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PRINCIPALS LEADERSHIP STYLE AND EFFECTS IN KETO CRC  
PRIMARY SCHOOL IN DALLE WABERA WOREDA, KELAM WOLLOGA

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## **Abbreviations and Acronyms**

CRC:Cluster Resource Center

ESDP:Education Sector Development program

MoE:Ministry of Education

WEO:Woreda Education Office

## Abstract

*The objective of this study was to assess principals' leadership style and effects in Keto CRC primary school in Dale Wabera Woreda, Kelem Wollegga Zone. In this study descriptive survey design was used with both quantitative and qualitative methods. Census sampling technique was employed to take sample from the teachers' respondents to fill the questionnaire from each of the three schools were selected by census technique. The researcher intended to take 100% (46) of the teachers to fill questionnaires. Totally 46 questionnaire was distributed to 46 teachers in each school therefore 46(100%) completed questionnaire copies were returned and analyzed. Finally, 3 schools principals 1 vice principal and 1 CRC supervisor were selected by availability sampling technique and 3 PTAs were selected sampling technique. Totally, 54 respondents were participated in this study. The instruments of data collection were questionnaires, and semi structured interview. The data were analyzed by using frequency, and percentages,. The data gathered through closed ended questions was analyzed by quantitative method and an interview was analyzed qualitatively through narration for the purpose of triangulation. The findings of the result revealed that efforts made by school leaders to play leadership role were low or unsatisfactory. Regarding the styles of leadership autocratic style, democratic style and laissez-faire leadership styles have practiced in teaching learning process in Keto CRC of Dale Wabera Woreda. However, the size of these styles were practiced in primary schools were different and especially schools principals did not use these leadership styles at right time. Regarding dominant leadership styles those practiced were more of democratic, less of autocratic and very less of laissez-faires were respectively practiced in Keto primary schools. The school leaders didn't apply leadership styles (democratic style and laissez-faire leadership styles) according to their concepts or principles. Regarding assignment of principals, principals assigned mainly by political commitment instead of experience in teaching and educational qualities and selection of the principals are not assigned according to the guidelines designed the selection of principals. Therefore, it is recommended that the WEO make a great concentration in assigning effective school leadership and the school leadership participating teachers on: planning, implementing, monitoring and decision making evaluation of actual performance of school. The CRC supervisor is give effective training, continuous supporting and assess the schools plan by creating post evaluations for Keto CRC School principals and teachers have to develop social attitude to the community. Finally, Motivation is a driving force which may lead the teachers to more success. Therefore, primary school leaders, CRC supervisor and PTAs in collaboration with WEO ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose.*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, definitions of key terms, and organization of the study.

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

Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of (Pont, Nusche and Moorman, 2008).

As elsewhere in the world, school leaders face challenges due to rising expectations for schools and schooling in a century characterized by technological innovation, migration and globalization. As countries aim to transform their educational systems to prepare all young people with the knowledge and skills needed in this changing world, the roles of school leaders and related expectations have changed radically. They are no longer expected merely to be good managers; effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes (Pont et al., 2008).

School Leadership can be understood as a process of influence based on clear values and beliefs and leading to a „vision“ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such responsibility is delegated to school leaders. Supporting this idea Sergiovanni (cited in Temesgen, 2011) suggests that “the success of a school to accomplish its goals depends largely on the ability of the leaders” (p.15).



Bush (2007) also suggests that the quality of leadership makes “a significant difference in school and student outcomes. Moreover, in many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners”(p.45).

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland, (1993, p.45) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things are continuing to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. Moreover, as to Kasambira (cited in Masuku, 2011, p.50), effectiveness is providing a decided, decisive, or desired effect and the extent to which an organization achieves the objectives for which it was established.

Effective leaders have a better understanding of how the worlds of schooling and of school leadership work. They have figured out alternatives to direct leadership that are able to get people connected to each other, to their work, and to their responsibilities (Sergiovanni, 2001).

The notion of principals’ leadership effectiveness has come to prominence in educational literature within the last three decades. It is increasingly recognized that the quality of leadership in any organization, school or non-school to a large extent affects the success of the organization (Ukeje, Akabogu and Ndu, 1992).According to Ibukun (2004,pp.25-27), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Building on this definition, the function of organizational leadership can be said to be a relationship of influence on relevant others in and out of an organization towards the achievement of the organizational goals. This is because the attainment of organizational goal is a function of the cumulative inter play of the forces (internal and external) influencing an organization. An effective leader therefore is one who diligently influences these forces to achieve the specified goals of the organization.

Education is a key instrument for the overall development of country. It is a means of change and development. It's means of change and development. In this respect Lockheed and Verspoor (1991, p.14) argue that "education is a corner stone of economic and social development ... It improve the productive of societies and their political, economic and scientific institution" (p.54).

In line with the attention gives to education the importance of educational leadership is a major concern for it is considered a vehicle for the change and educational development.

It is believed that principals are important change agents who must lead their schools to success through collaborative efforts with students, staff and the school community and Leadership is another important aspect of human resource management. Leadership is a universal phenomenon that exists where ever people work together to achieve a common goals. It is a process by which pattern of employee behavior will be designed to integrate organizational goals and personal goals (Pounder, 2006).

The Ethiopian education system which lasted for a long period is now in a process of implementing the school Improvement Program (SIP) that gives emphasis for quality of education. The most promising objective of the 1994 ETP is increasing access to education and then to work with quality of education. Accordingly, Ministry of Education (MoE) has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school and this package has six components out of which school leadership is one (MoE, 2008). The school leadership is one of the components of GEQIP and national programs developed by the Ministry of Education (MoE, 2007, p.11) to improve student results in primary schools. In realization of school teaching learning and students' achievements' school leaders have an indispensable role and responsibilities.

Moreover, School leaders expected to lead the school in an appropriate manner so that all the activities and plan of the school goes harmoniously and successfully with goal achievement of the school. Therefore, to assess to assess principal's leadership styles and leadership effects in Keto CRC of DaleWaberaWoreda,KelamWollega.

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

Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level (Oakland, 1993). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such task is given to school leaders. Therefore, effective leadership is at the core of every successful organization (Sergiovanni as cited in Temesgen, 2011). Moreover, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement (MoE, 2010).

Success of institutional planning depends on the dynamism and flexibility of leaders and effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change. But, a primary reason that school improvement plans fail to show success is that they are not kept in the forefront of the schools daily life and plan that is put on the shelf and forgotten or initially implemented, but neglected will not contribute to the achievement of the students at the school (Talesra, 2002).

The schools with leaders having the capacity to organize staff, trust others, and communicate with the organization's vision undoubtedly come up with change and development but others cannot. Supporting this idea, Hopkins, Ainscow and West(2005,p.96) identified different type of schools such as improving, failing, trapped and dynamic in which the failing type is one which is attributed by low development and maintenance, poor at the day-to-day management tasks and tends to be reactive rather than proactive in their approach to deadlines or problem solving.

Moreover, Huber (2010) conducted a research on many school leaders and categorizes" the school leadership as good and bad, in which the bad one is characterized by low student achievement, poor results in national and international achievement tests, little value added, and a high rate of absenteeism among students and teachers"(p.25).

Managerial and administrative skills are important tools for school leaders. A school leader with deficient skill cannot effectively communicate with the organizations mission and goal and incapable to come up with the sustainable results (Deborah, 2002). Moreover, effective leadership depends on the leaders' styles and the school level leaders should be experienced and

trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Sosik and Dinger, 2007). As to Ojo and Olaniym (2002, p.65), explained systemic change is not well understood even by experts and school leaders unless they get adequate training to prepare them for the challenge. Caldwell (as cited in Gamage, 2009) also suggests that training and professional development of the school leaders are significant in contributing to the quality of schooling.

In Ethiopia considerable educational achievements have been registered for instances, access to education and attempt made to optimize equity are some of the achievements registered since the introduction of GEQUIP (MoE, 2010). However, beside all these achievements there are still many challenges entailed with the implementation of the school improvement program (SIP) which needs future cooperative and sustainable effort for its resolution. In line with this, MoE (2010, p.15) identified challenges such as limited capacity of management at sector and school level, limited SIP implementation capacity at both Woreda and school levels, unsustainable monitoring and evaluation system of SIP, less student achievement in relation with low quality were few of the many challenges identified.

Therefore, even though the Ethiopian government attempted to give emphasis to promote and strength school leadership capacity in ESDP – I, ESDP – II and ESDP –IV still in many primary schools, school leaders are being assigned at the leadership position without having leadership qualification and with this capacity gap it may be difficult to have successes in the school improvement program and student achievement.

Dale Wabera Woreda of Kelam Wollega zone administration, particularly Keto CRC, could not be free from such implementation problems. For instance, low student achievement (particularly Primary schools), low community participation, lack of facilities in most schools lack of finance and limited capacity of school leaders were some of the problems in the Dale Wabera Woreda. Particularly, lack of school leadership capacity had been frequently discussed as it was the most prevailing problems that the student researcher experienced from different conferences, workshops and report presented at Woreda, zonal and regional levels at different time in the past

This study therefore seeks to examine teachers' perception of principals' leadership effectiveness in selected CRC primary schools in Keto CRC primary school in

DaleWaberaWoredawithregardto the pedagogical skills practiced, Administrative skills exercised, and community relations skill employed. This is because, as Ibukun (2004,p.12) opines, the principal is the leader and chief executive of his school who is expected to perform certain professional and administrative roles in order to ensure proper teaching and learning. Be it big or small, public or private, it is the leader who usually provides direction towards goals attainment (Robbins and Judges, 2007).

Unfortunately, Principals competences and authorities as the administrative, technical and pedagogical head of the school has become a matter of concern in recent years as there are increasing public confusion on accountability. To end this study was answered the following basic questions

1. To what extent the principals' leadership styles of autocratic style, democratic style andlaissez-faire leadership style have practiced in teaching learning process in Keto CRC of DaleWaberaWoreda?
2. What is the dominant leadership styles (autocratic style, democratic style andlaissez-faire leadership style) are exercising inKeto CRC primary school DaleWaberaWoreda ?
3. Are the selection/assignment of principals have practiced based on seniority or experience and qualifications in Keto CRC primary schoolDaleWaberaWoredas?
4. To what extent principals' school leadership and management tasks suitable to create conductive teaching and learning process

### **1.3.Objectives**

#### **1.3.1. General objectives**

This study is designed to assess principal leadership styles and its effects in Keto CRC of Dale Wabera Woreda.

#### **1.3.2. Specific objectives**

1. To identify the principals' leadership styles of autocratic style, democratic style and laissez-faire leadership style have practiced in teaching learning process in Keto CRC of Wabera Woreda.
2. To identify the best dominant activity in leadership styles from autocratic style, democratic style and laissez-faire leadership style is practiced at Keto CRC schools in Dale Wabera Woreda.
3. To identify the way of selections of principals have practiced based on experience and qualification in Keto primary schools
4. To assess principals' school leadership and management tasks suitable to create conducive teaching and learning process Keto primary schools

### **1.4.Significance of the study**

The study will enable those involved in leadership style to identify the underlined of the teacher attitude towards leadership style practice as perceived by teacher and department head in school. Seeking for more practical solution that may enable the leaders to realize where the problem and how they should be solved for the good of the beneficiaries. The study enables CRC supervisor with WEO to facilitate in service education programs to build the attitude of teachers, department heads, and principals in the schools. The study enables for the school leaders use each of leadership decision making styles can be useful, depending on the circumstances and the problem that need to be solved.

### **1.5.Delimitation of the study**

In order to make the study more manageable, the study was delimited in concepts or issues, geography and time. Regarding the concepts, it is delimited to assess teacher's attitudes on

principal's leadership styles in identifying which leadership best styles mainly used in schools and the effective leadership impact on students' achievements'

Geographically the scope of this study was also delimited to Oromia Region state, KelamWollega zone, of Dale Wabera specifically Keto CRC primary schools. Concerning the time, the study is confined to teacher's attitudes on principal's leadership styles during the 2015-2016 academic years.

### **1.6.Limitation of the study**

Although the research has been completed within the allowed time, the reluctance of some respondents to fill and return the questionnaires on time was one limitation in this study. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all CRC schools in the Woreda, because the study focused only on one primary CRC schools particularly three primary schools. Finally, the researcher was trying to alleviate the shortage of the references by browsing on the internet.

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

**Leadership:** is a universal phenomenon that exist where ever people work together to achieve common goals.

**Educational leadership:** refers to the principals at the school level influence on the school community to setting accomplished educational objectives focused on learning.

**Leadership style:** refers to the pattern of behavior with leader adopts in directing the behavior of employees towards the attainment of organizational and personal goals.

**Principal:** At the school level the administrative head of profession leader.

**Teachers' attitudes:** Perception of teachers on the leadership style.

**Primary school:** In Ethiopia context, an educational level while includes grade 1-8 as primary school.

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

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of key terms. The second chapter presents a review of related literatures. Chapter three presents: research design and methodology ,the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, method of data analysis and ethical consideration. Chapter four presents: data presentation, data analysis and data interpretation. Chapter five presents summary of the findings, conclusion and recommendations.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Meaning of Leadership**

Leadership has diversified definitions and different authors also define leadership in different ways. Hemphill & Coons (as cited in Yukl, 2008) define leadership as the behavior of an individual directing the activities of a group toward a shared vision. Beare, Caldwell and Millikan (1989, p.65) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization.

Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between those who aspire to lead and those who are willing to follow (Hersey and Blanchard, 1984). Despite varied definitions of leadership, a central working definition may help us to have a common understanding.

Leithwood and Riehl (as cited in Wossenu, 2006, p.35) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, Nusche, and Moorman, 2008).

As Bush and Glover (as cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school

administration. But Kotterin, Glover & Law (2000,p.) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership-centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's (as cited in Glover & Law, 2000) identified that a 'range of talents' is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

Schmitz(2012,p.459) also defined leadership “leadership is the act of influencing others to work toward a goal, Leaders exist at all levels of an organization and Some leaders hold a position of authority and may use the power that comes from their position, as well as their personal power, to influence others; they are called formal leaders”.

In contrast, an informal leader is without a formal position of authority within the organization but demonstrates leadership by influencing others through personal forms of power, to influence others; they are called formal leaders. Leaders do not rely on the use of force to influence people. Instead, people willingly adopt the leader’s goal as their own goal. If a person is relying on force and punishment, the person is a dictator, not a leader (Schmitz, 2012,p.459)

## **2.2. Leadership Theories**

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life situations (Morrison, Rha& Hellman, cited in Tigistu, 2012). Siegrist (cited in Tigistu 2012,p.23) also hypothesized that peoples understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory, producing volumes of literature multitudes of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio&Sivasubramaniam, cited in Tigistu 2012).

## **2.3. Leadership decision making Styles**

Leaders actually make decisions, and the influence of decision-making styles on leader effectiveness and employee reactions. Three types of decision-making styles were studied. In authoritarian decision making, leaders make the decision alone without necessarily involving employees in the decision-making process (Bass, 1985).

According to Lewin's in Sosik& Dinger experiment, the most effective style is democratic. However, excessive autocratic style led to the revolution while under Laissez – faire approach people were not coherent in their work and didn't put energy that they did when being actively led. Moreover, effective leadership depends on the leaders' styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Sosik and Dinger, 2007).

### **2.3.1. Autocratic style**

Autocratic style-Is a leadership style in which a manager does not share decision-making authority with subordinates. Managers, who tend to be heavily work – centered, placing most of their emphasis on task accomplishment and little on the human elements. Managers emphasis on close control, managers' willingness to delegate a very little decision-making authority, no flow of information from subordinates, sensitivity of managers about their authority and leaders' assumption that payment is a just reward for working results (Vroom, 1960).

### **2.3.2. Democratic leadership Style**

In contrary to the above, this style as the name indicates argues that the group is greater than the sum of its parts and emphasis is given to the whole staff. Everybody in the system is kept actively involved in the leadership process and allowed to function and interact.

When leaders use democratic decision making, employees participate in the making of the decision. Finally, leaders using laissez-faire decision making leave employees alone to make the decision; the leader provides minimum guidance and involvement in the decision (Baumgartel, 1957).

Different types of employees may also expect different levels of involvement. In a study conducted in a research organization, scientists viewed democratic leadership most favorably and authoritarian leadership least favorably (Baumgartel, 1957) but employees working in large groups where opportunities for member interaction were limited preferred authoritarian leader decision making (Vroom, 1960).

Additionally, Wallace (as cited in Brundret, Neil and Robert ,2003, p.156) as argued that there is evidence that, a collegial style of school leadership has become the official model of good practice and the participative leadership creates a work environment which promotes desire in member of the staff to perform to the best of his/her ability, to cooperate with others, and to develop his/her own skills and abilities..

### **2.3.3. Laissez-faire leadership style**

The track record of the laissez-faire decision-making style is more problematic. Research shows that this style is negatively related to employee satisfaction with leaders and leader effectiveness (Judge and Piccolo, 2004). Laissez-faire leaders create high levels of ambiguity about job expectations on the part of employees, and employees also engage in higher levels of conflict when leaders are using the laissez-faire style (Skogstad, Einarsen, and Hetland,2004). Laissez-faire leaders create high levels of ambiguity about job expectations on the part of employees, and employees also engage in higher levels of conflict when leaders are using the laissez-faire style (Skogstad, Einarsen, Torsheim, AaslandandHetland, 2007)

Accordingly, peretomode (1991, p.176), noticed that school manager should consider three sets of forces (manager, subordinates and situations) before choosing a leadership style. Thus, leadership style is the function of the leadership themselves and subordinates and situation confronting the leader. In choosing the style of leadership, the leader has to be flexible and assess the forces that determine his/her leadership style and act accordingly.

## **2.4. Contemporary Approaches to Leadership**

### **2.4.1. Transformational Leadership**

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Bush, 2007).

The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

### **2.4.2. Transactional Leadership**

According to Miller and Miller's (cited in Bush, 2007) definition transactional leadership refers to:

*An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398).*

Additionally, Bass (1998, p.54) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999, p.32) also identified that transactional

leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

### **2.4.3. Postmodern Leadership**

The post-modern model suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organization. Starratt (cited in Bush, 2007) aligns postmodernity with democracy and advocates a more consultative, participatory, inclusionary stance, an approach consistent with participative leadership.

### **2.4.4. Instructional Leadership**

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). Southworth (cited in Bush, 2007) stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Bush and Glover's (cited in Bush, 2007) definition stresses the direction of the influence process: Accordingly, Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students.

### **2.4.5. Contingent Leadership**

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a "one size fits all" stance. Accordingly, this approach assumes that:

*What is important is how leaders respond to the unique organizational circumstances or problems... there are wide variations in the contexts of leadership and that, to be effective, these contexts require different leadership responses... individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large range of leadership practices. Their*

*influence will depend, in large measure, on such mastery (Leithwood et al., cited in Bush, 2007).*

According to (Morgan, cited in Bush, 2007), leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership style

But, it is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances and student achievements. School principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, development, trusting and healthier school cultures, facilitating higher productivity and increased student achievements (McComack, Adams and Gamage, 2009).

## **2.5. Leadership Qualities**

In defining the qualities of leader, attention should be given to what he does than to what he is.

According to Adesina (1990, pp148-159) explained that qualities of leadership can be categorized under two major headings tangible and intangible. Hence the tangible qualities are more obvious and quite easy to evaluate. They generally, have to do with acquired skills, demonstrated or demonstrable techniques and other cognitive qualifications. Intangible qualities are less obvious and usually take a long time to grasp. They also have to do with certain attributes some of which cannot be easily acquired even though persistent reading and study. For example, an intangible quality is the leader imagination. This implies the ability to think productively in the process of which new ideas come to mind (Adesina, 1990).

Morphy (1982, p. 79) characterized a collegial School as follows shared authority, participative decision making, high professional esteem as contrasted to formal authority, moderate control,

service oriented professional code of ethics, free communication, decentralization, no exaggerated elite stratification minimum sense of hierarchical authority and more of team spirit.

In sum, it appears of at most importance to wide up the discussion with the recommendations of (Adams, 1987, p.157). In this view, qualities need to be seeing in terms of the principals concern for both people and tasks for which he should not give unequal attention. With respect to concern for people Adams Stipulates that “availability, involvement, flexibility, ability to negotiate, and inspiration” are essential in some degree for successful leadership in the primary schools.



# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

This section of the research study deals with method and design, source of data, samples and sampling techniques, data collection instruments and methods of analysis.

### **3.1. Research Design**

The study was based on descriptive research method which helps the researcher to find and describe facts associated with the current situation of principals' leadership style and its effects in Keto CRC primary school in Dale Wabera Woreda, Kelam Wollega Zone.

Furthermore, in this study the qualitative and quantitative approach was used so as to come up with adequate findings.

Combining the two methods (quantitative and qualitative approach) is helpful to come up with well validated and substantial findings. Collecting diverse types of data provides a better understanding of the research problem and is helpful to strengthen the reliability (Creswell, 2003, p.55).

### **3.2. Source of Data**

The study was based on data obtained from primary sources. Primary data was collected from five groups namely; teachers, school principals, vice principals, CRC supervisor and parent teacher association members (PTA).

### **3.3. Population and sampling technique**

The target population of the study was, teachers, principals, vice principals, CRC supervisor and PTA members of the three primary schools in Dale Wabera Woreda of Kelam Wollega Zone. Keto CRC was selected purposefully due to them being particularly informative other than other 11 CRC schools Dale Wabera Woreda near or easily and detail information attitude towards principals' leadership style then purposive or judgmental sampling was used.

**Table 3.1: Sampling technique and sample size for each primary school**

		Principals	Sample size	vice principals	Sample size	Teachers	Sample size	CRC Supervisor	Sample size	PTA	Sample size
1	Keto site five	1	1	1	1	16	16	1	1	7	1
2	Keto site three	1	1			18	18			7	1
3	Keto site six	1	1			12	12			7	1
<b>Total</b>		3	3	1	1	46	46	1	1	21	3
<b>100 %</b>		100		100%		100%		100%			
Sampling technique		Census				Census		Census		Purposive	

Census sampling technique was employed to take sample from the teachers ‘respondents to fill the questionnaire from each of the three schools were selected Censustechnique. The researcher intended to take 100% (46) of the teachersto fill questionnaires. Totally46questionnaire was distributed to 46teachers in each school. Therefore, 46(100%) completed questionnaire copies were returned and analyzed. With regarding the selection of school principals,CRC supervisor and vice principals also availability sampling technique was employed because their numbers were very small. Lastly, each schools chairmen PTAS’were selected by purposive sampling technique method.

### **3.4. Data gathering Tools**

The main instruments used to collect data for this study was questionnaires. The researcher constructed close ended questionnaire with 26 items, where the respondents made marks under a numbers on scale of one through five indicating the degree on which they agree with the provided statements (Lickert Scale).

The instruments used to gather data were questionnaires, and semi structured interview. With respect to this, Cresswell (2006,p.22) stated that employing multiple data collection instruments help the researcher to combine strengthen and amend some of the inadequacies and for

triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments whereas semi structure interview was used to enrich the data obtained through questionnaires.

### **3.4.1. Questionnaire**

Questionnaires were used to collect relevant and firsthand information from teachers. All of the questionnaires for teachers were prepared in English as the researcher believes that they can understand the questions easily. Within the questionnaires close ended questions was included. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and simpler for respondents to answer within short period of time.

### **3.4.2. Interview**

Semi structured interview was conducted with three principals, one vice principal, one cluster supervisors and each three schools chair men .Totally, eight respondents were participated in interview questions to enrich the data obtained through questionnaires. The reason that semi structured interview was used is due to the advantage of its flexibility in which new questions were forwarded during the interview based on the response of the interviewee.

## **3.5. Data analysis**

The Data gathered using questionnaire first arranged totally and organized in tables using percentage tabulated, percentage dominantly employed since, it is used to measure and analysis the magnitude of the respondents' opinions and assumptions against each statement.

Quantitative data gathered using questionnaires were analyzed in terms of frequency, and percentage, of quantitative responses. The qualitative data gathered from interview was analyzed using description, narration and interpretation.

## CHAPTER FOUR

### Data presentation, analysis and interpretation

This chapter deals with analysis and interpretation of data. It consists of two parts. In the first part, issues on the characteristic of the respondents were presented, the second part includes the teacher's attitude towards principals leadership style in Keto CRC Primary school is analyzed and interpreted.

#### 4.1. Demographic information

In order to achieve the main purpose of this study, the researcher found it useful to find out the demographic information of the respondents. The demographic information of the respondents included sex, age, level of education and work experience are summarized on table 4.1 below.

**Table: 4.1 Demographic Characteristics of the Respondents**

No	Variables		Principals		Vice principal		Teachers		Supervisor		PTA	
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	2	66.7	1	100	32	69.6	1	100	2	66.7
		Female	1	33.3	-		14	30.4	-		1	33.3
		Total	3	100	1	100	46	100	1	100	3	100
2	Age	20-30	1	33.3			12	26.1	-	-		
		31-40	2	66.7	1	100	24	52.2	1	100	2	66.7
		41-50					10	21.7	-		1	33.3
		>50	-	-			-	-	-	-	-	-
		Total	3	100	1	100	46	100	1	100	3	100
3	Service years	0-5	-	-			-		-	-		
		6-10	-	-			10	21.7	-	-	-	-
		11-15	1	33.3			20	43.5	-	-	-	-
		16-20	2	66.7	1	100	10	21.7	1	100	-	-
		> 20	-	-			6	13.1	-	-	-	-
		Total	3	100	1	100	46	100	1	100	-	-

As shown in table 4. 1, among schools principals 2 (66.7%) were male and 1 (33.3%) was female. whereas 32 (69.6%) teachers were male and 14(30.4%) were female and 1(100%) CRC supervisor was male and 1 (100%) was male. Sex wise, in all groups, the number of female respondents was less than the male respondents.

Concerning the age composition of principals respondents in government schools, 1(33.3%) was ranged between 20-30 years, 2(66.7%) were also between 31-40 years,

Correspondingly, the age composition of teachers respondents, 12(26.1%) were between 20-30 years, 24 (52.2%) were between 31-40 years, the remaining 10(21.7%) was ranged 40-50 years old and 1(100%) supervisor was ranged 31-40 and 1(100%) vice school's principal was ranged between 31-40. This showed that the majority of respondents were between 31-40 years old for all groups of respondents.

In the last item 3 of the same table 4.1 above in terms of work experience it was indicated that 1(33.3%) of principals were ranged 11-15 years whereas 2(66.7%) of principals were between 16-20 and regarding vice principal 1(100%) was ranged between 16-20 service years. Regarding teachers service years 1(21.7%) were ranged between 6-10 and 20(43.5) were ranged between 11-15 and 10(21.7%) were ranged between 16-20 service years and the rest 6(13.1%) were above 20 years and 1(100%) of supervisor has served 16-20 years

Table scores were determined by dividing in to three categories disagree neutral and agree. Then who have reported to be agree and strongly agree were considered as agree whereas those who reported disagreed and strongly disagreed were considered as disagree and those neither two considered as neutral or undecided.

**Table 4.2: Leadership styles’ practices in primary schools**

N	Items	SD		D		M		A		SA		total	
		f	%	f	%	f	%	f	%	f	%	f	%
<b>I</b>	<b>Autocratic style</b>												
1	a principal does not share decision-making authority with subordinates	-	-	20	43.5	24	52.2					46	100
2	Principals’ emphasis on close control	4	8.7	20	43.5	12	26.1	2	4.3			46	100
3	Principals’ willingness to delegate a very little decision-making authority			10	21.7	15	32.6	15	32.6			46	100
4	No flow of information from subordinates			20	43.5	15	32.6	10	21.7	6	13.0	46	100
5	Leader’s assumption that payment is a just reward for working	1	2.2	6	13.0	15	32.6	10	21.7	15	32.6	46	100
<b>II</b>	<b>Democratic style</b>											46	
1	Give emphasis for group decision making	6	13.0	10	21.7	10	21.7	20	43.5			46	100
2	Participate employees in decision making			4	8.7	25	54.3	15	32.6	2	4.3	46	100
3	Appreciate suggestions from subordinates			30	65.2	6	13.0	10	21.7			46	100
4	Motivate subordinates with rewards			15	32.6	10	21.7	15	32.6	6	13.0	46	100
5	principals are involving teachers in active participation in school decisions	7	15.2	25	54.3	8	17.4			6	13.0	46	100
<b>III</b>	<b>Laissez-Faire leadership style</b>											46	
1	Principals act and leave decision making authority to the subordinates	5	10.9	15	32.6	20	43.5	6	13.0			46	100
2	Complete freedom for followers to make decisions	10	21.7	20	43.5	10	21.7	6	13.0			46	100
3	Leaders provide the tools and resources needed	2	4.3	15	32.6	20	43.5	9	19.6			46	100
4	Group members are expected to solve problems on their own			25	54.3	10	21.7	11	23.9			46	100
5	Principals develops a frame work for subordinates in which they can act	-	-	6	13.0	30	65.2	10	21.7			46	100

As indicated table 4.2 above regarding autocratic style item in 1,20(43.5%) respondents stated as disagreed level of principals do not share decision-making authority with subordinates whereas 24(52.2%) of teachers were agree at medium level of principals do not share decision-making

authority with subordinates and the rest 2(4.3%) of teachers replied at agree level of principal does not share decision-making authority with subordinates.

As indicated item 2 above the same table 4.2 regarding autocratic style 24(52.2%) respondents stated as disagreed level of principals' emphasis on close control whereas 12(26.1%) of teachers were agree at medium level of principals' emphasis on close control and the rest 10(21.7%) of teachers replied at agree level of principals' emphasis on close control method.

As depicted in table 4.2 item 3 above the same table regarding autocratic leadership style 10(21.7%) respondents stated as disagreed level of Principals' willingness to delegate a very little decision-making authority whereas 15(32.6%) of teachers were agree at medium level of Principals' willingness to delegate a very little decision-making authority and the rest 21(45.6%) of teachers replied at agree level of Principals' willingness to delegate a very little decision-making authority.

As indicated table 4.2 above regarding autocratic style item in 4, 21(45.7%) respondents stated as disagreed level that principals motivate subordinates with rewards whereas 15(32.6%) of teachers were agree at medium level of principals motivate subordinates with rewards and the rest 10(21.7%) of teachers replied at agree level of principals motivate subordinates with rewards.

As depicted in table 4.2 item 5 above the same table regarding autocratic leadership style, 21(45.6%) respondents stated as disagreed level of Leader's guessed that payment is a just reward for working whereas 10 (21.7%) of teachers were agree at medium level of principals guessed that payment is a just reward for working and the rest 15(32.6%) of teachers replied at agree level of principals assumed that payment is a just reward for working.

As depicted in table 4.2 regarding democratic style of item 1 above the same table 16(34.7%) respondents stated as disagreed level of principals give emphasis for group decision making whereas 10(21.7%) of teachers were agree at medium level of principals give emphasis for group decision making and the rest 20(43.5%) of teachers replied at agree level of the principals give emphasis for group decision making in their schools.

As indicated table 4.2 above regarding democratic style of item 2, 4(8.7%) teachers' stated as disagreed level of principals Participate employees in decision making whereas 25(54.3%) of

teachers were agree at medium level of principals can Participate employees in decision making and the rest 17(36.9%) of teachers replied at agree level of principals can Participate employees in decision making in their schools.

As it can be seen table 4.2 above regarding democratic style of item 3, 30(65.2%) teachers' stated as disagreed level of principals appreciate suggestions from subordinates whereas 6(13.0%) of teachers were agree at medium level of principals appreciate suggestions from subordinates and the rest 10(21.7%) of teachers replied at agree level of principals appreciate suggestions from subordinates in their schools.

As depicted in table 4.2 regarding democratic style of item 4 above the same table 15(32.6%) respondents stated as disagreed level of principals motivate subordinates with rewards whereas 10(21.7%) of teachers were agree at medium level of principals motivate subordinates with rewards and the rest 21(45.6%) of teachers replied at agree level of the principals motivate subordinates with rewards in their schools.

As it can be seen table 4.2 above regarding democratic style of item 5, 32(69.5%) teachers' stated as disagreed level of principals are involving teachers in active participation in school decisions whereas 8(17.4%) of teachers were agree at medium level of principals are involving teachers in active participation in school decisions and the rest 6(13.0%) of teachers replied at agree level of principals are involving teachers in active participation in school decisions in their schools.

As depicted in table 4.2 regarding Laissez-Faire leadership style item 1 above the same table 20(41.5%) respondents stated as disagreed level of principals act and leave decision making authority to the subordinates whereas 20(43.5%) of teachers were agree at medium level of act and leave decision making authority to the subordinates and the rest 6(13.0%) of teachers replied at agree level of the principals act and leave decision making authority to the subordinates in their schools.

As depicted in table 4.2 regarding Laissez-Faire leadership style of item 2 above the same table 30(65.2%) respondents stated as disagreed level of principals facilitate complete freedom for



followers to make decisions whereas 10(21.7%) of teachers were agree at medium level of Complete freedom for followers to make decisions and the rest 6(13.0%) of teachers replied at agree level of the principals Complete freedom for followers to make decisions in their schools.

As depicted in table 4.2 regarding Laissez-Faire leadership style of item3 above the same table 17(36.9%) respondents stated as disagreed level of principals provide the tools and resources needed whereas 20 (43.5%) of teachers were agree at medium level of principals Leaders provide the tools and resources needed and the rest 9(19.6%) of teachers replied at agree level of the principals Leaders provide the tools and resources needed in their schools.

As depicted in table 4.2 regarding Laissez-Faire leadership style of item 4 above the same table 25(54.3%) respondents stated as disagreed level of principals facilitate Group members are expected to solve problems on their own whereas 10(21.7) of teachers were agree at medium level of principals motivate subordinates with rewards and the rest 11(23.9) of teachers replied at agree level of the principals facilitate group members are expected to solve problems on their own in their schools.

As depicted in table 4.2 regarding democratic style of item5 above the same table 6(13.0%) respondents stated as disagreed level of principals develops a frame work for subordinates in which they can act whereas 30(65.2%) of teachers were agree at medium level of principals develops a frame work for subordinates in which they can act and the rest 10(26.3)&7(21.7%) of teachers replied at agree level of the principals develops a frame work for subordinates in which they can act in their schools.

**Table 4.3: Summary of leadership style dominantly used in your school**

No	Items	Very Low		Low		Moderate		High		Very High		Total		Ranking
		f	%	f	%	f	%	f	%	f	%	f	%	
1	Autocratic style	5	10.9	11	23.9	-	-	10	21.7	20	43.5	46	100	2
2	Democratic style	-	-	-	-	10	21.7	30	65.3	6	13.0	46	100	1
3	Laissez-Faire leadership style			30	65.2	-	-	10	21.7	6	13.0	46	100	3

As it can be observed table 4.3 item1, 16(34.8%) the respondents revealed that the principals have acted autocratic style in low level in Ketoprimaryschools and 30(65.2%)the teachers were replied that principals have practiced autocratic style by high level in their schools.

As it can be seen table 4.3 item 2, 10(21.7%) the respondents revealed that the principals have acted democraticstyleinModeratelevelin Keto primary schools where as36 (78.3%) the teachers were replied that principals have practiced democratic style by high level in their schools.

As depicted in Table 4.3 item 3, the majority30(65.2%) the respondents revealed that the principals have acted laissez-faire leadership style in low level in Keto primary schools and 16(34.8%)the teachers were replied that principals have practiced laissez-faire leadership style by high level in their schools.

Lastly, table 4.3 above indicated that leadership styles were more of democratic78.2%, slightly less of autocratic (65%)and halfless of laissez-faires (34.8%) at high level respectively were practiced in Keto primary schools.

Generally, Leaders actually make decisions, and the influence of decision-making styles on leader effectiveness and employee reactions. Three types of decision-making styles were studied. In authoritarian decision making, leaders make the decision alone without necessarily involving employees in the decision-making process (Bass, 1985).

When leaders use democratic decision making, employees participate in the making of the decision. Finally, leaders using laissez-faire decision makingleave employees alone to make the

decision; the leader provides minimum guidance and involvement in the decision (Baumgartel, 1957).

As with other lines of research on leadership, research did not identify one decision-making style as the best one. It seems that the effectiveness of the style the leader is using depends on the circumstances. A review of the literature shows that when leaders use more democratic decision-making styles, employees tend to be more satisfied, but the effects on decision quality or employee productivity are weaker. Moreover, instead of expecting to be involved in every single decision, employees seem to care more about the overall participativeness of the organizational climate (Miller and Monge, 1986)

Different types of employees may also expect different levels of involvement. In a study conducted in a research organization, scientists viewed democratic leadership most favorably and authoritarian leadership least favorably (Baumgartel, 1957) but employees working in large groups where opportunities for member interaction were limited preferred authoritarian leader decision making (Vroom, 1960). Finally, the effectiveness of each style seems to depend on who is using it.

The track record of the laissez-faire decision-making style is more problematic. Research shows that this style is negatively related to employee satisfaction with leaders and leader effectiveness (Judge and Piccolo, 2004). Laissez-faire leaders create high levels of ambiguity about job expectations on the part of employees, and employees also engage in higher levels of conflict when leaders are using the laissez-faire style (Skogstad, Einarsen, and Hetland, 2004). Laissez-faire leaders create high levels of ambiguity about job expectations on the part of employees, and employees also engage in higher levels of conflict when leaders are using the laissez-faire style (Skogstad, Einarsen, Torsheim, Aasland and Hetland, 2007)

It concluded that leaders can also make decisions using authoritarian, democratic, or laissez-faire styles. While laissez-faire has certain downsides, there is no best style and the effectiveness of each style seems to vary across situations. Because of the inconsistency of results, researchers realized the importance of the context in which leadership occurs, which paved the way to contingency theory

**Table 4.4: responses made by teachers on selection of principals**

T/L	Items	Teachers		
		N	%	
1	Criteria need to appoint for school principals	Political commitment	30	65.2
		experience in Teaching	10	21.8
		educational level	6	13.0
		others	-	-
		Total	46	100
2	Is the principals are assigned according to the guideline?	Yes	6	13
		No	40	86.9
		Total	46	100

As depicted in Table 4.4 item 1,30(65.2%) of teachers pointed out that political commitment whereas 10(21.8) teachers pointed out the criteria the principals were done based experience in Teaching and 6(13.0%) teachers pointed out the criteria the principals were done educational level .

As it can be seen table 4.4 item 2, inthe same table the majority of the respondents 40(86.9%) revealed that the selection of the principals are not assigned according to the guidelines of principals selection whereas6(13%)of respondents agreed the selections of principals based on and on the guidelines of principals selection.

**Table4.5: Responses made by teachers on qualities of leadership**

	Qualities of leadership	Strong disagree		Disagree		Undecided		Agree		Strongly agree		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	A principal is visionary	5	10.9	25	54.3	10	21.8	6	13.0			46	100
2	A principals are willingness to take constrictive comments from subordinates			32	69.6	3	6.5	10	21.8	1	2.2	46	100
3	A principals are selected on standard academic back ground			30	61.4			16	34.6			46	100

As Table 4.5, item 1 above showed, 30(65.2%) of teachers were disagree on a visionary of principals of leadership whereas 10 (21.8%) of respondents responded as undecided on a visionary of principals and 6 (13.0) of respondents were agreed of visionary of principals.

As it can be seen table 4.5 item 2, in the same table showed, majority of the respondents 32(69.2%) revealed that principals were not willingness to take constrictive comments from subordinates whereas 3(6.5%) of respondents undecided on principals were not willingness to take constrictive comments from subordinates and the remain respondents' 11(23.9%) agreed principals were not willingness to take constrictive comments from subordinates.

As it can be seen table 4.5 item 3, in the same table 30(61.4)respondents disagreed on Principals selections on standard academic back ground whereas 16 (34.6%) of respondents agreed the selections of principals on standard academic back ground.

**Table4.6: Teachers responses on school leadership and management tasks**

No	Items	Very Low		Low		Moderate		High		Very High		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	The extent to which school leaders solve conflict through peaceful discussion	-	-	20	43.5	16	34.8	10	21.7	-	-	46	100
2	The extent to which school leaders are able to confront challenges that they face in their day to day activities	5	10.9	15	32.6	20	43.5	6	13.0	-	-	46	100
3	The extent to which school leaders are able to support others to develop collaborative work practice	-	-	25	54.3	15	32.6	6	13.0	-	-	46	100
4	To what extent school leaders share responsibility among staff members	-	-	30	65.2	6	13.0	10	21.7	-	-	46	100
5	To what extent school leaders have adequate skills which enable them to lead the school in different situations lead the school in different situations?	-	-	25	54.3	6	13.0	15	32.6	-	-	46	100

As indicated in item 1 of table 4.6 above, the majority 20 (43.5%) of teachers responded that school leaders solve conflict through peaceful discussion at a moderate level and the rest 16(34.8%) and 10(21.7%) of teachers agreed that school leaders solve conflict through peaceful discussion at low and high level respectively. Therefore, as one can conclude from the finding, primary school leaders of Keto CRC DaleWaberaWoreda fairly solve conflict peacefully.

As indicated in item 2 of the same table 4.6 above, 20 (43.5%) of teachers revealed that school leaders were able to confront challenges that they face in their day to day activities at a moderate level and the rest20 (43.5%) and6 (21.7%) of teachers agreed that school leaders were able to confront challenges that they face in their day to day activities at low and high level respectively.

As it can be observed from item 3 of the same Table 4.6 above, the majority 25 (54.3%) of teachers agreed that school leaders were able to support others to develop collaborative work practice at low level and the rest 15 (32.6%) and 6 (13.0%) of teachers revealed that school leaders were able to support others to develop collaborative work practice at high and moderate level respectively. Regarding this idea, Hopkins et al (in Harris 2005) explained that successful school leaders encourage co-ordination by creating collaborative environments which encourages involvement, professional development, and mutual support and assistance in problem solving. Therefore, from the result, one could conclude that school leaders of the primary school leaders of Keto CRC Dale Wabera Woreda were performing below the average in supporting collaborative work and this might affect the realization of the school teaching learning process since it needs collaborative work of school leaders, teachers, parents, students and other stakeholders.

As indicated in item 4 of the same Table 4.6 above, the majority 30 (65.2%) of teachers agreed that school leaders shared responsibility among staff members at low level and the rest 6 (13.0%) and 10 (21.7%) of teachers agreed that school leaders shared responsibility among staff members at moderate and high level respectively. Supporting this idea Katz (cited in Wossenu, 2006) stated that effective school leaders work to share leadership responsibilities throughout all levels of the educational organization. Therefore, as one could understand from the result, school leaders of Keto CRC Dale Wabera Woreda did below the average in sharing responsibility among the staff and this may affect implementation of the school improvement program, as the successes in school improvement are the cumulative activities of different stakeholders.

As shown in item 5 of the same Table 4.6 above, slightly half of respondents 25 (54.3%) of teachers agreed that school leaders had adequate skills which enable them to lead the school in different situations at low level and the rest 6 (13.0%) and 15 (32.6%) of teachers agreed that school leaders had adequate skills which enables them to lead the school in different situations at high and moderate level respectively. Regarding this idea, Katz (cited in Wossenu, 2006) stated that leaders will be successful only when they are equipped with certain managerial skills in getting things done through people. Lewin (cited in Sosik & Dinger, 2007) also stated that effective leadership depends on the leaders' styles and the school level leaders should be

experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles.

Results from interview results listed under the following points:

Regarding the school harmony heads from interview results revealed that school leaders pointed that the teachers themselves didn't accept their instruction or orientation respectfully from leaders and the majority of teachers hadn't positive attitude toward the activities of leaders. Teachers also explained that the school leaders didn't treat teachers politely and take their positively feedback. On other hand when the some teachers seek support or want to ask something the school leaders their reaction becomes negative due to the aforementioned remarks.

Regarding experienced teachers didn't involve or accept to be school leaders due to some schools are far from the Woreda, and interference political leaders experienced teachers weren't voluntarily to be school principals.

Regarding the relationship of leaders with students, teachers and others workers in the school leaders did not have strong work relationship with staff member and school leaders focusing only on monitoring rather than giving guidance and counseling them.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

#### 5.1. Summary

The main objective of this study was to assess principal's leadership styles and its effects in Keto CRC of Wabera Woreda. To achieve this aim, the following research questions were raised:

1. To what extent the principals' leadership styles of autocratic style, democratic style and laissez-faire leadership style have practiced in teaching learning process in Keto CRC of Dale Wabera Woreda?
2. What is the dominant leadership styles (autocratic style, democratic style and laissez-faire leadership style) are exercising in Keto CRC primary school Dale Wabera Woreda ?
3. Are the selection/assignment of principals have practiced based on seniority or experience and qualifications in Keto CRC primary school Dale Wabera Woreda?
4. To what extent principals' school leadership and management tasks suitable to create conducive teaching and learning process

To achieve this objective, the sampling techniques used were census sampling techniques and purposive sampling techniques. The study was conducted on 3 primary schools of Keto CRC selected by census sampling techniques and purposive sampling techniques. 46 sample teachers were selected using census sampling technique. In addition, the interview was conducted with 3 principals, 1 vice principal and 1 CRC supervisor of primary schools selected by available sampling techniques. 3 PTAs were selected by purposive sampling techniques.

Data were obtained from the sample respondents through questionnaire and interview. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers.

The data obtained were analyzed using statistical tools: frequency, and percentages. According to the result of data analysis, the following major findings were identified.

Regarding principal's leadership styles and its effects, the result revealed that School leaders are expected to be forefront in the school teaching and learning program. Accountability and responsibility of every activity going in the school primarily lie on the shoulder of the school leadership. Therefore, school leaders are responsible in encouraging, motivating, supporting, coordinating teachers, students and other stakeholders, so that they can play role in assessing, planning, implementing school objectives.

The result revealed that efforts made by school leaders to play leadership role were low or unsatisfactory. Regarding the styles of leadership autocratic style, democratic style and laissez-faire leadership styles have practiced in teaching learning process in Keto CRC of Dale Wabera Woreda. However, the size of these styles were practiced in primary schools were different and especially schools principals did not use these leadership styles at right time.

Regarding dominant leadership styles the result revealed that leadership styles were more of democratic 78%, less of autocratic (65%) and very less of laissez-faires (21%) at high level respectively were practiced in Keto primary schools. The school leaders didn't apply leadership styles (democratic style and laissez-faire leadership styles) according to their concepts or principles.

Regarding assignment of principals, as result revealed that, 30(65.2%) of teachers stated that principals assigned mainly by political commitment instead of experience in teaching and educational qualities and regarding selection of the principals based on guidelines, the majority of the respondents 40(86.9) revealed that the selection of the principals are not assigned according to the guidelines of principals selection.

## **5.2. Conclusion**

Based on data analyses and interpretation the following conclusion was made. The question that school leadership and its effects assessed in order to make different to the quality of the schooling needs to be answered.

This study indicated gaps in implementation of effective leaders. So, WEO give attention to develop the capacity of school leadership in this CRC to develop teaching and learning process. The respondents also indicate that there are low activities in participating teachers in decision making the school.

The assignment of principals, as result revealed that, 30(65.2%) of teachers stated that principals assigned mainly by political commitment instead of experience in teaching and educational qualities and regarding selection of the principals based on guidelines, the majority of the respondents 40(86.9) revealed that the selection of the principals are not assigned according to the guidelines of principals selection.

Regarding school leadership roles, the finding revealed that primary school leaders have not satisfactorily accomplished most activities in this aspect. This is because, as one can clearly understand from the findings, most activities were done low. Therefore, it is possible to conclude that primary school leaders were not effective in realizing leadership tasks and this in turn may have a negative impact on the implementation of quality education.

### 5.3. Recommendations

The following recommendations were made based on the findings of this study to improve the leadership effectiveness of the principals of Keto CRC primary schools.

- The WEO make a great concentration in assigning effective school leadership and the school leadership participating teachers on: planning, implementing, monitoring and decision making evaluation of actual performance of school.
- The CRC supervisor is give effective training, continuous supporting and assess the schools plan by creating post evaluations for KetoCRCSchool principals and teachers have to develop social attitude to the community and The school principals should have given guidelines and counseling contentiously in schools.
- Appointment of principals in schools should not be based only on seniority or experience on the job alone but also on capability as a change agent to influence others through collaborative problem solving with students, staff, and community and stake holders.
- Motivation is a driving force which may lead the teachers to more success. Therefore, primary school leaders, CRC supervisor and PTAs in collaboration with WEO ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose.
- It is advisable that school leaders with CRC supervisor need to promote teachers professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring.
- As the finding revealed, school leaders didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that primary school leaders and CRCsupervisor need to encourage teachers to use active learning methods in the classroom to promote improved learning results

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# APPENDIXES

## JIMMA UNIVERSITY

### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by teachers of keto CRC primary school

#### Dear Respondents:

The purpose of this questionnaire is to collect the data on the teacher attitude towards the principals of leadership style in Keto CRC primary School in the study area. Therefore, your genuine response would be highly appreciable.

. I am so much grateful to you for taking of your time and filling out this questionnaire and returning timely.

Thank you for your cooperation!

N.B Do not writes your name

Please read the instruction as well as the question carefully and respond to the questions accordingly

#### Part I. Background information

1. Please indicate your answer by putting 'x' or by writing where it's necessary in the space provided.

2. Name your school \_\_\_\_\_

1. **Sex:** Male  Female

2. **Age**

20-30 20 years  31-40  41-50  above 50

3. **Educational qualification**

Diploma  Certificate  BSC/BA  B.C/MA  if any other

4. **Service of year**

0-5 years  6-10 y  11-15 year  16- years   
above 20 years

**Part II.** The following question are investigate teachers attitude towards principal leadership style in keto CRC primary school.

Instruction:- Please, select your choice and put  mark in the corresponding boxes.



You can choose more than one answer.

1. What are the criteria you perceive for principal leadership in your woreda?
  1. Political commitment
  2. Experience in teaching
  3. Educational level
  4. Other (specify)
2. Is their standing guide line for the assignment of principals of primary school
 

Yes  No

**Instruction**

The following are Statements about styles leadership styles Keto CRC primary school. Please rate each statement from high to low by putting (x) mark in the given boxes.

NB:-1=strongly disagree; 2=Disagree 3= neutral 4=Agree and 5= strongly agree and  
 1=Very Low; 2= Low; 3= Moderate;4= High;5= Very High

No	Items	scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>I</b>	<b>Styles of leadership</b>					
	<b>Autocratic style</b>	1	2	3	4	5
1	a principal does not share decision-making authority with subordinates					
2	Principals’ emphasis on close control					
3	Principals’ willingness to delegate a very little decision-making authority					
4	No flow of information from subordinates –(order giving on the leader’s part					
5	Leader’s assumption that payment is a just reward for working					
<b>II</b>	<b>Democratic style</b>					
1	Give emphasis for group decision making					
2	Participate employees in decision making					
3	Appreciate suggestions from subordinates					

4	Motivate subordinates with rewards					
5	A positive work environment is created					
III	<b>Laissez-Faire leadership style</b>					
1	Give emphasis for group decision making					
2	Complete freedom for followers to make decisions					
3	Leaders provide the tools and resources needed					
4	Group members are expected to solve problems on their own					
5	a manager develops a frame work for subordinates in which they can act and leave decision making					
	<b>Qualities of leadership</b>					
1	A principal is visionary					
2	A principal is willingness to the risk					
3	A principal has good academic back ground					
	<b>Decision making</b>					
1	The school community is satisfied with decision made in their school					
2	Teachers are making in active participation in school decision					
3	School leaders make decisions openly					

No	Items	Very Low 1	Low 2	Mode rat 3	High 4	Very High 5
1	The extent to which school leaders solve conflict through peaceful discussion					
2	The extent to which school leaders are able to confront challenges that they face in their day to day activities					

3	The extent to which school leaders are able to support others to develop collaborative work practice					
4	To what extent school leaders share responsibility among staff members					
5	To what extent school leaders have adequate skills which enable them to lead the school in different situations lead the school in different situations?					

**I. Interviews for vice principal of keto CRC primary schools:-**

- 1 To what extent experienced teachers take the leading role?
2. Do you take time to chat, play with your teacher?
3. Do you develop a mechanism by which competent teachers' share their experience?

**II. Interviews used to investigate teachers attitude towards the principals of leadership style in keto for principals.**

- 2.1. What are the criteria for principal leadership in your woreda?
- 2.2. What style of leadership exercised in your school?
- 2.3. What are the major problems principals face in providing leadership in the teaching learning process?

**III. Interviews for PTA in keto CRC primary school.**

- 2.1. How to improve the teacher attitudes towards the principal leadership style for good teaching and learning environment?
- 2.2 What is the dominant activity of teachers' attitude in school towards principal leadership style?
- 2.3 How teachers' attitudes affect principal leadership in school?
- 2.4 Do school communities participate in decision making in your school?