#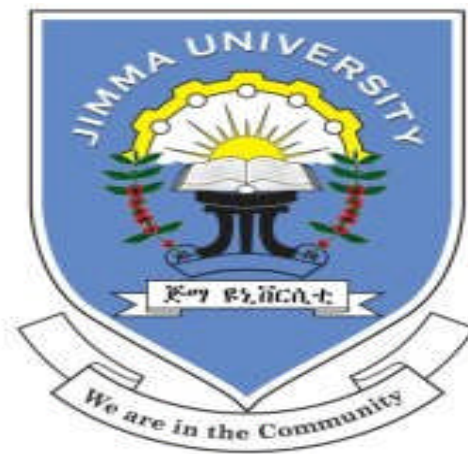 THE RELATIONSHIP OF SCHOOL PRINCIPAL'S LEADERSHIP STYLES TO SCHOOL PERFORMANCE IN SECONDARY SCHOOL OF AGNWA ZONE AT GAMBELLA NATIONAL REGIONAL STATE

BY:

ANIMUT TILAHUN

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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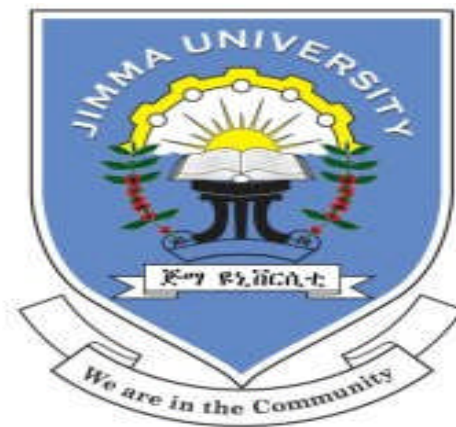
BY:

ANIMUT TILAHUN

ADVISORS: FISSEHA MIKRE (ASS. PROF.)

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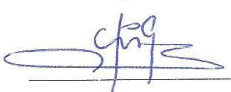
Abeya Geleta

| Chairman Name | Signature | 23/06/2014 Date |

Fissela Mikre

| Main Advisor Name | Signature | 23/06/2014 Date |

Tadesse Abera

| Co -Advisor Name | Signature | 23/06/2014 Date |

Mitiku Bekele (PhD)

| Internal Examiners Name | Signature | 23/06/2014 Date |

Hussien Kedir (PhD)

| External Examiners Name | Signature | 23/06/2014 Date |

Abstract

The purpose of the study was to investigate the relationship between leadership styles of principals and school performance of secondary schools of Agnwa Zone at Gambella National Region, Ethiopia. The study used both qualitative and quantitative methods. The study included eight secondary schools in Agnwa zone. 184 teachers, 8 principals, 8 vice principals, 38 PTA members and 24 student representatives were also included in the study by using available methods. The study adopted simple research design that is correlation survey research design that enables the researcher to easily establish the relationship between school performance and leadership styles in Agnwa zone. Accordingly, data was collected on the independent variable, which was leadership styles, and that of the dependent variable, which was school performance. The relationship between the two variables was identified in order to determine the strength of their relationship and the coefficients of determination existing between them have been identified. In order to get a relevant data for the study the researcher use both primary and secondary data. Primary data was gathered using questionnaire, Interviews and were also held with principals focused group discussion. Secondary data was gathered from Students ESLCE result document. The findings of the study revealed that Democratic leadership styles had a positive influence on students' academic achievement and school performance, while autocratic and laissez-faire leadership styles however had a negative influence on students' academic achievement and/or school performance. The study revealed that unless principals are well equipped with the knowledge and skills in management and leadership, they would not be able to improve school performance significantly. The studies also get a better solution to increase school performance and reveal that democratic leadership style will increase school performance. The study based on the findings give recommendations for better stand to: the REB, WEO, ZED in collaboration with MoE, are advised to organize seminars and workshops for school principals on how to use the democratic leadership style effectively in their schools based on the situation and to enhance their capacity. But it does not mean the school should avoid Laissez-faire and autocratic leadership styles.

ACKNOWLEDGEMENTS

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Abbreviations and Acronyms

AZED   Angwa Zone Education Department

EdAD   Educational Administration

EdPM   Educational Planning and Management

ESDP   Education Sector Development Program

ESLCE Ethiopian School Leaving Certificate Examination

FGD   Focus Group Discussion

GEQIP General Education Quality Improvement Program

GREB   Gambella Region Education Bureau

HoD   Head of Department

KETB   Kebele Education Training Board

MoE   Ministry of Education

PTA   Parent Teacher Association

REB   Regional Education Bureau

SIP   School Improvement Program

SPSS   Statistical Package for Social Science

TDP   Teacher Development Program

WEO   Woreda Education Office

WETB   Woreda Education Training Board

CHAPTER ONE

The Problem and Its Approach

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, clarification of basic terms and organization of the study.

1.1.Background to the Study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche& Moorman, and 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). At the same time the requirement to improve over all students' performance rest on the shoulders of schools principals. Therefore, the school's principal play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider principals as the driving force and main source of the school development and academic growth of students (Mirkamali, 1995). The successes of school principals have been thought to be, due to the different styles that are used in their administration process. The principal's leadership style influences the efficiency and also the effectiveness of the schools and it is the function of other several inter-related factors like the employee's level of psychological and social maturation at work and their main expectations (Alageheband, 1997). In most cases, leadership style of a principal really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making and choosing a leadership style (Bayst, 1998).

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Leadership styles vary depending on the character of the leader. Each character has its own style, so that leadership styles can be described as "the kind of behavior and abilities which the manager has and which enables him to interact with the employees to achieve goals"

(Hesham, 2010: 39). Strengthening this idea, Kinard, (1988: 326) wrote, "Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals."

Different experts have identified different leadership styles have distinctive characteristics. For example (Avolio and Bass, 2002) presented full range leadership theory according to which three leadership styles known as transactional, transformational, laissez-fair were identified. Douglas (1996), Robbins and Caulter (1999) claimed that decisions by leaders depends on these three leadership styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-ordination, co-operation and collaboration. Yulk (2005), states that autocratic leadership style allows no participation in decision and laissez-fair which is also known as free-rein leadership style empowers subordinate to work with freedom and free-will.

To rebuild the organization, the leader is considered to be one of the most critical factors that play a significant role in high performance school Panitee (2010). Thus, no doubt that there is mounting pressure of leadership styles among principals of secondary schools in Agnwa Zone, Gambella region. However, many school principals have not considered their leadership styles as determinants of schools' performance. In this regard, Brumach (1998), stated that it necessary to find the effects of principal leadership style on school performance. In the same argument Mumbe (1995) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary school. He concluded that democratic leadership style affected student and general school performance positively and motivated teachers to work with principals towards the achievement of school objectives. In supporting this Armstrong (2001), contends that performance refers to both behaviors and results, and adjusting organization behaviors and actions of work to achieve results or outcomes.

School performance has been defined by different Authors and researchers. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks in the context of the academic function of schools that refer to academic excellence or efficiency, which is measured in terms of student performance in class work, and national examinations. According to Yusuf (2008), the school performance should not only be defined in terms of test scores, examination results and students ability to apply what is learnt and the rate at which students

move on to higher institution of learning but should consider the performance of school in area like equipping learners with requisite skills for survival.

Campbell, Dunnette, Lawler &Weick (1990) believes that performance is something the school regards as an outcome of teaching and learning, because they provide the strongest link to the strategic goals of the school, teacher satisfaction, promotion and public input. As scholars describe performance of any school should not only be considered from the academic outcomes only, but should also focus on the other education outcomes.

To sum up, effective performance is concerned with results that impact on societal and school needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's principals because they are the backbone of the school system. They have the powers to influence the outcome of events. That's why the Ethiopia Educational and Training Policy, MOE (1994: p: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and over all right and duties.

Therefore, from the above one can understand that without effective leadership style in Agnwa zone, it is impossible for schools to attain their educational outcomes.

1.2. Statement of the Problem

School leadership has become a top priority in Ethiopian Education policy MoE (1994) because it is believed to play a key role in improving the relations between the outside world and individual schools, school policies and practice in the classroom. Hence, Pont et.al (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling. Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and classroom performance. In addition, Principals as educational leader play a pivotal role in the success of the school performance. By creating a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an

instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members MoE (2005:16). But, in Angwa Zone the appointment of secondary school principals is very much based on experience and being a degree holder because there is lack of theoretical knowledge, skill and adequate experiences in school leadership and management and lack of various trainings on school leadership and management AZEO (2013). Therefore, the principal's leadership style was characterized by less effective in performing technical management, in building school culture and participatory decision making for teachers and students; creating orderly school environment by clarifying duties and responsibilities and communicating with different stakeholders like REB, ZEO, PTA and KETB. This seems to affect the school performance and school improvement programs and student performance AZEO (2013).

Hence, the practice of principal leadership style on school performance in the selected zone secondary schools have different problems regarding the issue of low student achievement, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school leadership capacity had frequently existing. Moreover, as the data from the Agnwa zone annual abstract indicated, the average National examination result of grade 10 students of three consecutive years (2011-2013) for those students scored 2 and above was 39.3%.

In addition to this, according to Gambella National Regional Education Bureau the total no of Agnwa zone secondary schools students' were 2577 (100%) of which the students who score 2:00 point and above were 1012 (39.3%) while the rest 1565 (60.7%) students scored below 2:00. Thus, the existence of these problem and low students achievement seems to show that there might be problem of leadership in the zone. This indicates that, there is an important research gap to be filled. That is why the researcher is initiated to conduct this study.

In the past 15 years the researchers has served in secondary school of Agnwa zone as teachers and principal. In that period of time the researcher heard about leadership style that, the principals not considered the right and benefits of their teachers and teachers are not interested to the work ordered by principal. Thus, the common experience in secondary schools in Agnwa zone shows that the lacks the appropriate leadership styles could cause the low school performance. Thus, this initiated the researcher to conduct this study to fill the knowledge gap.

Therefore, the purpose of this study was to determine the relationship between principals' leadership styles and school performance in secondary schools of Angwa Zone. To address this problem, the following research questions were raised:

This main problem that led to the following three sub-problems addressed in this research:

1. To what extent the leadership styles of the principal affect the school Performance in Angwa zone?

2. What attribute of leadership styles are perceived by principals and how does this relate on school performance?

1.3. Objectives of the Study

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

1.3.1. General Objective

The major objective of this study was to examine the relation of school principals' leadership styles to school performance in secondary schools of Agnwa zone, Gambella regional state.

1.3.2. Specific Objectives

The specific objectives of the study were:

1. To examine how the autocratic leadership styles of a principal relate to school performance.
2. Describe the democratic leadership styles of principals relate to school performances.
3. To determine the laissez-fair leadership style of principal relates to school performances.
4. To describe the leadership styles used by principals to enhance school performance.
5. To find out the significant relationship between leadership styles and school performance.

1.4. Significance of the Study

The finding of this study has the following potential contributions,

1. It may provide information to regional and zonal educational officials on the current status of principal's leadership style and helps them to do their share to improve the school performance practices in secondary schools.

2. It may also give pertinent and timely information to principals, teachers and education officers in Agnwa zone concerning the existing system and practice of school principal's leadership style and school performance.

3. It may show the major contributions of school principal's leadership style for the professional development of secondary school teachers in Agnwa Zone.

4. It may serve as a base for other researchers to be conducted in this area.

5. It is hoped that the research will shed light on the practices of leadership, thus based on the type of leadership, WEO, ZEO and REB in collaboration or alone can provide Leadership training programs to enhance the leadership qualities and capacity among principals and develop a relevant characteristic of effective leadership style.

1.5. Delimitation of the Study

In Gambella regional State, there are three zones. However, this study was geographically delimited to Agnwa zone of Gambella National Regional State. In Agnwa zone, there are eight government secondary schools. Therefore, all the secondary schools were included in the study since their number was manageable to study the issue under investigation. Delimiting the study area also has a variety of benefits and reasons. One of the reasons is that the researcher has been working in that specific area and has better background information on the study area. This intern helps the researcher to get rich, and in depth data from the participants. The second reason is that the researcher understands the native language that helps get pertinent information. Moreover, the researcher could get better support from the education office found in the area due to his work experience and familiarity with the environment.

On the other hand, the study was conceptually delimited to the relationship of the autocratic, democratic and lassies-fair leadership styles and their effect on school performance when used by

school principals. This enabled the researcher to make the study more manageable and feasible with the given time scope.

1.6. Limitations of the Study

The researcher intended to conduct interview with all PTA members of the eight secondary schools 2 (two) PTA members from Abobo and pignuwdo secondary school were not participating in FGD station. Although the researcher tried to get them with a convenient time for them, they were busy in others political tasks; thus the study still suffers from the limitation of inclusive data that unfold the experiences and perception of the PTA's activities. In addition, due to the absence of related studies in the context of Ethiopia, the researcher has been forced to rely on foreign sources.

Therefore, indeed the study would have been more exhaustive and complete than it is now having these limitations been inconsistent however, the maximum effort was exerted to make the study come up with relevant information that would assist in understanding the effect between school principal's leadership styles to school performance in secondary school of Agnwa Zone in Gambella National Regional State.

1.7. Operational Definitions

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement

Leadership style: is the pattern of behaviors, which a leader adopts to influence the behaviors of his/her followers.

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

School leaders: refers to the school management bodies such as principals, and vice principals that control and monitor teaching learning activity.

Secondary school: refers to a school system following the elementary school and solely established to offer secondary education to students from grades 9-10.

Stakeholders: different definition and may be viewed from different perspectives by several scholars, however, in this study it means that PTA, KETB, WETB, and Teachers and students.

School performance: In the context of this study, school performance encompasses the full range of activities that would characterize a school as being successful. This would, in addition to academic performance, furthermore also include well motivated and committed teachers, learner satisfaction and involvement, parental involvement, a clean orderly school environment and strong principal leadership, amongst others. The definition is thus wider than merely academic performance in terms of pass rates and success in national examinations.

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

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

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

1.8. Organization of the Study

The research paper is divided into five main chapters. The first chapter deal with the problem and its approach and it includes background of the study, a statement of the problems, significance and delimitation of the study, limitations of the study and operational definition of key terms. The second chapter reviews related literatures. The third chapter presents research design and methodology. In chapter four results and discussion of the findings were presented. The last chapter presents summary of major findings, conclusions and recommendations.

CHAPTER TWO

2. Review of Related Literature

This chapter focuses on a review of the literature related to a research of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special reference to styles that relate to educational institutions. Leadership practices and leadership styles of principals in the area of Agnwa Zone secondary school will be highlighted.

2.1. Definition of Leadership

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

Research in leadership is enticing and has been a preoccupation of human beings since the beginning of life Bass (1990). It provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978:3) leadership is one of the most observed phenomenon on earth and one of the least understood". He further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations, have only added to its confusion and incomprehensibility. According to Adlam (2003:2004), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and is effectiveness.

The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement Stogdill (1986). Lipman and Blumen (1994) defines leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives and according to Kenzevich (1975), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement (1991:4-5) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan (1995) and Botha (2005) define leadership as the process of motivating people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change.

Basing his definition on the contemporary context, Dubrin (in Oyetunyi, 2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) infers that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003) define leadership as the art of transforming people and organizations with the aim of improving the organization.

2.2. The Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before Nkata,

(2005).The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, learners' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

This argument is further augmented by Sashkin & Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools".

Indeed, principals have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

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

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

It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles of principals with a view to determining the most effective ones in terms of enhancing school performance. Some heads of schools that employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic principal is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic principal is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee-oriented school head focuses upon putting the subordinate at the centre of progress, with a view to tying the organization's success on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often pronounced as a result of high morale and motivation. The behavioral leader explores styles such as the democratic, participative and laissez-faire leadership styles. According to Leithwood, K. (1997), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and, hence, academic excellence and overall school performance in the fields of sport and cultural affairs.

2.3. School Leadership Development in Ethiopia

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

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

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship began with a supervising principal. Such a person was in charge not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/ BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EdAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship.

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

2.4. The role of school principal in Ethiopia

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

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

Similarly, MOE (2002) listed about 22 roles of a school principal, of which the following are crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term trainings and experience sharing programs at the school

level with the view of helping them develop professionally. And coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class (p, 33).

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

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

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

2.5. Theories of Leadership

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhor n*et al*. (2000) and Hoy & Miskel (2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. According to the above researchers leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the Ohio State University studies (Halpin, 1966), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (Kerr & Jermier, 1978; Fielder, 1971), is often assumed to occur between a leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioral, and contingency approaches (Mullins, 2002). As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist principals and leaders of educational institutions to better manage their institutions in different situations.

2.6. Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Lewin, Lippet & White, 1939). Lewin led this group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles, authoritarian, participative, and delegating. These styles of leadership have broadened over the years. The following studies have incorporated some aspect of these foundational leadership styles in an effort to aid principals in the development of leadership styles conducive to current educational systems. The literature on leadership styles (Hershey &Blanchard, 1977; Sergiovanni, 1995) provides some important clues on principal leadership styles. These leadership theorists argue that leadership style is a relatively fixed construct for an individual and that while some individuals may have the capacity to lead using more than one

style, leadership style flexibility is not characteristic of all leaders Waters (2004). While Fiedler (1974) and Hershey & Blanchard (1977) believe less in leader's capacity to vary their styles, Sergiovanni (1991) proposes that under certain conditions individuals could adapt their leadership style to differing situations.

Blake & Mouton developed the Managerial Leadership Grid (1964) which was designed to explain how leaders help organizations to reach their purposes through two factors: concern for production and concern for people.

Even though concern for production primarily refers to how a leader is concerned with achieving organizational tasks, it can refer to whatever the organization is seeking to accomplish (Blake & Mouton, 1964). The second factor, concern for people refers to how a leader attends to the people in an organization who are trying to achieve its goals.

Although many research studies can be categorized under the heading of the leadership style approach, the Ohio State and Michigan studies of the late 1940s, and the studies by Blake & Mouton (1964, 1978, and 1985) are strongly representative of this approach. In the Ohio study, subordinates completed questionnaires that identified how many times their leaders engaged in certain types of behaviors by using the Leader Behavior Description Questionnaire, and a new form of the questionnaire by Stodgill (1974) called the LBDQ-XII. The researchers found that subordinates clustered around two general types of leadership behaviors: initiating, which were task behaviors, and consideration Stodgill (1974), which were relationship behaviors.

The University of Michigan studies, while focusing on the impact of leaders' behaviors on the performance of small groups, identified two types of leadership behaviors. One, employee-orientation, is the behavior of leaders who approach subordinates with a strong human relations emphasis. The second, production-orientation, consists of leadership that stresses the technical and production aspects of the job. From this orientation, workers are viewed as a means for getting work accomplished Bowers & Seashore (1966).

Huffman & Jacobson (2003) conducted a study to determine the relationship between teachers' perceptions of their schools as professional learning communities and the leadership style of their

principals Williams, (2006). The subjects of the study were eighty-three prospective principals enrolled in an education administration course at a Texas university. Each subject identified his/her principal as having one of three possible leadership styles: directive, collaborative and non-directive.

Participants in the research rated collaborative-style principals as more supportive of two key measures of professional learning communities: Contribution –providing a safe environment for diverse ideas, beliefs and strategies, and Conscience– being an organization guided by positive principles, ethics, and values.

Huffman & Jacobsons (2003) draw on research on principals in New Brunswick and use decision-making as a measure of leadership style Williams (2006). The collaborative style is only one of several possible leadership approaches. In this research the collaborative style was labeled as the conceptual style. The directive style described by Huffman & Jacobson (2003) was expanded to include a directive and an analytical style. Huffman & Jacobson (2003) describe the laissez-faire style that shares some characteristics with the behavioral style in this research. In addition, this particular research helped researchers realize that all leaders are not alike. This is an important point because the literature on school reform seldom considers the different leadership styles that principals bring to their positions Williams (2006).

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

Affirmation: the extent to which the leader recognizes and celebrates school accomplishments and acknowledges failures.

Change Agent: a willingness to change and actively challenge the status quo.

Contingent Rewards: recognizing and rewarding individual accomplishments.

Communication: the ability to establish strong lines of communication with and among teachers and learners.

Culture: fostering shared beliefs and a sense of community and cooperation.

Discipline: protecting teachers from issues and influences that would detract their teaching time or focus.

Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

Focus: establishes clear goals and keep those goals in the forefront of the schools' attention.

Ideals/Beliefs: communicates and operates from strong ideals and beliefs about schooling.

Input: involves teachers in the design and implementation of important decisions and policies.

Intellectual Stimulation: ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspects of the schools' climate.

Involvement in Curriculum, Instruction, and Assessment: is directly involved in the design and implementation of curriculum, instruction, and assessment practices.

Knowledge of Curriculum, Instruction, and Assessment: is knowledgeable about current curriculum, instruction, and assessment practices.

Monitoring/Evaluating: monitors the effectiveness of school practices and their impact on learner learning.

Optimizer: inspires and leads new and challenging innovations.

Order: establishes and sets a standard operating procedures and routines.

Outreach: is an advocate and a spokesperson for all the school stakeholders.

Relationships: demonstrates an awareness of the personal aspects of teachers and staff.

Resources: provides teachers with materials and professional development necessary for the successful execution of their jobs.

Situational Awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

Visibility: has quality contact and interactions with teachers and learners.

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

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

Even though the term servant leadership is attributed to Greenleaf (1970: 37) idea on servant leadership comes from a 2000 year old philosophy that appears to be the foundation for this unique type of leadership. A success in building a billion-dollar African-American company in 2000, the author believed that good leadership is serving others by placing the needs of his employees above his own. Much of his leadership style is centered on coaching, advising, and coaching subordinates while providing them with related training and development so that their careers can be enhanced. Ultimately, his intention was that his subordinates will grow and realize their full potential.

Stewart bases this management philosophy on the biblical passage (Mark 10:43-45, New International Version): "Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many".

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

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

Marzano, Waters& McNulty (2005), introduced an interesting leadership style that dealt with situational awareness which addresses leaders' awareness of details and the undercurrents regarding

the functioning of the school and their use of information to address current and potential problems. Deering, Dilts & Russell (2003) describe this responsibility as anticipatory leadership. Recommendations are made for principals to identify clues of coming opportunities and hints about emerging threats. With the openness and mental agility of truly anticipatory leadership throughout the organization, the organization is well positioned to survive and prosper. To illustrate, the principal demonstrates the responsibility of situational awareness when s/he studies adequate yearly progress data in an attempt to identify problems that may occur with the scheduling of remedial classes.

Learner-centered leadership is another type of leadership style that involves a balance between the professional norms and personal dispositions of educators, with the larger good as defined by a learning community Danzig & Wright (2002). It involves changing the major source of inspiration for educational leadership away from management and towards education and learning. Murphy (2002) proposes a role for leadership which entails developing a learning community, one in which greater attention is needed to promote an atmosphere of inquiry with greater focus on collaboration and shared decision making.

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

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

prefer an even higher level of activity. Both males and females also seem to consider the well-being of others, emphasizing values and the importance of the team while exhibiting cooperative and well-intentioned behavior Johnson, Busch & Slate, (2008).

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

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

2.6.1. Authoritative Leadership Style

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

pompous or out of touch. If the leader becomes overbearing, s/he may undermine the egalitarian spirit of the team Gewirtz (2002).

2.6.2. Directive Leadership Style

Directive leadership engenders telling followers what needs to be done and giving appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing). This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control, and hence is appropriate to the situation Kouzes & Posner (2002).

2.6.3. Democratic Leadership Style

With this style, spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or fresh ideas for executing the vision. In times of crises, consensus may not be effective Gewirtz (2002).

2.6.4. Supportive Leadership Style

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

2.6.5. Participative Leadership Style

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

2.6.6. Achievement-Oriented Leadership Style

In this style, the leader sets challenging, but achievable goals for the subordinates. S/he pushes work improvement, sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader demonstrates both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates Lussier & Achua, (2001:175).

2.6.7. Transformational Leadership Style

Transformational leadership is the buzz word in educational leadership today. This leadership style evolved from Marzano & McNulty (2005), who proposed a theory of transformational leadership in his book, Leadership. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to him, transformational leadership is the favored style of leadership given that it is assumed to produce results beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. They also articulates the vision in a clear and appealing manner, explains how to attain the vision, acts confidently and optimistically, expresses confidence in his followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision.

Bass (1998) gives four factors, also referred as the four I*s* of leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected (Bass, 1998). Intellectual stimulation is characterized by enabling followers to think of old problems in new ways (Bass, 1998). Inspirational motivation is characterized by communicating high performance expectations

(Bass, 1998). Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior.

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

Based on the Multifactor Leadership Questionnaire (MLQ), transformational leadership may work well in schools. The MLQ has been used for over a decade to test transformational leadership theory (Bass, 1998). Over time, this instrument has been refined. Analysts like Bass (1998) have concluded that transformational leaders receive higher ratings, are perceived as leading more effective organizations, and move followers to exceed expected performance further than transactional leaders.

Transformational leaders impact a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers (Bass, 1998). The leader gets individuals' team spirit and enthusiasm aroused. The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision Bass, (1998).

Bass (1998) suggest that it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Followers are included in the process of addressing problems and finding creative solutions, and are encouraged to try new approaches without fear of public criticisms because of mistakes made or due to a different approach from the leaders. Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more frequently, and are involved in increased teamwork that serves as an integrative device for the school Bass, (1998).

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

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

Communicating the Vision: To be effective, vision must be shared with everyone in the organization through repeated communication. The transformational leader must clearly articulate the shared vision and must do so repeatedly. The vision is clarified and driven home through stories, analogies, symbols, ceremonies, rituals and traditions. Inspirational appeals are effective in persuading people of the importance of the vision. Transformational leaders give life to the spoken word by living the vision. Their actions are examined by followers who demand consistency with the spoken or written word.

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

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

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

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

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

Kouzes & Posner (1987, 2002) develop another perspective of transformation leadership. They developed this model by soliciting the perceptions of other leaders. According to this model consists of five fundamental practices that enable leaders to get extraordinary things accomplished: model the way, inspire the shared vision, challenge the process, enable others to act, and encourage the heart.

2.6.8. Transactional Leadership Style

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

The underlying theory of this leadership method was that leaders exchange rewards for employees' compliance, a concept based on bureaucratic authority and a leader's legitimacy within an organization Yukl, (1998).

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

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

2.6.9. Instructional Leadership Style

The shift toward instructional leadership started in the 1980s and was a response to the public's desire that schools raise standards and improve the academic performance of learners (Resnick, L., 2002). The principal who was an instructional leader became the primary source of educational expertise in the building. The principal became responsible for managing the school and improving the teaching and learning in the building. The nature of instructional leadership was typically top-down because most principals set school goals.

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

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

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

2.7. Conclusion on Leadership Styles

According to the researcher, the type of a leader depends on his/her overall disposition. A leader will inherently have one or more of these leadership qualities. Hence, it's essential that while looking for someone who will occupy the post of the leader, one should check the type of leader the organization really needs; otherwise it would be a futile exercise. In the above description of leadership styles, I have tried to set out some of the elements of a 'classical' view of leadership. I have seen how commentators have searched for special traits and behaviors and looked at different situations where leaders work and emerge. Running through much of this is a set of beliefs that I can describe as a classical view of leadership where leaders: Tend to be identified by position, are parts of the hierarchy, become the focus for answers and solutions. We look to them when we do not know what to do, or when we cannot be bothered to work things out for ourselves, give direction and have vision, have special qualities setting them apart. These help to create the gap between leaders and followers.

This view of leadership sits quite comfortably with the forms of organization such as a school, where the desire is to get something done, to achieve a narrow range of objectives in a short period of time, and then it may make sense to think in this way. However, this has its weaknesses. Whilst some 'classical' leaders may have a more participative style, it is still just a style. A great deal of power remains in their hands and the opportunity for all to take responsibility and face larger questions is curtailed. As our awareness of our own place in the making of leadership grows, we may be less ready to hand our responsibilities to others.

2.8. Introduction to School Performance

DeCenzo & Robbins (1998) examined performance in relation to effectiveness and efficiency. According to them, effectiveness refers to goal accomplishment. For instance, a principal who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective principal. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. A principal who provides education to learners from a low socio-economic status and manages to provide them with good education (holistic education) 'against all odds' and with meager resources so that they qualify for the next level may be referred to as an efficient principal. So in this case performance has been examined in terms of productivity DeCenzo & Robbins, (1998). In addition, productivity, as measured in terms of efficiency and effectiveness, can also be used to describe an employee who not only performs well in terms of productivity, but also minimizes problems for the organization by being at work on time, by not missing days and minimizing loss. In summary, satisfactory performance implies a combination of many things. It means doing a job efficiently and effectively.

Defining educational performance is difficult and yet also essential. Certainly, it is not just academic achievement, but the social and emotional dimensions of the child's overall development and the role of the school in the community Genck (1983). The arguments raised by the author seem to be true. There is a tendency for people to look at performance in terms of the cognitive development or academic achievement only. The researcher regards performance in the context of this study in terms of the overall education outcomes. It is important for us to consider performance in terms of all three domains of education (affective, cognitive and the psychomotor domains). Therefore, a performing school should be able to score very well in all

three domains, if it is to produce a holistic learner. Leithwood & Hopkins (2006) concluded that learning is an unpredictable process. A teacher's responsibility is to create conditions which enable a learner to generate significant outcomes for themselves. According to him, school performance should not only rely on academic results, but on the teaching and learning process. Similarly, Roberts & Roach (2006) contended that the school's financial resources and the professional experience of its teachers are the two categories of school inputs that significantly contribute to its performance. He claimed that the above factors have a direct impact on the processes that determine the school's performance. In addition, the nature of school leadership, teacher cooperation within the school and the school-level characteristics also affect the learner's achievement directly or indirectly (e.g. the quality of instructions).

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

The pressure upon schools to improve and raise achievement is unlikely to recede over the next few years. Educationally, policy makers firmly focus upon securing increased learner and school performance Harris & Bennett (2001). Similarly, good performance in a school entails teaching consistently with diligence, honesty and regularity orchestrated by increased good results from learners, getting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully observing regulations and instructions.

As international attention in the last decade or more has focused on calls for schools to improve performance in general, and to increase the equity of learner achievement in particular, so the debate around the role of school leaders in improving performance has intensified. New conceptions of leadership have been defined, and new polarities set up, as researchers strive to find the most appropriate combination of leadership qualities and activities to respond to heightened public expectations of schools. Thus, the notion of the principal as a charismatic individual who exercises authority in a hierarchical manner is counter posed to the concept of distributed

leadership, where functions are shared by school managers and teachers; the term instructional leadership gives priority to the role of the principals in directing schools towards effective teaching and learning, while the concept of transformational leadership emphasizes the function of leaders as agents of social change.

The loosely defined nature of many of these terms and the paucity of empirical evidence supporting claims made on their behalf Leithwood *et al.*, (2004) have moved more than one commentator to adopt a rather jaundiced view of the leadership literature. For example, Levin (2006:43) notes the existence of a serious problem regarding the knowledge base on educational leadership. There are many viewpoints in the field and very little solid research supporting them. Much of what parades as research are opinions garbed in the language of research. According to Levin (2006:41) two of the challenges to leadership research were the complexity of the leadership phenomenon and the degree to which values and goals of authors, rather than the research evidence itself, dominate findings and recommendations.

Nevertheless, the importance of leadership to the success of schools is undeniable. In their evaluation of England's National Literacy and Numeracy Strategy (NLS and NNS), which they judge to be one of the most ambitious and successful examples of large- scale school reform in the world to date, Leithwood *et al*. (2004) conclude that the nature and quality of leadership was a key reason for its success. Based on a large survey of English schools and case studies in 10 of these, the authors add a layer of complexity to some of the easy dichotomies frequently heralded in the literature: they conclude that transformational leadership can play an important role in school improvement, that such leadership may be widely distributed throughout the school, but that hierarchical and distributed forms of leadership both have important roles to play. Distributed leadership assumes a division of labor within the schooling system and allocates functions according to where and by whom they are best performed: the challenge for leadership in any complex system is communication and the coordination of the component parts.

According to Leithwood *et al*. (2004), school principals perform three broad kinds of leadership functions in implementing the NLS and NSS: setting direction (and in particular fostering high expectations), redesigning the organization, and developing people. While leadership effects on student learning account for less of the variance than teacher effects, leadership creates the

conditions under which teachers can work effectively: in other words, a school environment conducive to teaching and learning is a prerequisite for good school performance. In the words of Daresh J & Male T (2000), this entails fostering among teachers within a school a shared set of values and understanding about such matters as what they expect of learners academically, what constitutes good instructional practice, who is responsible for learner learning, and how individual learners and teachers account for their work and learning.

2.9. Measurement of School Performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding of the relationship therein. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of learner performance in class work, and national examinations. Teachers and learners or even principals of schools with the intention of positively transforming the academic culture of the school should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school's goals.

In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty, and regularity. To the learner, performance would mean excelling regularly in the examinations and class tasks. The researcher wishes to add, however, that the school's performance should not only be viewed in terms of the academic severity, but should also focus on other domains of education such as the affective and the psychomotor domains. A school that has all three domains should by all means be regarded as an effective school with a very good standard of performance. All this is only possible if the school's principal focuses on the achievement of good results in all domains. Therefore, from this definition, one can deduce that the school's performance is the response of the school to the needs of the stakeholders in terms of the education outcomes.

The focus of leadership on academic standards in the school will depend on the school's dedication and commitment to effect academic changes in respect of the demands on the

learners and the community at large. Focusing on teacher development initiatives is one of the ways in which academic standards can be maintained. The maintenance of this teacher development involves putting into place a leader who is committed to subordinate development Christie (2010).

Furthermore, educationists have defined academic performance to include leader-led performance which is a means of getting the best academic results from the teams that constitute the HoDs, policy makers who are responsible for controlling and monitoring school performance, the teachers, learners and the parents. These should conform, lastly, to the schools goals and objectives. In order to achieve this performance, the focus should be on the teaching process, examinations, tests and exercises, the availability of instructional materials, discipline and respect for the school's culture. Christie P (2010) believes that performance is something the person regards as an outcome of work, because they provide the strongest link to the strategic goals of the organization, customer satisfaction, economic and social contributions.

To sum up, effective performance is concerned with results that impact on societal and organizational needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's heads because they are the backbone of the school system. They have the powers to influence the outcome of events.

2.10. The Role of Principals in Effective School Management and Performance

Successful implementation of these functions of the principals will depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to his deputies and HoDs as well as by promoting teacher leadership by empowering his teachers. The principals manage tasks professionally, which include Tekamura, (2008): setting achievable objectives for education; seizing new opportunities and coping with change; maintaining a committed staff and managing effective teams; developing an effective communication system; allocating and managing resources

effectively; participating effectively; staff management, managing time effectively, and evaluating the school curriculum.

Schools, as learning organizations, deserve to be led well and effectively. Principals need to be effective leaders if schools are to be good and effective. The principals should possess all good attributes of leaders and good quality leaders. Oyetunyi (2006) asserts that leadership matters because effective leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. The findings of Quinn's (2002) study on the relationship between principals' leadership behavior and instructional practices, supports the notion that leadership impacts on instruction and performance. Its findings indicate that the principal's leadership is crucial in creating a school that value and ultimately strives to achieve academic excellence for students. Christie (2010) research findings indicate that principals' effective leadership can significantly boost learners' achievement.

The ability of the principals to relate to the teachers, to enable them to act and to improve organizational performance is critical for the smooth and effective operation of a school. Principals should motivate and encourage all staff members to feel that they are part of a team with a common mission. A good team is one that works in an atmosphere of mutual trust and concern for performance. The leader shares and delegates responsibility and ensures that individuals are not afraid to take initiatives and actions as needed. Christie (2010) asserts that principals are the answer to a school's general development and improvement in the academic standard in that an effective principal creates an environment that stimulates enthusiasm for learning. This implies that if the principal is effective and uses an appropriate leadership style, she/he will create a positive learning atmosphere and inspire the staff to give off their best. The principal should involve learners in developing a reasonable code of discipline.

The learners and their parents need to be brought on board by the principals to appreciate the vision and aspirations of their country, the ethics and values of the community and the school vision, mission and motto. Proper financial management is important for the development and performance of the school as a whole. Since the principals are pivotal in this process they need to put into place and implement a proper system for control and management of the financial resources. But above all, the principals need to ensure that there is transparency and

accountability for the use of resources. Most of the aspects are directly related to the principal's style of leadership/management. The role and proper functioning of the school governing bodies also depends heavily on the leadership style of the principals. When the governing bodies function well, the school is well supervised and performs well.

The governing bodies play an important role in the governance and management of the school for several reasons which include, but are not limited to, the following: liaising with the principals in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school's staff and learners, soliciting support for the school from the community and developing the quality and standards of education.

2.11. Leadership and Performance
2.11.1. Autocratic Leadership and Performance

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

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and learners, for example, whose school principals employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated. In the case of 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. Mullins (2002) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates. As far 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. Principals generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Mullins (2002), however, note that principals, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity, especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.11.2. Democratic Leadership and Performance

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 s/he invites contributions from the subordinates before making a decision, s/he 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). S/he may allow the subordinates to take a vote on an issue before a decision is taken (democratic). S/he coaches subordinates and negotiates their demands (Dubrin, 1998).

This type of leadership is viewed as an important aspect of empowerment, teamwork and 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 Dubrin (1998) 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 T. G (2007) argues that effective democratic and participatory school administration and leadership affect the trust levels of stakeholders. David's (2007) study focused 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 levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines, they engage subordinates, parents, learners and the community in the decision making process.

As pointed out by Kouznes & Posner (2003), school principals know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership. 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 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 at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power Kouznes & Posner (2003).

2.11.3. Laissez-Faire Leadership and Performance

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, s/he does not make decisions; rather s/he abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but s/he gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees Dubrin, (1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

Conceptual Frame Work
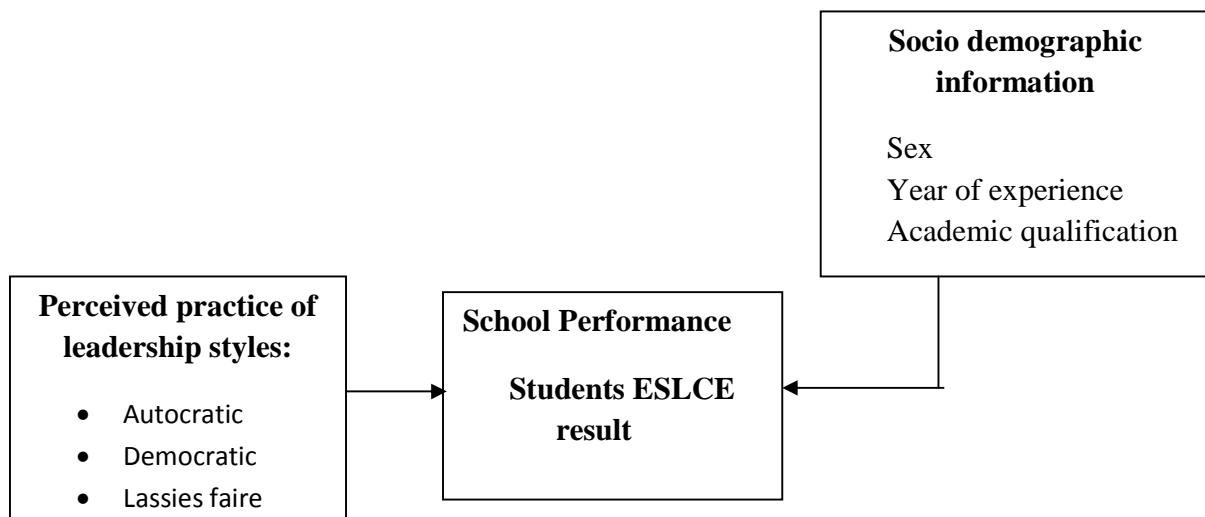
Fig 1: Conceptual framework of the correlation between leadership style and school performance adapted from different literature.

CHAPTER THREE

3. The Research Design and Methodology

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

3.1. The Research Design

Broadly conceived a research design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim Ball & Gall, (1989). In order to investigate the principal leadership style and school performance descriptive survey design was employed. This is because it enabled the researcher to collect and describe large variety of data related to the leadership style and school performances. As argued by Kumer (1999) descriptive research design is used to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also agreed that descriptive survey design of research would employ both quantitative and qualitative because it is descriptive survey in design which is analytical in nature. It is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study". In the same line of argument, Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of school performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. The researcher adopted a correlation survey for this present study. A correlation survey design intends to show the relationship existing between the independent and dependent variables of the study (Yusuf K.K. Nsubuga, 2008). In this regard, data for this study was collected on the independent variable which was leadership styles, and that of the dependent variable which was school performance. The relationship between the two variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between the two.

The aim of this research study was to investigate the relationship between the leadership styles of head teachers and school performance. By visiting the schools physically and through the qualitative research, the purpose was for the researcher to ascertain the extent to which the whole school and indeed the school performance were affected by the leadership of the school and the staff.

3.2. The Research Method

To accomplish this study, the research methods used were both quantitative and qualitative approaches with more emphasis on quantitative approach as the leading methods. Quantitative approach emphasized because assessing the effect of secondary school principals' leadership styles on school performance can better understood by collecting large quantitative data's. Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

3.3. Sources of Data

In order to strengthen the findings of the research the relevant data for the study generated from both primary and secondary sources were employed in the study, these are described bellow as follow.

In this study primary data source was used to obtain reliable information about leadership styles and school performance. The sources of primary data were school principals, teachers, students and PTA members.

Secondary data source was used Documents like grade ten students national examination (ESLCE) results starting from 2011-2013, strategic plans, student assessment results and community participation evidence were incorporated to supplement the data obtained through questionnaire and semi-structured interview. According to Abiyi et al., (2009) document analysis can give an expert understanding of available data and also it is cheap.

3.4. Total Population, Sample Size and Sampling Techniques
3.4.1. Total Population

The Gambella administrative region has three administrative zones. Agnwa Zone is one of the three zones and has five Woredas and eight secondary schools. The study conducted in all the eight government secondary schools found in Agnwa Zone. These secondary schools were located in Abobo Woreda (Abobo secondary school), Gambella Zuriya Woreda (Abol, BongaPignkiyew and Sirimejengir secondary school), Gog Woreda (Pigwodo secondary school), Jorworeda (Shentwa secondary school) and Dimma woreda (Dimma Secondary school). The populations that were employed for the study all stakeholders in eight secondary schools of

Agnwa zone, specifically Secondary school teachers (184), principals and vice principals (16), Parent Teacher association members (38), and students' representative (24), a total population 242 potential respondents were found in Agnwa zone.

3.4.2   Sample Size and Sampling Techniques

In this study, all the secondary schools in the zones selected because they are small and manageable thus, available sampling technique was employed, and the respondents also were selected using available sampling technique. In this regard, all secondary schools in the zone were included. This is because of easily accessibility within short time for data collection. All 16 principals 38 PTA members, 184 teachers and 24 student's representatives were selected as the respondents of the study using available sampling techniques. The assumption behind that is the entire population is sufficiently small in number, and it helps the researcher to gain adequate and necessary information due to their participation in management of secondary school.

Table 3.1: Summary of the study and sampling Techniques

No.	Types of respondents	Total Population	Participants	%	Sampling technique
1	Principals	16	16	100	Available sampling
2	PTA	40	38	95	Available sampling
3	Teachers	184	184	100	Available sampling
4	Students representatives	24	24	100	Available sampling
	Total	**264**	**262**	**100**	

3.5 Instruments of Data collection

Considering the research question raised primary data sources such as questionnaires, semi-structured interviews and focus group discussion were used.

3.5.1   Questionnaires

The questionnaire was used as a data gathering tool because it enables researchers to collect information from the large size of respondents within manageable time and provides a wide range

of coverage of data with minimum cost. Therefore, in order to identify principal leadership styles and its effect to secondary school performance questionnaires were set for teachers. Questionnaires were prepared in English language because the researcher believes that they could understand the language. The questionnaire consisted of three parts. Part one described general information about respondents. Part two was designed together pieces information on respondents' general background, such as sex, experience and educational qualification. The third part focused on different issues on leadership styles and school performance of Agnwa Zone secondary schools. All questionnaire items were closed ended and a likert type scale.

3.5.2 Interview

Semi-structure interview items were prepared for the interviewees. Because semi-structured allows interviewees to brought new ideas during the interview for clarification of what the interview said. To this end, interview was conducted with principals to supplement the data collected through questionnaires. Therefore, the interview sessions were conducted in Amharic language and subsequently translated to English.

3.5.3 Focus Group Discussion

Focus group discussion was organized for 5 PTA members from each school totally 40 and 3 students' representatives from each school totally 24 to capture their views regarding leadership styles and its relation to school performance and their contribution to school effectiveness in secondary school of Angwa zone.

3.6 Procedures of Data Collection

To collect the data from the sample respondents convenient time and place had chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher had given orientation to make clear about the objectives of the research. Then after, the questionnaires were dispatched according to the time schedule of selected woredas. Likewise, interviews were conducted with school principals by the researcher.

3.7 Pilot Testing of the Instruments

Checking the validity and reliability of data collection instruments before providing to the actual study subject were a core functions of research to assure the quality of the data (Yalew E. 1998, and Daniel (2004). A pilot study was conducted prior to the final administration of the questionnaires with all respondents. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make the necessary amendments so as to correct confusing and ambiguous questions.

In order to check the validity and reliability of the researcher instruments the pre-test was done on 23 teachers of the Elay Secondary School in Gambella town. Then the prepared questionnaires were distributed and the result of the pilot testing was statistically computed by the SPSS computer program. Pearson correlation coefficient Model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.936 (93.6%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable. The purpose of piloting was to examine the quality or appropriateness of the prepared instruments. The intention was to check out the clarity of the items to the respondents, the adequacy of time to complete instruments in the field, to assess the real characteristic of the school. After the tryout, each instrument was carefully examined and seven questions were improved based on some indications that hinted for further improvement. The instruments have been improved and made ready for final data collection. According to the findings of the piloting, items properly responded were maintained where as incorrectly responded or poor items were improved. Finally, in the actual field study the improved questionnaires were distributed to the sample subjects and enough time was given to fill the necessary information.

3.8 Methods of Data Analysis

Both descriptive and inferential statistics used to analyze the data. In general, to analyze the data the researcher has used descriptive statistics, figure, correlation and ordinary least square. The descriptive statistics used to describe the data while inferential statistics used to generalize the data finding Kimberly, (2011). In order to facilitate the analysis of data, the researcher use

different tools. The tools that used to process the data are Statistical Package for Social Scientists (SPSS) Version 16.0 Software for Windows. This software used for data manipulation and inferences. Multiple regression analysis used to analyze the relationship and to see the significant effect of the independent variable. The Pearson correlation and Durbin-Watson test applied to test the multicollinearity and autocorrelation.

3.8.1 Quantitative Data

The quantitative data which were gathered through questionnaire were coded and entered into SPSS version 16.0 and analyzed through the Pearson correlation coefficient.

3.8.2 Qualitative Data

The data collected from the semi-structured interview, and focus group discussion were analyzed and interpreted qualitatively using narration for supplementing the data gathered through questionnaires.

3.9 Ethical Consideration

An official letter was taken to the concerned bodies /institution or organization/ written by Jimma University by the Department of Educational Planning and Management to inform the issue. Based on the letter the researcher has secured permission and began establishing rapport with the concerning bodies for the successful accomplishment of the study. Moreover, the cover page of the questionnaire had adequate information as to the purpose of the study and the procedures to be followed in filling out the questionnaire were clearly indicated.

3.10. Model specification
$SP = \beta + \beta_1 DLS + \beta_2 LFL + \beta_3 ALS + e$

Where;
β = constant term
Sp= school performance
DLS= Democratic leadership style
LFL=laissez-fair leadership style
ALS= Autocratic leadership style
e=error term
(β_1, β_2… β_5 represent the coefficient that infer the change to the dependent variable
School performance)

CHAPTER FOUR

4. Results and Discussion

This chapter deals with results and discussion of findings based on the data collected from respondents. For this purpose, a total of (184) teachers, 8 principals, 8 vice principals' (24) students representatives and 38 PTA members were participated from the 8 secondary schools of Agnwa Zone. To this effect, a total of (184) copy of questionnaires was distributed, among this 184 (100%) were filled in and collected. Moreover, 8 school principals, 8 vice principals were interviewed and 24 students and 38 PTA members were participated in focus group dissection. This chapter consists of the characteristics of the respondents, the analysis and interpretation of the main data.

4.1. Results of the Study

4.1.1. Characteristics of the Respondents

Respondents were asked to indicate their background information and responded as follows.

Table: 4.1 Characteristics of the Respondents

No.	Items	Category	Respondents			
			Teachers		Principals	
			No	%	No	%
1	Sex	Male	120	65.2	16	100
		Female	64	34.8	-	-
		Total	**184**	**100**	**16**	**100**
2	Academic Qualification	Certificate	9	5	-	-
		Diploma	35	19	-	-
		First degree	140	76	15	94
		Second degree	-	-	1	6
		Total	**184**	**100**	**16**	**100**
3	Experience	1-5	115	62.5	16	100
		6-10	41	22.3	-	-
		11-15	23	12.5	-	-
		16-20	5	2.7	-	-
		Above 20	-	-	-	-
		Total	**184**	**100**	**16**	**100**

As presented in table 4.1 of item 1, 120 (65.2%) and 64 (34.8 %) of the respondents were males and females respectively. This indicates that the data was mainly obtained from male respondents.

From this, one can understand that the number of females in the teaching profession is much lower as compared to males in secondary schools of Agnwa zone.

As can be seen in item 2, the academic qualification of teachers was certificate 9(4.9%), 35(19%) diploma holders and 140(76%) teachers degree holders. The education and training policy requires as a standard of degree holders for secondary schools. It states that the minimum requisite qualification to teach at secondary school is first degree (MOE, 2010). But when we see from the data there are some teachers under qualified and yet assigned to teach in secondary schools. This implies that the qualification standard set by MOE was not fully achieved.

Regarding principals training and professional development, the principals' interview responses to the question: "What are your highest academic and professional qualifications?" indicated that principals were well trained as teachers, but not as school principal. In Agnwa zone, principals are not formally trained for leadership roles that they must perform. A few had been vice principals before, so they acquired some skills in case they happen to have served under knowledgeable principals. Unaware of what lay before them, and what their schools stand for most principals start headship without knowing what values are required of them. In addition one principal only out of the 16 had received such training with both having attained Master Degree in Educational leadership. But the rest had both having first degree by different subject.

Principals were further asked if they had been given induction management training on being promoted, or had an opportunity later while serving as principals. Again, a majority of the principals had neither received induction management training nor in-service training courses.

Item 3 of the same table shows that 115 (62.5%) of the teachers had 1 to 5 years' experience, 41 (22.3%) of them were between the experience range of 6-10 and 23 (12.5%) of them had 11-15 years of experience as well as the remaining 5 (2.7%) of teacher respondents had 16-20 years of experience. It could be possible to conclude that, the majority of the teachers 115 (62.5%) have little experience which indicates that they need more professional support from school leaders.

4.1.2. School performance

Table 4.2: Students School Performance in Agnwa Zone Based on Grade Performance Average (GPA)

N o	Woreda Name	School Name	Scored 2.00 and above			Scored below 2.00		
			2011	**2012**	**2013**	**2011**	**2012**	**2013**
1	GambellaZuria	Abol	20(40 %)	22(27.5%)	42(37.5%)	30(60%)	58(72.5%)	70(62.5 %)
2		Bonga	19(44.1%)	14 (25 %)	38(40.4%)	24 (55.8 %)	42 (75%)	56 (59.5 %)
3	Abobo	Abobo	68 (41%)	78(66.6%)	127(36.0%)	97(59%)	39(33.3%)	218(63.1%)
4	Gog	Pugnewudo	169(46.4%)	100(33.4%)	127 (37.9%)	195(53.6%)	199(66.6%)	218 (62.1%)
5	Jor	Shentewa	35 (45.5%)	16 (13.1%)	61 (50%)	77(54.5%)	106(86.9%)	61(50%)
6	Dimma	Dimma	18 (46.2%)	31 (52.5%)	27 (50.9)	21 (53.8 %)	28(47.5%)	26(49.0%)
	Total		329 (42.5%)	261(35.6%)	422 (39.4%)	444 (57.4%)	472 (73.4%)	649 (60.6%)

Table 4.3: Cumulative school performance in Agnwa zone documented from educational bureau

School performance (from regional educational bureau)	From 2011-2013G.C
	N (%)
Good (≥2.00GPA)	1012(39.3%)
Poor (<2.00GPA)	1565(60.7%)

From the above summary table 4.3we can see that cumulative school performance in Agnwa zone documented from educational bureau the total no of students were 2577 (100%) of which the students who score 2:00 point and above were 1012 (39.3%) while the rest 1565 (60.7%) students scored below 2:00.

Table 4.4: School Performance of Students from Teacher's Perception on their Student's Performance

Teachers perceived on students school performance	N (%)
Good	69(37.5%)
Poor	115(62.5%)

Students performance measurement by teachers perception on their students the majority 115(62.5%) of the respondents perceive poor performance while 69(7.5%) teachers perception are good school performance.

To conclude that school performance of students as showed in the tables 4.2, 4.3, 4.4 cumulative scores of the students in the selected schools from regional educational bureau based on grade point average (GPA) and students performance measurement by teachers perception on their students performance are almost nearly the same.

4.1.3. Leadership Style

Table 4.5: Leadership Style Practice in Agnwa Zone in 2014

Leadership style		N (%)
Democratic leadership style practice	Good	107(58.2%)
	Poor	77(41.8%)
Autocratic leadership style	Practice autocratic leadership	72(39.1%)
	Poor practice of autocratic leadership	112(60.9%)
Laissez-faire leadership style	Practice Laissez-faire leadership	62(33.7%)
	Poor practice of Laissez-faire leadership	122(66.3%)

As shown table 4.5, the practice of the principal's leadership style in Agnwa zone secondary school from the total number of 184 (100) teachers respondents in replied 107(58.2%) respondents replied good practice of Democratic leadership style. While the rest 77(41.8%) respondents replied poor practice of Democratic leadership style. This implies that there is good practice of democratic leadership style in Agnwa zone secondary school principals.

As shown table 4.5, the practice of the principal's leadership style from the total number of 184 (100) teachers respondents 112(60.9%) replied poor practice of Autocratic leadership style. While the rest 72(39.1%) replied practice of Autocratic leadership style. This implies there is poor practice of autocratic leadership style in Agnwa zone secondary school principals.

As shown table 4.5, the practice of the principal's leadership style from the total number of 184 (100) teachers respondents in replied 122(66.3%) respondents replied poor practice of laissez-faire leadership style. While the rest 62(33.7%) replied practice of laissez-faire leadership style. This implies that there is poor practice of laissez faire leadership style in Agnwa zone secondary school principals.

To conclude the practice of leadership style in Agnwa zone secondary school the extents to which democratic leadership style contribute to school performance is strong. Leadership style is a strong factor accounting for improved school performance, but its degree of influence may be limited if the school does not have good teachers, funding is limited, the principals lack

experience and the culture of the school is poor. The rest of the extent to which extraneous variables like the quality of teachers, availability of school facilities, instructional materials and experience of head of school, school culture and nature of students contribute to the school's performance. This implies that leadership style alone couldn't influence school performance in secondary schools

In an interview the majority of principals to say: Without the involvement of parents in the management of schools or even the proper motivation of teachers, good quality of teachers, availability of facilities, schools cannot have better academic results much as they have leaders who have effective leadership styles to ensure good academic performance.

More so, parents play a vital role in the school system by, amongst others, encouraging their children to read and also encouraging the teachers to work towards academic excellence. Usually, teachers who are well motivated and paid well will work with devotion in order to ensure effective school performance.

4.1.4 Qualities of an Effective School

Interview responses to the question: "What are a good and an effective school?" All principals gave almost similar responses by referring to strong leadership, discipline and hardworking staff, supportive parents, discipline and committed students and a strong culture where students are self-motivated to do things on their own.

The features identified by the principals were almost similar to the characteristics of effective schools by Edmonds (1979) as reported in Lockheed and Levin (1993:5). The characteristics are strong leadership of the principal; emphasis on mastery of basic skills; a clean and orderly school environment; high teacher expectation of student performance, and frequent assessment of student progress.

On strategies to make their schools good and effective ones, principals gave responses ranging from transformation to building a new culture characterized by among others, inculcating a spirit of self-instruction among learners. Some principals were too pessimistic in that they contended that whatever they did their schools would never be regarded as good schools. The reasons provided

range from a severe lack of resources to carefree parents. All principals, however, asserted that a principal has a very crucial role to play in school effectiveness.

4.1.4. The Relationship between the Principals Leadership Style and School Performance

In order to establish whether there was any kind of relationship between performance and the leadership style, the participants were asked whether the principal's leadership style had an effect on the overall performance of the school.

In the interview principals pointed out "If the principal's leadership style is bad or when there is no consultation with teachers in issues pertaining to teaching and learning in the school, it might be difficult for the school to achieve its objectives".

The students in the FGD were of the view that poor leadership and a lack of communication and effective consultation was responsible for the strikes in schools. The findings from the students seem to be in agreement with D'Souza's (1994) conclusion that building a strong sense of educational development in school ownership structures may lead to the realization of school improvement.

An analysis of the viewpoints of the participants revealed that in the school there was consultation among the stakeholders in matters concerning teaching and learning. Lastly, the principal of another school revealed that "where" the principal is conversant with the work in the school and involves others this will be reflected in the performance of the school. So the principal whose approach is bottom up is likely to be more successful. From the above therefore it was interactive that the democratic leadership style can paved the way between the teachers and other stakeholders to have a nice interrelation ship and to have yield better school performance if democratic leadership properly implemented.

Table 4.6: Cross Tabulation between Leadership Styles Practice by principals in Schools and School Performance in Anwa Zone in 2014.

There are 8 academic performance related questions and after computing the mean score, it was dichotomized based on good school performance or poor school performance.

Leadership style		School performance	
		Good	**Poor**
Democratic leadership style	Good	61(88.4%)	46(40.0%)
	Poor	8(11.6%)	69(60.0%)
Autocratic leadership style	Practice autocratic leadership	10(14.5%)	62(53.9%)
	Poor autocratic leadership style	59(85.5%)	53(46.1%)
laisser-faire leadership style	Practice laisser-faire leadership	13(18.8%)	66(57.4%)
	Poor laisser-faire leadership style	56(81.2%)	49(42.6%)

As shown table 4.6 cross tabulation between democratic leadership style and school performance as showed in table below 61(88.4%) of respondents who were responds as their school practice good democratic leadership style were had good school performance while 69(60.0%) of teacher respondents who were practice poor democratic leadership style were had poor school performance.

As shown table 4.6 cross tabulation between autocratic leadership style and school performance as showed in table below 62(53.7%) of respondents who were responds as their school practice good autocratic leadership style were had poor school performance while 59(85.5%) of teacher respondents who were practice poor autocratic leadership style were had good school performance.

As shown table 4.6 cross tabulation between laissez-faire leadership style and school performance as showed in table below 56(81.2%)of respondents who were responds as their school practice poor laissez-faire leadership style were had good school performance while 66(57.4%) of teacher respondents who were practice poor laissez-faire leadership style were had good school performance.

4.1.5.1. Correlation between School Performance and Democratic Leadership Style

There are 8 democratic related questions and after computing the mean score, it was dichotomized based on mean score.

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

Table 4.7:   Correlation between School Performance and Democratic Leadership Style

		School performance	Practice democratic leadership style
School performance	Pearson Correlation	1	0.475^{**}
	Sig. (2-tailed)		.000
	N	184	184
Practice democratic leadership style	Pearson Correlation	0.475^{**}	1
	Sig. (2-tailed)	.000	
	N	184	184

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

As observed from the above table the results obtained on a 2-tailed test of significance, there is a positive, moderate (0.475) relationship between the democratic leadership style and performance in secondary schools.

In the model correlation coefficient further indicates that even teachers agree that there is a positive relationship between principals' democratic leadership styles and school performance in secondary schools. The positive correlation between the democratic leadership style and school performance means that at the end of the day, school progress depends on allowing for the participation of all stakeholders in the school's matters. It can be argued that in schools the leader should minimize making lone decisions regarding what team members should do and how they should do it. In addition, leaders should avoid setting the desired achievement standards and a working plan of action without consulting team members.

The participants in this study asserted that the views of all stakeholders in the school are important. For example, the principals in the interview pointed out "the style of leadership is

critical to school performance, how leadership is implemented and how the people respond and influence each other is very important". In order to understand the role of leadership in the school, the researcher triangulated the findings from the principals by cross checking with the views from the parents and students.

Students pointed out in FGD

"The principal is democratic he listens to the students' views before making decisions. He is always on the students' side. Before any policy is implemented students are told about it and then are implemented. So he consults us and at times listens to our views and sometimes our views are taken into consideration, although at times some changes are made on what we submit to the school administration where necessary".

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

4.1.5.2. Correlation between School Performance and Autocratic Leadership Style

There are 5 autocratic leadership style related questions and after computing the mean score, it was dichotomized based on mean score.

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

Table 4.8: Correlation between School Performance and Autocratic Leadership Style

		School performance	Practice autocratic leadership style
School performance	Pearson Correlation	1	-0.391**
	Sig. (2-tailed)		.000
	N	184	184
Practice autocratic leadership style	Pearson Correlation	-0.391**	1
	Sig. (2-tailed)	.000	
	N	184	184

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

Table 4.8 indicates the Pearson coefficient results for the relationship between the autocratic leadership style and student school performance from the teachers' questionnaire. From the analysis, it is clear that autocratic principals negatively influence (-0.391) school performance because they adopt harsh leadership styles which are widely detested by the teachers and students alike. This implies that the more autocratic styles are used, the poorer the school performance. According to Charlton (2000), principals who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used.

From the focus group discussions conducted by the parents, it was established that all the participants were of the view that where some principals adopt an autocratic leadership style, the school may not obtain good results. In one of the schools where this kind of leadership was practiced,

Principals also replied was asked whether during time of leadership, they used the autocratic leadership style. There are situations when they have to take decisions without consultations or when they feel consulting will delay or when policies had been compromise the process of decision making under such circumstances they use Autocratic leadership style.

From the above, it is clear that the autocratic leadership style was used in schools, although it was not a common practice. This kind of leadership was used under various circumstances, especially when policies had been compromised.

An analysis of the views from the participants revealed that in some schools there was a top down leadership style, which in this study is characterized as the autocratic kind of leadership. It has also been observed that whereas it might be easy to initiate and implement changes from above, sustaining them over a long period of time might be a bit difficult. In most cases, decisions might require a bottom up approach. That is why when it was suggested by the teacher in the staff meeting that they visit other schools to establish how they are being managed in order for them to learn and borrow good practices for school improvement, the idea was accepted. It was discussed in the staff meeting and the principals agreed. Subsequently, there was a steady improvement in the school's performance.

It was also established that student representative, too, did not favor autocratic leaders, because such leaders are believed to be harsh towards students and decisions are in most cases self-centered. This is also in conflict with students.

In cases where the school's stakeholders have an interest in the school they contribute to the academic excellence of a school as a whole. It is not wise to adopt the autocratic leadership style because this style denies collective involvement and participation.

The views from the participants on the relationship between the autocratic leadership style and school performance seemed to indicate that where autocratic leadership was practiced it was not very easy to come up with very good performance in schools. For example, one principal said: "Sometimes principals who use an autocratic style of leadership might get good results. This is where the staff needs coercive methods for them to be able to do the work as required. This normally happen where the majority of staff members are young and un experienced." This argument is supported by Sashkin (2003) as follows: "When an employee is not ready, that is, has inadequate skills and lacks motivation to get the job done, the appropriate leadership strategy, according to the Hersey- Blanchard theory, is to be very directive".(2003:25)

However, some people can also work without being forced. This is especially the case with mature teachers, particularly if they are motivated. But even in the case of young teachers who are willing and ready to work the emphasis should be on encouragement and motivation.

The views of the participants were also found to be in agreement with Frost and Harris's (2003) conclusion that in order to build capacity in schools it is important that all teachers are afforded opportunities to exploit their potential so as to bring about change and development in schools. It has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching and learning in the classroom.

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

There are 8 laissez-faire leadership style related questions and after computing the mean score, it was dichotomized based on mean score.

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

Table 4.9: Correlation between School Performance and Laissez-faire Leadership Style

		School performance	Practice laissez-faire leadership style
School performance	Pearson Correlation	1	-0.243**
	Sig. (2-tailed)		.001
	N	184	184
Practice laissez-faire leadership style	Pearson Correlation	-.243**	1
	Sig. (2-tailed)	.001	
	N	184	184

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

The table 4.9 shows that there is very strong negative (-0.243) relationship between laissez-faire leadership and performance in secondary schools. The laissez-faire principal tries to give away his powers and does not follow up progress. In most cases, laissez-faire principals do not prompt good academic performance because they are too liberal and flexible. This is why their overall performance is often poor.

During the interview of the principals revealed the relation of the lassies-faire leadership style and school performance has negative relationship. Laissez-faire leadership style is not suited for use by principals because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective academic performance requires the involvement of both the superiors and subordinates through collective participation and monitoring of performance. Delegation of duties does not imply failure to monitor and follow up progress.

Students in the FGD revealed they are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by principals is a healthy way of enhancing academic performance in secondary schools.

To conclude the above analysis those principals' leadership styles play a very important role in school performance. Moreover, the democratic or consultative form of leadership was revealed to be the best for most schools. It was also found that principals used this kind of leadership in order to create ownership in schools. Even though no one kind of leadership style was used in schools, the democratic style was most preferred, depending on situations in the school, but leaders tended to vary the different leadership styles. At times principals used the autocratic style of leadership, but this was very seldom and mostly when policies in schools had been compromised. It was also established that where the democratic style of leadership was practiced, the school was likely to achieve a good overall school performance.

4.1.6. Regression Result

4.1.6.1. Binary Regression Result

Table 4.10 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
								Lower	Upper
Step 1[a]	poor practice of autocrat leadership style	1.932	.390	24.560	1	.000	6.902	3.215	14.817
	Constant	-1.825	.341	28.666	1	.000	.161		

a. Variable(s) entered on step 1: autocratic leadership style.

Binary regression between school performance and autocratic leadership style indicated as in table below, candidate for multivariate logistic regression at p-value 0.25

Table 4.11 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
								Lower	Upper
Step 1[a]	Poor practice of Laissez-faire leadership style	-1.163	.361	10.370	1	.001	.313	.154	.634
	Constant	-.164	.182	.818	1	.366	.848		

a. Variable(s) entered on step 1: laissez-faire.

Binary regression between school performance and principal's lasses-faire leadership style indicated as in table below, candidate for multivariate logistic regression at p-value 0.25

Table 4.12 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
								Lower	Upper
Step 1[a]	Poor practice of democratic leadership style	-2.437	.421	33.433	1	.000	.087	.038	.200
	Constant	.282	.195	2.089	1	.148	1.326		

a. Variable(s) entered on step 1: democratic leadership style

Binary regression between school performance and democratic leadership style indicated as in table below, candidate for multivariate logistic regression at p-value 0.25

4.1.7. Multivariate Logistic Regression Result

Table 4.13 Multivariate Logistic Regression Result

Leadership style		School performance		COR,(95% CI)	AOR,(95% CI)
		Good N (%)	Poor N (%)		
Democratic leadership style	Good practice	61(88.4%)	46(40.0%)	1	1
	Poor practice	8(11.6%)	69(60.0%)	0.087(0.038,0.200)	0.084(.034, .207)
Autocratic leadership style	Poor practice	10(14.5%)	62(53.9%)	6.902(3.215,14.817)	7.463(3.128, 17.809)
	Practice autocratic leadership	59(85.5%)	53(46.1%)	1	1
Laissez-faire leadership style	Poor practice	13(18.8%)	66(57.4%)	0.313(0.154,0.634	3.912(1.666, 9.186)
	Practice Laissez-faire leadership	56(81.2%)	49(42.6%)	1	1

As shown in the multivariate logistic regression model democratic leadership, autocratic leadership and laissez-faire leadership style were had significance contribution for school performance at p-value of 0.05.

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Poor practice of democratic leadership were 92% less likely had good school performance when compared to schools who were had practice good democratic leadership style.AOR,95% CI:.084(.034, .207).

Schools who were had laissez-fair leadership style were had predicator for school performance as showed in table. Poor practice of laissez-fair leadership style in schools were 3.9 times more likely had good school performance than schools who were practice laissez-fair leadership style AOR,95% CI: 3.912(1.666, 9.186)

Schools that were not practice autocratic leadership style was 7 times more likely had good school performance than schools practiced autocratic leadership style. AOR, 95% CI:7.463 (3.128, 17.809)

4.2. Discussion of Major Findings

The following discussion of findings was done based on the basic research questions and findings of other researches.

With regard to how the autocratic leadership styles of a principal relate to school performance, it was found out that this leadership style negatively influence school performance because they adopt harsh leadership styles which are widely detested by the teachers and students alike. It implies that the more autocratic styles are used, the poorer it influences school performance. The study of Charlton (2000) supported the findings of the study as it found out that principals who use strict control measures are likely to face students and teachers resistance and an increase indiscipline because the (teacher and student) tend to protest against dictatorial measures used. Also the documentary evidence in a paper by Nsubuga (2005) entitled "leadership potential for school principals presented at a workshop of principals supported the findings of the study as it indicated that: students hate harsh administrators who make their academic record decline tremendously. Likewise, teachers do not want commanding authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases the labor turnover. Autocratic leaders use force to get things done, this leads to low performance. They are too strict and they exert unnecessary authority which discourages teacher's performance. They use a commanding language to ensure results. The autocratic leadership style cannot work in a school environment because it is too strict to ensure effectiveness.

Concerning the democratic leadership styles of principals relate to school performances, it was discovered that the democratic leadership style influences school performance positively. The finding of this study can be supported by Mumbe (2005) that democratic leadership styles affected students' academic achievement and general school performance positively, because it motivated teachers to work with principals to achieve school objectives. The work of James and Connolly (2000) also found that principals allowed teachers to take initiatives so as to improve student academic achievement. Through supporting and encouraging team work, good cooperation, good remuneration of all staff, motivation of staff and students. For a democratic oriented principal to perform better there must be good management who are eager to implement

strategies that would lead to a good academic achievements and also a collaborative arrangement in decision making across all level in the school should be made available.

Regarding the influence of laissez-faire leadership styles on school performance, the results of this study revealed that there is strong negative influence of laissez-faire leadership styles on school performance. Principals who use this style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their teachers or partners, some of who may lack the necessary skills and competence to execute the work. Others may simply not like to work unless they are supervised. The study supported the study of Katz, Maccoby and Gurin (as quoted by Frischer, 2007) found out that the groups were unproductive if their supervisors avoided exercising control over their subordinates. This indicates that laissez-faire leadership style allows neglect and lack of follow up on activities, which may water down concerns towards effective academic achievements. Laissez-faire leadership style is not the best style to use in a school organization because complete delegation without follow up mechanisms may create achievement problems, which are likely to affect the schools' effectiveness. The findings of this study also supported the study of MacDonald's (2007) that asserted that laissez faire leadership is associated with the highest rates of truancy and with the slowest modifications in performance which leads to unproductive attitudes and disempowerment of subordinates. This style may work well when trying to build team harmony, increase morale, and improve communication or repairing broken trust among staff.

CHAPTERFIVE
5.   Summary, Conclusions and Recommendations

This chapter deals with the summary, conclusion and recommendations of the study. The major objective of the study was to assess leadership styles and school performance in Agnwa zone secondary schools given particular emphasis to the three common leadership styles of the study area these are: the autocratic, democratic, and lassies-fair leadership styles. To meet its objective the research tried to answer the basic research question to what extent does the leadership styles adopted by principals have an influence on the school performance?

The subjects of the study were 16 principals 184 teachers' 24 student's representatives and 38 parent teachers' association members. The questionnaire developed was piloted and necessary correction was made before administration. Finally, based on the quantitative and qualitative data analysis the study comes up with the following findings.

5.1. Summary of the Findings

1. Sex wise 1, 120 (65.2%) and 64 (34.8 %) of the respondents were males and females respectively. And all principals are male. The academic qualification of teachers was certificate 9(4.9%), 35(19%) diploma holders and 140(76%) teachers degree holders. The academic qualification of principals also one principal only out of the 16 had received such training with both having attained Master Degree in Educational leadership. But the rest had both having first degree by different subject.

2. As the study showed there is disjointed relationship between training received by principals from universities and the performance requirement in the schools leadership position. Besides that the majoring of principal respondents reported that they had neither received induction management training nor in service training courses. On the other hand they responded that they were given job descriptions, which centre on the implementation of government policies, rules and regulations on being appointed as principals. Thus, principals are not able to improve school performance unless they are equipped with certain knowledge, intellectual and psychological skills. Therefore, demands principals with good leadership skills to direct the school towards good performance.

3. The Autocratic leadership style of school principals has a negative effect (-0.391) on school performance. And the autocratic leadership style is the most used styles in secondary schools of Agnwa zone. This style of leadership has strong negative relationship with the stakeholders. This simply means that the more autocratic a principal becomes, the poorer the performance of the school and the contrary is also true. Principals who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The greater the use of autocratic principles, the poorer the learners' academic performance. Schools led by autocratic principals are characterized by a closed climate. Such principals are not open-handed and transparent themselves.

4. There is a strong positive (0.475) relationship between democratic leadership style and schools performance in Agnwa Zone and this style is the most used styles Agnwa zone secondary school. Because, the principals use it in order to buy in subordinates to build trust, respect and commitment in addition to that the style allows people to have a say in decisions that affect their goals and how they do their work. Teachers' in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly.

5. There is a strong negative (-0.243) correlation between the lassies-faire leadership style and school performance in secondary schools of Angwa zone. One of the findings of the study was lassie-fair leaders do not delineate the problem that needs to be solved and tend to over delegate their duties which leads to poor performance. From this it is possible to conclude that the problem with laissez-fair leaders is that they neglect their duty of over seeing things and seem to over trust subordinates.

5.2 Conclusions

Based on the study results and summary of the findings, the following conclusions are given:

1. As the finding revealed that the principals had neither attended any induction management training courses upon being appointed as principals nor undertaken any training during their tenure of service as principals. As result of this, school principal in Agnwa zone are not well equipped with school performance. Hence, it is possible to conclude that to improve school performance principals should be well equipped with certain leadership knowledge, intellectual and psychological skills.

2. The principal's greatest leadership responsibility is that of formulating and articulating the vision of the school to share understanding with the staffs, stakeholder on where the school should be in the foreseeable future. But, finding indicated that most of the schools did not have strategic plans with clearly articulated vision and mission statements as well as strategic plans except a few of them. Thus, the teachers and other stakeholders were not involved in the process of developing strategic plan and the leaders could not able to articulate well the vision and mission in the school to improve their performance.

3. From the study's findings, the autocratic leadership style of school principals has a negative correlation (-0.391) on school performance many arguments were advanced including the fact that autocratic principals tend to be too strict and harsh which discourages their subordinates from performing to the best of their ability. And as the school leaders become more autocrats the school performance will decrease. The majority of the Agnwa zone secondary schools principals practice the autocratic leadership style.

4. The study finding revealed there is positive correlation (0.475) between school performance and democratic leadership style. This shows as more democratic leadership style practice in the school the school performance will increase. This is because such leadership style encourages everybody to participate in the affairs of the school. In democratic leadership style the staff feels they are part of the school and hence they are part of the leadership of the school.

5. There is a very strong negative (-0.243) correlation between the lassies-faire leadership style and school performance in secondary schools of Angwa zone. One of the findings of the study was lassie-fair leaders do not delineate the problem that needs to be solved and tend to over delegate their duties which leads to poor performance.

5.3 Recommendations

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

1. As indicated in the study, School performance and in particular students' academic excellence in secondary schools in Angwa zone is negatively related to the autocratic leadership style. The autocratic leadership style of school principals was found to have an effect on school performance. Such style is not participative on decision making. However, teachers need to be involved in the process of deciding the roles they wish to take on and then be supported by the school leadership in doing so. One of the roles of principals is to build capacities of his subordinates. It is therefore recommended that school principals' need to minimize the use of autocratic leadership styles in the management of schools unless it is very crucial to ensure the implementation of school rules and regulation.

2. School performance and in particular students' academic excellence in two secondary schools in Angwa zone is positively related to the democratic leadership style employed by school principals and such type of leadership style encourage participative decision making. These motivate subordinates to work hard and consequently all programs in the school are implemented and the overall performance of the school increases. One of the dimensions of teacher leadership is that it focuses upon participative leadership where all teachers feel part of the change process and have a sense of ownership. Therefore, principals encouraged to use this style of leadership in the managements of the schools.

3. In order to promote democratic leadership style in the schools the following are also recommended: create away with top down decision-making processes; distribute the responsibility and power for leadership widely throughout the school; share decision-making

powers with staff, and allowing staff to manage their own decision-making committees; ensure effective group problem solving during staff meetings; provide autonomy for teachers, and create opportunities for staff development. Moreover, it advisable to consider the various factors accounting for academic performance in schools and these combined constitute the greatest influence on school performance. Such as: school culture; parental participation and involvement in school management; availability of instructional materials and discipline of students and school climate.

4. Principals' need to monitor activities so as to ensure compliance and results. The problem with laissez-faire leaders is that they neglect their duty of overseeing things and seem to over trust subordinates. This should only be in situations where subordinates like work, are trustworthy and are professionals. The school manager should know that s/he is accountable for every action so he needs to monitor the school's progress and performance. Therefore it is recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility for teachers and students.

5. On top of that schools and their principals are strongly recommended to undertake a strategic visioning, mission and planning process whereby the leaders and the stakeholders create a vision for the school.

6. Conducting other researches in this area is also very important.

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APPENDIXES

APPENDIX: A

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

TEACHER'S QUESTIONNAIRE

Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, "the relationship of leadership styles and school performance of secondary schools in Agnwa Zone" in this school. You are therefore chosen to be part of this research .Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to cooperative.

Please tick (✓) the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex

    1. Male

    2. Female

2. Highest education level

    1. Masters   2. Bachelors   3 .Diploma   4. Certificate

3. Teaching experience

    1. 2 to 5 years   2.6 to 10 years   3.11 to 15 years

    4.16 to 20 years   5.21 to 25 years   6.26 years and above.

SECTION B: DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

In this section, you need to choose from the items;

    1. Strongly Disagree 2. Disagree   3. Undecided   4. Agree   5.Stronlgy Agree.

1. Teachers participate in decision making

    1. Strongly Disagree 2. Disagree   3. Undecided   4. Agree   5. Strongly agree

2. Teachers consult fellow teachers before making decisions pertaining to academic progress.

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

3. Often you engage in addressing administrative problems

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

4. Solving administrative problems with fellow staff improves student academic progress.

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

5. Teachers are involved in designing academic programmes in this School

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

6. Academic leadership roles are shared by teaching staff in this school

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

7. Delegation of powers to subordinates in this school strongly exists

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

8. In this school there is respect for fellow teachers' opinions regarding academic improvement

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

SECTION C: LAISSEZ-FAIRE LEADERSHIP STYLE AND PERFORMANCE

1. As a teacher, you are given full mandate to make academic decisions without intervention from the head of school.

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

2. Teachers have freedom to do as they think best in the interest of promoting progress in this school

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

3. Teachers are not interfered with when making decisions that promote progress in this school.

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

4. You prefer collective decision making in this school

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

5. It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention

  1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

6. Decisions are made from down and they come later to the top

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

7. There is free delegation of responsibilities and duties for school progress in this school

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

8. The school principals leave staff to make decision on school programmes without prior intervention.

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

SECTION D: AUTHORITARIAN LEADERSHIP STYLE AND SCHOOL PERFORMANCE

1. Decisions regarding school programmes are solely made by the principals and the governing body

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

2. The system of administration is top-down

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

3. What is important in school management is accomplishment of the task at hand not addressing staff needs

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

4. It is enjoyable principal's count on the principals for ideas and suggestions regarding progress in this school

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

5. All power is centralized to the principals

      1. Strongly Disagree 2. Disagree   3. Undecided 4. Agree 5. Strongly agree

SECTION E: ACADEMIC PERFORMANCE RATING

1. How do you rate the student's academic performance in this school?

      1. Very Poor   2. Poor   3. Fair   4.Good   5.Very good

2. Student performance in ESLCE

      1. Very Poor   2. Poor   3. Fair   4.Good   5.Very good

3. Rate the intelligence of your students

      1. Very Poor   2. Poor   3. Fair   4.Good   5.Very good

4. Intelligence is related to student academic performance

      1. Strongly Disagree   2. Disagree   3. Undecided   4. Agree   5. Strongly agree

5. Student academic performance is dependent on the leadership style used.

      1. Strongly Disagree   2. Disagree   3. Undecided   4. Agree   5. Strongly agree

6. Rate the student performance in school examinations and tests

      1. Very Poor   2. Poor   3.Fair   4. Good   5. Very good

7. Student activeness in class is

      1. Very weak   2.Weak   3. Fair   4. Strong   5.Very strong

8. Intelligence of students in class

      1. Very dull   2. Dull   3.Medium   4. Intelligent   5.Very intelligent

<div align="center">THANK YOU VERY MUCH</div>

APPENDIX: B

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for principal's

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

> Thank you in advance for your cooperation

Name of the school: _____

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

How did you arrive at the vision or mission of the school?

What is the role of the principals in the vision/mission of the school?

How does the vision influence academic performance?

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

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

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

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

(b) What do you plan for and why?

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

(d) Who is involved and why?

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INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FGD guide for PTA coordinators

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

Thank you in advance for your cooperation

FGD Guide Question, for PTA

1. Does the school administration involve PTA leaders in management of academic affairs in this school?

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

3. Are school leaders who exert authority on staff and PTA effective in ensuring academic standards?

4. Does PTA participate in decision making with their principal in this school?

5. Does collective involvement of staff and their heads in decision-making play a significant role in promoting academic excellence in this school?

6. In your opinion, do you think that the most appropriate leadership style depends on a particular environment of the led?

7. Describe the kind of leadership method of your principal, deputy principal, director of studies and prefects.

8. What are the advantage and disadvantages of school principals who live decisions to be made by teachers without intervention in their work?

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FGD GUIDE F0R STUDENTS

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

Thank you in advance for your cooperation

1. Does the school administration involve student leaders in management of academic affairs in this school?

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

3. Are school leaders who exert authority on staff and students effective in ensuring academic standards?

4. Do teachers participate in decision making with their principal in this school?

5. Does collective involvement of staff and their heads in decision-making play a significant role in promoting academic excellence in this school?

6. In your opinion, do you think that the most appropriate leadership style depends on a particular environment of the led?

7. Describe the kind of leadership method of your principal, deputy principal, director of studies and prefects.

8. What are the advantages and disadvantages of school principals who live decisions to be made by teachers without intervention in their work?

THANK YOU VERY MUCH