4	Never take action even when employees do mistakes					
5	Employees have complete freedom to make decisions and complete the work in whatever way they like					
<b>IV</b>	<b>Transactional styles</b>					
1	Allocating incentive for model teachers and committees only					
2	Establishes all work schedules					
	Supervises closely to ensure standards are met					
3	Urges teachers to meet set targets					
4	Assigns specific tasks to specific people					
5	Evaluate the progress continuously					
6	Consistently reinforces good work					
7	In- school motivation achieved by using reward and incentive					
9	Direct our attention towards failures to meet standards					
<b>V</b>	<b>Transformational styles</b>					
1	Encourages staff development					
2	Helps group to achieve consensus on important changes					
3	Encourages staff initiative					
4	Searches outside the formal boundaries of the organization for innovative ways to improve what teachers do					
5	Talk optimistically about the future trends that will influence how work gets done					
6	Try to socialize with teachers					
7	Tries to make each teacher feel his/her contribution is important					
8	Coach, mentor and council teachers					

**Part III.** This questionnaire is designed to assess relevant information, ideas and opinions in a title “*principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in Hadiya Zone*” as you perceive. Please indicate your response with each item by ticking (√) the appropriate alternatives in the appropriate place. Rate by using the following scales,

Where; Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

S.No	Leadership challenges	Extent of agreement				
		SA	A	N	SD	SD
1	Lack of experience as leader					
2	Lack of leadership skills					
3	Lack of training on leadership skills					
4	Lack of finance in implementing the leadership style					

5	Lack of cooperation from school teachers					
6	Unnecessary interference from the district /woredaofficers					

**Part VI. Open-ended questions: Questions included below focuses on the leadership styles being practiced in your school and issues associated with it. Answer them according to the instruction given for each.**

1. Are the leadership styles you practicing as principal of a school helped you in attaining a goal of increasing students achievement? -----  
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- 1a. If your response is yes, what is the strengths of your leadership styles?-----  
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- 1b. If your response is no, what challenges compel you to use this styles?-----  
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2. What are the major challenges you encounter that affect your success as a leader? -----  
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3. What solutions do you suggest?-----  
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**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

**Interview guides for Woreda and Zone Education experts**

**Dear respondents,**

The main purpose of this interview is to collect relevant data regarding “*principals’ leadership styles and students’ achievement: a comparative study of public and private secondary schools in HadiyaZone*”. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions has great importance and your responses to interview will be kept confidential.

*Thank you in advance for your cooperation!*

**Part I: General information and personal data**

1. Sex\_\_\_\_ 2. Age\_\_\_\_ 3. Qualification\_\_\_\_ 4. Experience\_\_\_\_ 5. Present position\_\_\_\_

**Part II: Give short and precise response to the questions listed below.**

1. Have you visited the teaching learning process in secondary schools?

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2. If so how do you evaluate the effectiveness of principals in their leadership style?

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3. Do you believe teachers are motivated to teach in secondary schools? To what extent?

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4. Do you believe that there is a difference in students’ achievement between private and public secondary schools?

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5. How do you judge the performance of secondary schools over the last two years and what accounts for this level of performance and what leadership styles were more practiced?  
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6. Which leadership style/s do you believe is/are more preferable for the effectiveness of secondary schools and students' achievement? a. autocratic, b. democratic or c. laissez-faire. Why?  
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7. What are the main issues limiting the effectiveness of secondary schools and students' achievement?  
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8 To What extent principals actively work to ensure highest achievement of students in secondary schools?  
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