

**THE QUALITY OF LEADERSHIP SERVICE IN SECONDARY SCHOOL OF
GAMBELA REGIONAL NATIONAL STATE NUER NATION ZONE,**

BY

THANYANG GATLUAK LEE



**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMEN THISTORY AND HERITAGE MANAGEMENT COLLEGE OF
EDUCATION AND BEHAVIORAL SCIENCES JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF
ARTS IN EDUCATIONAL LEADERSHIP**

**AUGUST, 2021GC
JIMMA, ETHIOPIA**

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MASTER OF ARTS**

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AUGUST, 2021GC

JIMMA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis titled, “*The Quality of Leadership Service in Secondary School of Nuer Zone, Gambella National Regional State*”, is my original work produces under the guidance of my advisors, Dr. DesalegnBeyene (Major Advisor) and Mr. FediluAbagumbul (Co-advisor) and has never been submitted to any other college or university for an award of Degree. To the best of my knowledge, all information from other sources has been duly acknowledged following appropriate scientific procedures.

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As members of Board of examiners the final MA thesis open defense, we certify that we have read and evaluated the thesis prepared by ThanyangGatluak Lee titled, “*The Quality of Leadership Service in Secondary School of Nuer Zone, Gambella National Regional State*” and recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in Educational Leadership.

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ABSTRACT

The purpose of this study was to assess the quality of the leadership service in secondary schools of Nuer zone of Gambella Regional State. The study might help students, teachers, parents, the school leadership and other stakeholders understand how the quality of the leadership in secondary schools of Nuer zone of Gambella Regional State. The study was used descriptive design both quantitative and qualitative in which was targeted population of three districts were randomly selected and 84 teachers (32 females and 52 males) was taken using sampled random sampling specifically the lottery methods. The data were collected through questionnaires, interviews and documents analysis. Data was being analyses using descriptive statistics such as percentages and content analysis.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is the core for development and progress of the nation. Through education a new generation could engender a knowledge, competitiveness skills and loyal to the country. However, the Ministry of education (MOE) is responsible to formulate the best education system for all students regardless of their family background and socio-economic status. The blue-print of education in Ethiopia is hoped to achieve quality education that become the main contributor in development of human capital and national economy. Quality techniques and learning is the effective medium to increase the students output. Additionally, the realization to strengthen the excellent practice among teachers should be increased through the process of teaching so as to achieve the aims successfully of the education in school.

Regarding on the other developing countries particularly in Ethiopia, education has been given great attention because it is the basic way of economic growth and development of the society. This require effective and commitment of stakeholders particularly teachers, school leaders and management (Aggarwl, 1985). Therefore, to increase the highest performance of the students in the school, so the school must improve their basic function of teaching and learning process that aims at helping and empowering all students to their broad outcomes through instructional improvement, administration and supervision. Furthermore, the Ministry of Education (MOE, 2010), in its education Sector Development Program (ESDPV), has stressed the necessarily of the teacher supervision and support as a strategy to insure quality of teaching and learning. Despite this, many researchers believe that supervision of instruction has the potential to improve class room practices, and contribute student success through the professional growth and improvement of the teachers (Blasé and Blasé, 1999; Musaaazi, 1985; Sergiovanni&Satatt, 2002; and Sullivan &Glanz, 1999).

However, Leadership is a very important resource input in the nation building and develops the nation in the politic, economic, scientific, social sectors and other sectors. In the education sector, there are two types of leadership; the administrative and the instructional leadership. The

Instructional leadership is the one which function in the school leadership system. Therefore, leadership style is the behavior that a leader exhibits during supervision of sub-ordinates. Furthermore, there are also other leadership styles such as: autocratic, bureaucratic, democratic, laissez -fair, charismatic, participative, situational, transactional, and transformational leadership (Mosadeghrad, 2003, 2004).

1.2. Statement of the problem

In Nuer zone, there was low quality of leadership service in secondary school of Nuer zone and low student satisfaction; these problems were not well researched by other researchers. Therefore, the researchers motivated to select the problem in order to identify the gap and low quality of leadership service and low student satisfaction in secondary school of Nuer zone. In addition to the poor quality of leadership services, the researcher's experiences, experience being one of the sources of research topic, shows that student's satisfaction has been very low. Therefore, to investigate the gap the researchers motivated to identify the problems. The highest education sector in Ethiopia has undergone enormous growth in recent year. According to Ministry of Education (MOE, 2009), the number of higher education institutions and the intake capacity of both the under graduate and graduate programs in public higher education are increasing rapidly.

However, the rapid increase in the gross enrolment rate has challenged on the overall quality of education particularly in context of severely limited resources (UNICEF, 2014). Having recognized these problems, The Ministry of Education has currently engaged in reforming the education system. In this case, reform in the General Education Quality Improvement Programmed (EQUIP) worth mentioning and is meant for assuring quality of the education system. It is obvious the secondary schools in Nuer Zone Gambella Regional State are engaged in the teaching learning process and are striving to provide quality education. Despite the continued provision of teaching learning service by secondary schools of Nuer zone, in particular and secondary schools of the Gambella Regional State, in general, to the best knowledge of the researcher, there has never been any attempt to assess the quality of leadership service. As a part of the continuing effort to improve the quality of the teaching learning service, the schools are expected to seek information mainly through sort of continuous the quality of leadership service survey researches of this kind. The aim of this of this paper, therefore, was to assess the relationship between the qualities of school leadership services in secondary schools in Nuer Zone of Gambella Regional State. In order to realize the purpose of the study, consequently, the researcher tried to answer the following questions:

1. What is the current level with regard to the quality leadership services in secondary schools of Nuer Zone?
2. What is the attitude of teachers, parents and students towards the quality of the leadership services in secondary schools of Nuer Zone?
3. Is there a statistically significant of the quality of leadership services in secondary schools of Nuer Zone?
4. What are the factors affect the quality of leadership service in secondary schools of Nuer Zone?

1.3. Objective of the study

The main objective of this study was to assess the quality of the leadership service in secondary schools of Nuer zone of Gambella Regional State.

1.3.1. General objective

The main objective of this study was to assess the quality of the leadership service in secondary schools of Nuer zone of Gambella Regional State. Moreover, the study might help students, teachers, parents, the school leadership and other stakeholders understand how the quality of the leadership in secondary schools of Nuer zone of Gambella Regional State. Furthermore, the study would help uncover the attitude of students, teachers and parents of their attitude towards the quality of the leadership services in secondary schools of Nuer Zone of Gambella regional State.

1.3.2. Specific objective of the study

Specifically, the study had the following objectives:

1. Assess the current level regarding the quality of leadership services in secondary schools of Nuer Zone.
2. Explore the attitude of teachers, parents and students concerning the quality of leadership services in secondary schools of Nuer Zone.
3. Identify whether or not there a statistically significant the quality of leadership service in secondary schools of Nuer Zone.
4. Find out major factors that affect the quality of leadership services in secondary schools of Nuer Zone?

1.4. Significance of the study

This study on the quality of leadership service was believed to have followings contributions:

- The study may help the students, teachers, parents, the school leadership and other stakeholders understand the current level in quality of leadership service pertaining to the leadership service in secondary schools of Nuer Zone of Gambella Regional State.
- Moreover, the study might help students, teachers, parents, the school leadership and other stakeholders understand how the quality of the leadership in secondary schools of Nuer zone of Gambella Regional State.
- Furthermore, the study would help uncover the attitude of students, teachers and parents of their attitude towards the quality of the leadership services in secondary schools of Nuer Zone of Gambella regional State.
- On top of these, the result of this study would help know factors that affect the provision quality leadership service in secondary schools of Nuer Zone of Gambella Regional State.

1.5. Scope of the study

It was practically impossible due to various related constraint and geographical setting to make through investigation in each and every place. Therefore, this study was confined only to the secondary schools in Nuer Zone of the Gambella Peoples National Regional State. The researcher selects secondary schools in the area due lack of time and budget. This study was delaminated only to the quality of leadership service. The independent variable was quality of the leadership service. Only government secondary schools were considered in the study.

1.6. Limitation of the study

As a general principle, no research is free from limitations. Accordingly, the researcher faced the following limitations:-

- The pandemic disease called Covid-19 was one of the major challenges that prevented close contact of the researcher with his data collectors and respondents in the study area.
- There was also lack of relevant literature as it was difficult to travel universities and use libraries because of COVID – 19.
- Shortage of time and finance were serious challenges.
- There was also lack of internet services in the study area.
- Reluctance as well as unwillingness of the respondents to provide information during

data collection was also problems the researcher faced.

- Carelessness of the respondents in filling in and returning questionnaires was one of the constraints of the study.

1.7. Definition of key terms

Quality: - the standard of something as measured against other things of a similar kind; the degree of excellence of something.

Leadership:-is the ability to inspire people to work to gather as a team to achieve common objectives (North Dual, 2007).

Satisfaction:-Fulfillment of one's wishes, expectations, or needs, or the pleasure.

Secondary school: -Schools usually include grade 9th and grade 10th, and sometimes includes grade 11th and grade 12th (MoE, 2002).

1.8. Organization of the study

This study was organized into five chapters; the first chapter present introduction part, which consists of the background, of the study, statement of the problem, objective , significant, delimitation of the study, definition of the key term or concept and organization of the chapter . The second chapter related to review of related literature. The third chapter deals with the research methodology. The fourth chapter concerned with the data presentation, analysis and interpretation of the data while the fifth present summary, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of leadership

Leadership is about articulating vision embedding value and creating the environment within which things could be accomplished (Richard Denge, 1986). Leadership is a behavior of an individual directing the activity of a group toward a shared goal (Hemhil&Coow, 2002). Leadership is a process whereby an individual to achieve a common goal, the leader carries out these processes by applying their leadership knowledge and skill (NothDus, 2007). Good leadership is made not born. If you have the desire, and will power, you can become effective leaders. Good leaders develop through a never-ending process of self-study, education, training and experience (Jango, 1982). Leadership is a process by which a person influences the other to accomplish a mission (US; Army 1983).

2.2 Quality of leadership services

One of the key concerns in service delivery is the quality of service provided. According to Agus, Baker, and Kandampully, (2007), there are two perspectives to ongoing pursuit of the quality of the leadership service delivery. First, from perspectives of service of organization, there is a desire to survive and compete in global environment. Secondly, from the perspective of the customers, there is a desire for better quality of leadership services. Service quality researchers agreed that quality of the leadership service should be evaluated using customer perspective. This is due to characteristics of intangible, inseparability of production, heterogeneity and perishable exhibited by services.

Literature suggests that there are diverse linkages between leadership quality and service delivery indicator in the organization in private and public sectors. Research on leadership styles has focused on the orientation of the leadership toward the complete tasks, motivation of the people and the leadership styles (Bolman& Deal, 2008). Burke & Collins (1859) for example find that leadership quality has impact on performance of tasks and in return how services are delivered.

Bennis(1989) asserts that the leadership adds value by thinking abstractly and strategically, articulating a vision and purpose for followers, and providing a vision and even hope, for workers. Sarver and Miller (1998) found transformative leaders as most effective among the law enforcers in Texas United States of America. Transformational leaders were characterized as confident, energetic, and open-minded. Nevertheless, it is clear that successful and sustainable

performance in any organization is a linked to its effective leadership approaches and management practices, the capability and capacity of individual and team Freed man and Treggoe (2003) note that strategy leadership laid emphasis on ethics and accountability to promote a great productivity than either managerial leadership or transformational leadership. The next section addresses the issues of ethics and accountability and they are related to leadership and service delivery in organization.

.2.3Leadership quality

Leadership is the ability to inspire people to work to gather as a team to achieve common objectives. They study conceptualizes three classification of leadership quality including the personality traits, leadership skills, leadership styles. The last sub section links leadership quality to service delivery (Bolman& Deal, 2008; Burke & Collins).

1. Quality of teaching

It's the ability to develop relationship with students and the quality teaching methodology should be effective with expert's communication skills superior listening skills, and deep knowledge sand passion for their subjects matter. The ability, to build caring relationship with student's friendships and strong work ethics (Syed Hunbbal, 2018)

2. Quality of supervision and feed back

Quality of supervision means staking care for controlling of the quality of the application by practicing the supervisions across the entire life cycle , quality supervision involves in stimulating right people to perform right activities with the right information set the right movement in order to achieve the right movement (Rikm, 2019)

3. Compassion, content and relevant of curriculum

The program of interaction offer by the schools which includes the contents and learning experiences or daily class room practices center on the meetings the education aims goals and objectives, these learning experiences take a place with outside the school learning environment.

4. Quality support facility

It is the quality of facility management of activity are more than operation and mentioned of the facility, customer satisfaction, facilities, qualities are an important issue in facilities management and quality (CIB, 2002).

5. Quality of physical infrastructure

Physical quality is those quality which can be given up and then retained if required, quality of infrastructure is the physical under giving of any society and country infrastructure play a large role in determining its long term economic and social transitory (Daniel, 2017)

6. Quality and access to leisure activity

It is overall quality and courage to leisure or barker time activity. The amount of no work time spare time activity and access to leisure to activity to assessment of life quality (Kerman, 2002)

2.3.1 Personality Traits

Personality is dynamic organization of psycho physiological system that creates a person `s characteristics pattern of behavior, thoughts and feeling. Some personality trait researchers believe that for more part, personality traits are generated by nature and are stable , but some other researchers indicated the personality traits was continue to evolve and even change , even though the natural-born temperament my never change (Sternberg, 2000). The personality traits have been developed from a trait theory which can be divided in to two schools. The first school believes that people have the same set of traits, and why each one is different, is because the level of each trait is show different.

Thus traits commonly exist in every one of us. However, the other believed that the individual variance comes from trait combination, which varies from one person to another person, so that everyone he/she own set of specific traits. Cattle divided the traits in to two categories surfaces traits and sources traits while all port categorized trait in to three types, cardinal traits, central traits and secondary traits. On the other hand, Sternberg (2000), claim that personality has only three major traits: extroversion, neutralism, and the psychotic McCrae, Costa and Busch classified personality traits in to five factors; extroversion, agreeableness, conscientious, neutralism and openness. Astin and Astin (2000), identify the individual leadership traits include, self-knowledge, authenticity/integrity, commitment, empathy and competence.

2.3.2. Leadership Skills

Being effective in any responsibility requires a set of three board skills identified by (Katz, 1974) as a technical skill, conceptual skills, and human skills are not integrated, yet they have traditionally been examine separately and developed independently. Technical skills involve specialized knowledge and analytical tools with in the particular specialty and facilitate in the use of tools and techniques in the specific discipline.

- A. **Human skills:-**is the ability to be effective inters personality to be effective team builders and team member, it requires skills on leadership, communication, team building and decision making. The skills influence the one quality of leadership service not only on the subordinate but also with peers, supervisors, citizens and external groups.
- B. **Conceptual skills:-**involve the ability to take unrelated information and organize in it is comprehensive, ordering way. It can be thought of as organized seeing, the ability to refine chaos in to simpler more refined, understanding.
- C. **Technical skills:-**leaders typically do not begin their career in leadership position. Leader come from the rank and is usually expert in their field. the specific method and techniques related to a leader functional area , they may include but they are not limited , mastering vocabulary , work unit knowledge and operating rules in order to understand how business work. It understands the technical knowledge that is needed to do core job and mastering a new job related skill quickly (Judge.T.A. 2002). The top knowledge required particular leadership rules can be termed as a technical skill , the leader understand the output of the organization , in term of product or services without which we cannot possibly utilize his conceptual skills to other maximum about (AShim Gupta, 2009).

2.3.3. Leadership styles

The concept of leadership styles emerged through classical studies conducted by so many leaders in educational leadership style. They identified authoritarian, democratic, laissez-fair style of leadership and demonstrated that leadership style had a profound effect on the group productivity and interaction with other group member. The other leadership style which has gained prominence in contemporary leadership theory includes transformational leadership, transactional leadership, and servant leadership, style. Transformation leadership are motivated with the ability to shared vision of future possibilities that in spire fellow employees to place the need of the group above their own individual interest .transformational leadership , inspiration providing scope for intellectual and creative development , which value the rule of individual in achieving the shared vision. Transactional leadership is more closely allied to traditional management techniques with the leader establishing organizational goal and entering in to contractual arrangement with subordinates based on rewards and punishment. The servant leader on the other hand, lead through the service, the idea of the servant leader is not new, having been introduces by (RebertGreenleaf

in 1977). However it's a percept based on the empathy, healing listening and building community have enhanced meaning in today business environment (Otieno, 2013).

2.3.4. Autocratic style

Leadership style (LS) "ahead teacher motivates the teacher's by threat" and has an is significant and negative correlation with academic achievement. Teacher's do not work properly in the tension and threat environment. this environment is harmful that lower down academic achievement of the student's LS in term 4 decision are imposed on subordinates has significant and negative correlation with academic achievement. In school subordinates are ordered to do and they have no ordered option to refuse. Most of the arts and science teachers may not adjust themselves to such types of leadership; therefore, academic achievement lower down instead of improving teachers are pursued to do the official work, in addition to teaching has an in sign cant and negative correlation with the academic achievement. Teachers do not teach properly in a situation of extra burden.

2.3.5. Democratic style

Based on this style head teachers involves the teacher in decision making process about the school " has a significant correlation with academic achievement only for science students but positive in both types of this act enhances teachers performances and resultant science student get the higher academic achievement. Likewise, it's also has a positive relationship for art students. Teachers regularly discuss instructional issues with teacher and have significant and positive correlation with the academic achievement (Grofaar, 2002). Many educational problem in the school are solves and consequently the higher level of academic achievement in achieved. School leaders motivate the teachers by adequate recognition and reward of their performance "has the positive and significant correlation with academic achievement.

Teachers are encouraged and they work whole heartily. Consequently they produced the higher level of academic achievement. They complete trust in teachers about their duties which they are entrusted to do "has positive and significant and correlation with academic achievement. Most of the teachers try to do their duties honesty and industriously and produce the higher level of academic achievement. The teacher create conducive environment" has positive and significant correlation academic achievement. It enhance the productively of education process and consequently the higher level of academic achievement is achieved (Iqbal, 2005). In a democratic teacher allows the teachers to make decision?"

The competent and active teachers can take initiation and better decided what to do and how they can do adjustments. According to their local environment," leave is sanctioned according to the rules whenever a teacher requires has the significant but positive correlation with the academic achievement. It is the routine matter and teacher thing that it is the right instead of special offer from the school management. Furthermore, this aspect may create a positive environment and increase academic achievement if head teacher facilitates the teachers on the leave issues (Shin, 2002).

2.3.6. Laissez-fair style

Teachers are free to do their work in the pre-planned criteria" is significant and positively correlated with academic achievement of the both arts and science students. The responsible teachers to do their work honesty but it are not better for lazy teacher. Head teacher act on their policy of none interference has in significant and but positive correlation with academic achievement many teachers do not teaches properly waste their time. Only the responsible teacher work properly and effectively in their environment. Teacher can leave the school without prior permission" has an insignificant but positive correlation with academic achievement (Grofaar, 2002).

2.3.7. Impact of the leadership

Only the democratic style has significant impact for arts students, positive t-values for all three leadership style show the positive impact but there is in significant impact of the other two leadership styles on the academic achievement both the democratic and autocratic style have positive significant impact on academic achievement for science student. It's also found in laissez-fair leadership that has significant and the negative impact s. it's derived that leadership style influence effectively education processing produces academic achievement. Furthermore, most of the 13 items of the use of the three styles have very less score that depict that all the three leadership style have not been properly used. Leadership style may have more important if it is effectively used. The finding of this study are in the line with finding of (Un-Nisa, 2003), that the leadership styles are independent variable have significant effect on dependent s variable of acceptance of leader, job expectancies, six facets of job satisfaction which can easily predict and affect the academic achievement. The study support Water (Marzano& McNulty, 2003). According to them there is strong relationship between the effective leadership style and students achievement. Furthermore finding of study is not in line with finding of (Iqbal, 2005) that authoritative leadership style has significant effect on school effectiveness as compared to democratic style in public school in

case of male head teacher. But this study support that democratic style has significant effect as compared to authoritative leadership style in case of female head teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The descriptive research design was employed. Due to this reason, the major goal of this study was used to describe the quality of leadership. It is also relevant to gather detail information concerning the current status of practices and challenges in school based supervision. Moreover, descriptive research design makes a possible prediction for the basic of finding on the prevailing condition. in line with descriptive research give a better and differ understanding of phenomena which help as a fact finding method with adequate , and accurate inter preparation of the finding (Creswell 2002).

3.2. Research method

The study on the quality of leadership service was using both quantitative and qualitative methods of data analysis. The study used the longitude data of academic achievement of the students collected through result sheet. Mean of the manual mark was used prior achievement (PA), but mark of the class through annual examination was used as academic achievement at secondary stage.

3.3 Data Sources

The sources of the data for this study were both primary and secondary sources of data. Primary sources were principals, Vice principals, department heads, unit leaders, supervisors, Woreda Education Office heads and students etc. The secondary sources of data were gathered from the school documents, school plans, reports and school policy books were examined to establish a review related literature.

3.4. Population, sample size and sampling technique

3.4.1 Population

The population of this study comprised all the secondary schools students, teachers and parents committee. The entire secondary school teacher and all the secondary schools students in Nuer zone, three districts were randomly selected. The entire secondary school teacher and all the secondary schools students in Nuer zone, three districts were randomly selected. The study used the longitude data of academic achievement of the students collected through result sheet.

3.4.2 Sample size and sampling technique

A sample is a part of something larger called a population; the latter is the totality of the entities in which we have an interest that is collection of individual about which we want to make inference (Dawson, 2002). Respectively from a total of Nuer Zone population 84 were taken using simple random sampling specifically the lottery methods. This was because it gives equal chance for the population to be a sample and also because of teachers have large in size here 84 were selected from the study population; a sample size of each Woreda (Jekow, Makuey and Lare secondary Schools) in Nuer Zone was taken proportionally.

The stratified multi stage sampling technique was used to show the distribution of the sample in the area so three Woreda were selected. The sample number was taken proportionally from each School by using systematic random sampling technique. The rationale for sampling checking the part of the whole we can say something about the whole population in the study area. The research was attempted in secondary school of Nuer Zone. According to Nuer zone Education Bureau in (NZEB 2011 E.C), there are 20 secondary schools. From 20 secondary school of Nuer Zone, three schools were randomly selected 3 was selected using simple random sampling technique since the method used to select sample units out of large population area taken to manage the study. The randomly selected school was Makuey, Jekow and Lare Woreda. Then from each 3 schools director, vice director and teachers were selected among secondary schools of each Woreda. Totally, 84 respondents meaning 68 teachers, 3 supervisors 6 directors and vice directors and 5 head of Woreda education, 4 PTSA members were selected as a sample of the study from the total population.

Table.3.1. Population of Study

S/N	Type of respondents	Total population	Sample size	Sampling Techniques
1	Teachers	84	68	Random
2	Directors	6	6	Purposive
3	Supervisors	3	3	Purposive
4	Education heads	3	3	purposive
5	PTSA	10	4	purposive

3.5 Data collection instruments

The instrument that had been used for the study was questionnaires, interviews and documents analysis, to collect relevant and reliable data from the respondents. The data collection techniques selected based on the nature of the study type of respondent data processing mechanism and the type of the data itself. Three instruments were used in the process of gathering the important data for the study. These are questionnaires, interviews and documents analysis.

i. Questionnaires

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from the respondents. Although questionnaires are often designed for statistical analysis of the respondents

Questionnaires do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users as the possible answers may not accurately represent their desired responses. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.

ii. Interview

Interview is a process of communication in which the interviewer gives the needed information (response) orally face-to-faces with interviewee (respondents). According the purpose of the interviewing people is to find out what is in their mind what they think or how they feel about something. Thus semi-structured interview items were for prepared during the interview for classification as a result of what the interviewee says.

iii. Focus group discussion

This method was employed to obtain necessary information from the study area. To obtain this necessary information, open discussion was conducted and led by researchers to support and encourage each other. As a result, they can express their view freely based on the extent of the quality of the leadership services and used to treat students in the class room whether teacher use teacher guide and other materials that are designed for individual group to discuss or see the attitude of all school towards the quality of leaderships services in secondary school in Nuer Zone.

iv. Observation check list

In this study, open observation was used to observe everything in the classroom in relation to the quality of leadership services in secondary school in Nuer zone. The researcher used note to collect the necessary data. Open observation help to make records as factual as possible. Here, the observer noted down key points about quality of leadership services in education. The key points that were observed might mainly relate to the extents to which the teachers used to evaluate secondary schools whether the teachers and administration use the learning materials for quality of education designed for improvement on the observed attitudes of all students toward their satisfaction.

3.6 Pilot Testing

The questionnaire was peer reviewed for content validity and was pilot tested with 9 groups' students before administering it for the final study. The reliability coefficient for the pilot was found to be qualitative and quantitative for the main study. Woreda contacted for research were Jekow, Lare and Makuey this have been situated in leadership service in three Districts with three groups each in study area in results and analysis.

3.7. Data collection procedures

Based on the quality of the leadership service in secondary schools, the researcher data collection procedures used a direct contact with school leaders, teachers and school principals to show the way which could be the better for researcher to meet with other people without any aquarelle then respected and show with hospitality way. Hence, the data collection procedures are mentioned below. First, researcher conducted smooth relationship with respondents. Participants or respondents their being a part of the study was fully secure and their willingness to supply relevant resources.

3.8. Method of data analysis

Based on the qualities of leadership service in secondary school, the study survey method was used to collect quantitative data while for qualitative data interview was employed. A survey is a method of securing information concerning an existing phenomenon from all or selected a number of respondents of concerned universe, while interview facilitate to have or to get in-depth data on the practices and the challenges of school based leadership quality. After the completion of successful data collection using in open ended question, and depth interview with the teachers, principals, and secondary school supervisor, the researcher was translate the interview and question notes from English to Nuer so that the information was well remembered and makes it easily understandable.

3.9. Ethical consideration

Ethical consideration was made. The researcher informed the respondents about the purpose of the study i.e. purely for academic, the purpose of the study was also introduced from the introduction part of the questionnaires and interview guide to the respondents and confirm that subject confidentiality, were protected. In addition to this, they were informed that their participation of the study were defense up on their consent. The researcher has no personalization in any respondent's response during data presentations analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

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

As mentioned earlier, among various data collecting instruments, questionnaire and semi structured interview and document analysis are used to collect necessary information for this study. Thus a total of 84 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires were 64 (44.4 %). The other 20 questionnaires were lost or not included in the analysis, due to the problems from respondents and some contained incomplete information. Among 22 interview respondents 20 (13.1%) are properly participated and gave necessary information on the issue under investigation. In general (13.4 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, academic qualification, subject of specialization, service year (experience) teaching load per week and responsibilities.

4.2. Characteristics of the respondents

The overall results of the matter under investigation as well as respondents personal background information are presented brilliantly here under.

Table 4.1.: Background information of the respondents

Item	Questions	Characteristics	Distribution	
			Frequency	Percentage
1	Sex	Male	52	
		Female	32	
		Total	84	100%
2	Academic qualification	Diploma	38	
		BA/BSC	30	
		Certificate	18	
		Total	84	100%
3	Field of specialization	Natural Science	50	
		Social Science	34	
		Total	84	100%
4	Teaching Load Per Week	1-10 periods	21	
		11-16 periods	22	
		17-24 periods	22	
		25 above periods	19	
		Total	84	100%
5	Experience	0-3 years	20	
		4-16 years	44	
		17-24 years	10	
		25- above years	10	
		Total	84	100%
6	Responsibilities	H.R.T	20	
		H.O.D	35	
		Club, committee & unit leaders	4	
		Inbuilt supervisors	8	
		CPD Coordinators	7	
		Total	84	100%

The Respondents Sex

As it is shown from table 4.1, the respondents were classified based on sex. The total numbers of teachers' respondents are 84 teachers. Among 84 teachers, 52 (81.2%) are male teachers and 32(28.8%) are female teachers. It showed that the majority of teachers in secondary schools of Nuer Zone are male. As far as academic qualification is concerned, respondents were categorized in to three groups, Diploma, Bachelor Degree and Master Degree. It revealed that 38 (28.8%) had diploma, and 30 (83.5%) had first degree. It could be see easily that the majority of respondent's qualification mostly was bachelor degree. This is

in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in general secondary schools of Ethiopia.

Respondents' Academic qualification

In discussing of their academic qualification of the respondents. Among them 38 (31.92%) of the teachers are diploma program, 30 (25%) of the teachers are degree holder and 18(15.12%) of the teachers are certificate program.

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The Respondents of field of specialization

As far as the field of specialization of the respondents 50 (57.1%) of them are in natural science teachers and 34 (42.9%) of them are in social science teachers. In the table above, it was observed that teachers teaching social sciences (History & Geography, Business & economic, Languages including local languages were 34 (42.9%). While those that teaching Natural sciences (Math's, Chemistry, Biology, Physics, ICT & T.D and Sport) were the majority 50 (57.1%). This could be because many students specialized in Natural sciences (70% to 30 %) are in 9-12 system in Ethiopia. This might be due to the government's policy of encouraging the teaching of sciences, vocational and business subjects. This is shown by equipping secondary schools with up-to-date laboratories to promote teaching of sciences and opening up of vocational schools to promote the teaching of vocational subjects. The document showed that a certain teachers were deployed to teach a subject that he/she did not specialize in at college and most of the schools like ICT, Librarian and internet lab.

The Respondents of teaching load per week

According to respondents of teaching load per week 21 of the teachers are in 1-10 periods, 22 of the teachers are in 11-16 periods, 22 of the teachers are in 17-24 periods and 19 teachers are above 25 periods. Regarding respondents teaching load per week indicated that the majority 21 (41.2%) of the respondents had their teaching load ranging from 11 - 16 and 22

(14.7%). Respondents who had a teaching load of 17–24. 22 (38.2%) were belong to a teaching load of 10 and below. While 19 (5.9% and above have a 25 periods this means that majority of secondary school teachers in the study area need to meet the required teaching load a maximum of 10 and 25 lessons per week to teach at higher and normal level sections respectively, as per the recommendations by the Ministry of Education of Ethiopia. Since these teachers were neither over loaded nor under loaded, their performance is expected to be high; but such has not been the case.

The Respondents Work Experience

As far as the work experience of the respondents was concerned, 20 (16.8%) of the teachers was 0-3 years, 44(36.96 %) of the teachers was 4-16 years, 10 (8.4%) of the teachers was 17-24 years and 10 (8.4%) of the teachers was 25years above.As far as respondents years of teaching experience is concerned. Indicated that out 84 teachers 20 (37%) of teachers have the services of 3 years and below. But the rest 44 (25%) or 46(27%) and 10(10%) have 4 -7, 8-16 and more than 17-26 year of service respectively. As the result revealed more teachers were in the service of three year and less, thus a critical support and coaching should be available for them, because they might face various methodological problems in classroom management assessing and recording marks which lead to reducing their performance level. At the same time this could be implied that most teachers have to get sufficient professional knowledge on teaching from others.

Respondents Responsibilities

According to the information in the table 4.1.Above, out of 84 teachers 20 (16.8%) was working in RHT, 35(29.4) of the teachers was working in HOD, 4(3.36%) of the teachers was working in Club, committee & unit leaders respectively, 8 (6.72%) of the teachers was working in Inbuilt supervisors and 8 of the teachers was working in CPD Coordinators.

Moreover 44 (27%) above 8 years of service therefore, this implied that most teachers have a well experienced, and it is a good opportunity to share experience. Teachers, as professionals need to have responsibility to their own works to be effective and good performer. The study revealed that, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The researcher further investigated into the responsibilities teachers currently hold at schools. The results indicated that, 20 (23.5%) respondents were home room teachers and 35(20.6%) were departments heads. while, 4

(46.5%) were clubs committees and Unit-leaders responsibilities holder in other activities such as; senior women teachers, guidance and counseling, discipline, population data source, five to one.

On the other hand, in the case of supervisors 8 (4.7%) and 7 (4.7%) CPD coordinators indicated that they participated in administrative work. This means that teaching teachers have to take up other responsibilities like financial, report of income guidance teachers have to carried out by the teachers. This was because such teachers have just been newly recruited in the schools, so they need to learn and understand the school environment before taking up school responsibilities. However, they indicated to have no extra responsibility at all. “But the interview result indicated that, majority of teachers expect command from the school principal, department heads or other concerned staff members to do their work. It indicated low initiation of teachers in performing their task without external pressure.

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Therefore, it is safe to conclude that although teachers indicate their agreement regarding to their responsibility, they did not implement it effectively due to the expectation of injections from others. This confirmed the presence of low initiation among secondary school teachers in the study area, which reduced their involvement in various school issues as well as their efforts in improving the students” academic achievement.

4.3. Descriptive Analysis of variables after the demographic information of teachers,

The researcher presents the descriptive analysis subsequently the opinions of the respondents. This was done by first dealing with the independent variables, followed by dependent variables.

4.3.1 Independent variables in this sub-section

The researcher was attracted in establishing the opinions of the respondents were strongly disagree and disagree and was combined to mean disagree. This represented autocratic leadership style. On the other hand, neither agrees nor disagrees would mean that leaders have a laissez-faire style, while agree and strongly agree were combined to mean agree which meant that a leader is democratic in leadership style. To this effect, the researcher asked the respondents to give their opinions on the questionnaires whether their principals involve them in the decision making of the school administration or not. Respondents' opinions were given and results indicated in (Table 4.2.below)

Table 4.2.: Teachers involvement in decision making

Item on decision making		Response				
		Agree	Neither agree nor disagree	Disagree	Total	
1	The Principal do not considering teachers' suggestions and thoughts in decision making for training criteria in school	F	14	8	10	32
		M	10	21	21	52
		Total	24	29	31	84
2	My view in Meeting of policy are considered in final decision-making of the school administration	F	20	8	4	32
		M	9	21	20	52
		Total	29	29	24	84
3	My principals consults me whenever he/she wants to pass final resolution in school meeting	F	8	18	6	32
		M	18	16	18	52
		Total	26	34	24	84
4	My principal allow me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school	F	20	8	4	32
		M	5	24	23	52
		Total	25	32	27	84
5	My principals encourages co-operation among the teaching staff during the decision-making process of the school	F	7	16	9	32
		M	13	15	24	52
		Total	20	31	33	84
6	My principal is uncomfortable with Decision I made for promotion in staff meetings	F	20	8	4	32
		M	30	10	12	52
		Total	50	18	16	84

According to the table 4.2 above, from the item number (1) out of 32(26.88%) female teachers, 14(11.76%) female teachers of the respondents, agreed that the Principal do not considering teachers' suggestions and thoughts in decision making for training criteria in school, 8(6.72%) female students neither disagree nor agree and 10 (8.4%) female teachers are disagree and again out of 52 (43.6%) male teachers, 10 (8.4%) male teachers of the

respondents, agreed that the Principal do not considering teachers' suggestions and thoughts in decision making for training criteria in school, 21(17.64%) male teachers neither disagree nor agree and 21(17.64%)male teachers are disagree.

From item number (2) out of 32 (26.88%) female teachers,20(16.8%) female teachers of the respondents, agreed that My view in Meeting of policy are considered in final decision-making of the school administration, 8 (6.72%) female teachers neither disagree nor agree and 4(3.36%) female teachers are disagree and again out of 52(43.6%)male teachers, 10(8.4%) male teachers of the respondents, agreed that on My view in Meeting of policy are considered in final decision-making of the school administration, 22(18.48%)male teachers neither disagree nor agree and 20(16.8%) male teachers are disagree.

At item number (3) out of 32(26.88%) female teachers,8(6.72%)female teachers of the respondents, agreed that My principals consults me whenever he/she wants to pass final resolution in school meeting, 18(15.12%) female teachers neither disagree nor agree and 6(5.04%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(15.12%) male teachers of the respondents, agreed that on My principals consults me whenever he/she wants to pass final resolution in school meeting, 16(13.44%) male teachers neither disagree nor agree and 18(15.12%) male teachers are disagree.

At item number (4) out of 32(26.88%) female teachers, 20(16.8%) female teachers of the respondents, agreed that My principal allow me to demonstrate high degree of innovativeness, initiative and creativity in decision making process, 8(6.72%) female teachers neither disagree nor agree and 4(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 5(5.2%) male teachers of the respondents, agreed that on My principal allow me to demonstrate high degree of innovativeness, initiative and creativity in decision making process, 24(20.16%) male teachers neither disagree nor agree and 23(19.32%) male teachers are disagree.

From item number (5) out of 32(26.88%) female teachers, 7(5.88%) female teachers of the respondents, agreed that My principals encourages co-operation among the teaching staff during the decision-making process of the school, 16(13.44%) female teachers neither disagree nor agree and 9(7.56%)female teachers are disagree and again out of 52(43.6%) male teachers, 13(10.92%) male teachers of the respondents, agreed that on My principals encourages co-operation among the teaching staff during the decision-making process of the

school, 15(12.60%) male teachers neither disagree nor agree and 24(20.16%) male teachers are disagree.

From item number (6) out of 32(26.88%) female teachers, 20(16.80%) female teachers of the respondents, agreed that My principal is uncomfortable with Decision I made for promotion in staff meetings, 8(6.72%) female teachers neither disagree nor agree and 4(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 30(25.20%) male teachers of the respondents, agreed that on My principal is uncomfortable with Decision I made for promotion in staff meetings, 10(8.4%) male teachers neither disagree nor agree and 12(10.08%) male teachers are disagree.

However, only 155(77.81%) are disagreed, 173(86.85%) Neither agree or nor disagree and 174(87.34%) agreed. Furthermore, the majority of the respondents of 174(87.34%) agreed that most of the Principal do not considering teachers' suggestions and thoughts in decision making for training criteria in school. However, only 155(77.81%) are disagreed, that the Principal do not considering teachers' suggestions and thoughts in decision making for training criteria in school which means, the finding indicated that more of the teachers they are disagree for those who are the principal of school for their denies of their responsibilities.

Table 4.3: Principals' Communication with teachers

Item on communication	Responses				
	Agree	Neither agree nor disagree	Disagree	Total	
Principal sends memos	F	7	17	8	32
	M	23	9	20	52
	Total	30	26	28	84
Principal makes Telephones call	F	18	12	2	32
	M	13	18	21	52
	Total	31	30	23	84
Principals organizes meeting	F	26	5	1	32
	M	25	19	8	52
	Total	51	24	9	84
Principals writes a note	F	20	10	2	32
	M	25	10	17	52

	Total	45	20	19	84
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According to the table 4.3 above, from the item number of communication (1) out of 32(26.88%) female teachers, 7(5.88%) female teachers of the respondents, agreed that Principal sends memos 17(14.28%) female students neither disagree nor agree and 8 (6.72%) female teachers are disagree and again out of 52 (43.6%) male teachers, 23 (19.32%) male teachers of the respondents, agreed that Principal sends memos 9 (7.56%) male teachers neither disagree nor agree and 20 (16.8%) male teachers are disagree.

From item number of communication (2) out of 32 (26.88%) female teachers, 18(15.12%) female teachers of the respondents, agreed that Principal makes Telephones call, 12 (10.08%) female teachers neither disagree nor agree and 2(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 13(10.92%) male teachers of the respondents, agreed that Principal makes Telephones call,18(15.12%)male teachers neither disagree nor agree and 21(17.64%) male teachers are disagree.

From item number of communication (3) out of 32 (26.88%) female teachers, 26(21.84%) female teachers of the respondents, agreed that Principals organizes meeting 5 (4.2%) female teachers neither disagree nor agree and 1(0.84%) female teachers are disagree and again out of 52(43.6%) male teachers, 25(21.0%) male teachers of the respondents, agreed that Principals organizes meeting , 19(15.96%)male teachers neither disagree nor agree and 8(6.72%) male teachers are disagree.

From item number of communication (4) out of 32 (26.88%) female teachers, 20(16.8%) female teachers of the respondents, agreed that Principals writes a note, 10 (8.4%) female teachers neither disagree nor agree and 2(1.68%) female teachers are disagree and again out of 52(43.6%) male teachers, 25(21.0%) male teachers of the respondents, agreed that Principals writes a note, 10(8.40%)male teachers neither disagree nor agree and 17(14.28%) male teachers are disagree.

Table 4.4: Delegation of duties to teachers

Item on delegation	Responses				
	Agree	Neither Agree nor Disagree	Disagree	Total	
We are delegated duties by school principals	F	10	11	11	32
	M	17	17	18	52
	Total	27	27	29	84
We are directed by principal on how to perform the delegated duties	F	11	10	11	32
	M	18	18	16	52
	Total	29	28	27	84
We guided by principal on how to perform the delegated duties	F	11	12	9	32
	M	18	18	16	52
	Total	29	30	35	84
Supervised by principal on duties delegated to me	F	9	11	12	32
	M	17	17	18	52
	Total	26	28	30	84
Reward by principal for the duties delegated to me	F	9	11	12	32
	M	18	18	16	52
	Total	27	29	28	84
Principal delegated duties me that I am knowledge about.	F	11	12	9	32
	M	17	17	18	52
	Total	28	29	27	84
My principal delegated me duties I am skilled at.	F	9	11	12	32
	M	18	18	16	52
	Total	27	29	28	84
My principal duties that I am talented at.	F	9	11	12	32
	M	17	17	18	52
	Total	26	28	30	84
My principal delegated me duties that I have no idea about.	F	9	11	12	32
	M	18	18	16	52
	Total	27	29	28	84
My principal delegated me duties I have no experience.	F	11	12	9	32
	M	17	17	18	52
	Total	28	29	27	84

According to the table 4.4 above, from the item number on delegation (1) out of 32(26.88%) female teachers, 10(5.88%) female teachers of the respondents, agreed that We are delegated duties by school principals, 11(14.28%) female students neither disagree nor agree and 11(6.72%) female teachers are disagree and again out of 52 (43.6%) male teachers, 17 (19.32%) male teachers of the respondents, agreed that We are delegated duties by school principals, 17(7.56%) male teachers neither disagree nor agree and 18 (16.8%) male teachers are disagree.

From item number on delegation (2) out of 32 (26.88%) female teachers, 11(15.12%) female teachers of the respondents, agreed that We are directed by principal on how to perform the delegated duties, 10(10.08%) female teachers neither disagree nor agree and 11(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(10.92%) male teachers of the respondents, agreed that We are directed by principal on how to perform the delegated duties, 18(15.12%)male teachers neither disagree nor agree and 16(17.64%) male teachers are disagree.

From item number on delegation (3) out of 32 (26.88%) female teachers, 11(15.12%) female teachers of the respondents, agreed that We guided by principal on how to perform the delegated duties,12 (10.08%) female teachers neither disagree nor agree and 9(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(10.92%) male teachers of the respondents, agreed that We guided by principal on how to perform the delegated duties, 18(15.12%)male teachers neither disagree nor agree and 16(17.64%) male teachers are disagree.

From item number on delegation (4) out of 32 (26.88%) female teachers, 9(15.12%) female teachers of the respondents, agreed that Supervised by principal on duties delegated to me, 11 (10.08%) female teachers neither disagree nor agree and 12(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 17(10.92%) male teachers of the respondents, agreed that Supervised by principal on duties delegated to me,17(15.12%)male teachers neither disagree nor agree and 18(17.64%) male teachers are disagree.

From item number on delegation (5) out of 32 (26.88%) female teachers, 11(15.12%) female teachers of the respondents, agreed that reward by principal for the duties delegated to me,10 (10.08%) female teachers neither disagree nor agree and 11(3.36%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(10.92%) male teachers of the respondents, agreed that reward by principal for the duties delegated to me,18(15.12%)male teachers neither disagree nor agree and 16(17.64%) male teachers are disagree.

From item number on delegation (6) out of 32 (26.88%) female teachers, 11(9.24%) female teachers of the respondents, agreed that principal delegated duties to me that I am knowledge about.12 (10.08%) female teachers neither disagree nor agree and 9(7.56%) female teachers are disagree and again out of 52(43.6%) male teachers, 17(14.28%) male teachers of the respondents, agreed that principal delegated duties to me that I am knowledge

about,17(14.28%)male teachers neither disagree nor agree and 18(15.12%) male teachers are disagree.

From item number on delegation (7) out of 32 (26.88%) female teachers, 9(7.56%) female teachers of the respondents, agreed that my principal delegated to me duties I am skilled at, 11(9.24%) female teachers neither disagree nor agree and 12(10.08%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(15.12%) male teachers of the respondents, agreed that my principal delegated to me duties I am skilled at, 18(15.12%)male teachers neither disagree nor agree and 16(13.44%) male teachers are disagree.

From item number on delegation (8) out of 32 (26.88%) female teachers, 9(7.56%) female teachers of the respondents, agreed that my principal duties that I am talented at,11(9.24%) female teachers neither disagree nor agree and 12(10.08%) female teachers are disagree and again out of 52(43.6%) male teachers, 17(14.28%) male teachers of the respondents, agreed that My principal duties that I am talented at,17(14.28%)male teachers neither disagree nor agree and 18(15.12%) male teachers are disagree.

From item number on delegation (9) out of 32 (26.88%) female teachers, 9(7.56%) female teachers of the respondents, agreed that my principal delegated me duties that I have no idea about,11(9.24%) female teachers neither disagree nor agree and 12(10.08%) female teachers are disagree and again out of 52(43.6%) male teachers, 18(15.12%) male teachers of the respondents, agreed that my principal delegated me duties that I have no idea about.18(15.12%)male teachers neither disagree nor agree and 16(13.44%) male teachers are disagree.

From item number on delegation (10) out of 32 (26.88%) female teachers, 11(9.24%) female teachers of the respondents, agreed that My principal delegated me duties I have no experience, 12 (10.08%) female teachers neither disagree nor agree and 9(7.56%) female teachers are disagree and again out of 52(43.6%) male teachers, 17(14.28%) male teachers of the respondents, agreed that my principal delegated me to duties I have no experience, 17(14.28%)male teachers neither disagree nor agree and 18(15.12%) male teachers are disagree. Therefore, the majority of respondents replied that the delegation of duties, which you have no experience on, is not convenience to provide services in effective manner.

As it can be viewed from Table 4.4 Chapman, (2005) found out that inexperienced or unreliable people needed a lot of close supervision to get a job done to the correct standards. However, there were some principals as indicated by quality of leadership service of the respondents, who delegated duties to teachers who had no experience at all. Health field, (2004) discovered that inexperienced or unreliable people were need a lot of close supervision to get a job done to the correct standards. This was done in-order to make such teachers get some experience through practicing what they are not experienced at quality of leadership service.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings and conclusions on the basis of the findings and recommendations which are assumed to be useful to enhance the teachers' level of quality of leadership services in secondary schools of Nuer Zone are forwarded for all concerned academic staffs.

5.1. Summary

The main purpose of this study was to assess and improve leadership style to be one of the most important tools of human resource management. Principal encourage employees to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good leadership service and improve the quality of education delivered to students. To this end, the key to create the efficient leadership styles is an answer to the question what really enhance employees' performance. Thus, this research seeks to provide the current principal leadership styles on the improvement of teachers' quality of leadership services. Therefore, the study is aimed on assessing principal leadership styles on teachers' quality of leadership services in secondary schools of study area. In order to meet this purpose, the following basic research questions are designed.

1. What is the current level students' satisfaction with regard to the quality leadership services in secondary schools of Nuer Zone?
2. What is the attitude of teachers, parents and students towards the quality of the leadership services in secondary schools of Nuer Zone?
3. Is there a statistically significant relationship between the qualities of leadership services in secondary schools of Nuer Zone?
4. What are the factors affect the quality of leadership service in secondary schools of Nuer Zone?

To answer these research questions, descriptive survey method is employed. To this effect, the study is conducted in three randomly selected secondary schools of Nuer Zone. A total of 64 teachers are selected through random sampling technique, especially lottery method, to

participate in the study. Furthermore, 3 principals were selected by available, since they have direct relation in supporting and motivating teachers. To gather necessary information on the issue 84 questionnaires are distributed to teachers, and only 64 are properly filled and returned. In addition, semi-structured interview was conducted with 3 school principals to extract in-depth information regarding to leadership styles on quality of leadership service. In the analysis it was found that there is a positive relationship between principal leadership styles and teachers performance. Finally, the researcher came up with the following major findings:-

The findings indicating a moderate level of teachers' quality of leadership services in the schools shows that teachers have not been performing to expectation in general secondary schools of Gambella Region in Nuer Zone. A situation whereby the level of teachers' quality of leadership services in the schools was just (59%) on the average does not predict well for effective teaching and learning in the schools.

The study finding indicated that achievement of better quality of leadership services depends on principals who allow demonstrate, initiation, creative and innovative of teachers in decision making of the schools. It should be noted that teachers were willing to participate in decision making if they perceive that their principals sought their opinions but allowing teachers that opportunity to make the final decision

The Finding revealed that achievement of better quality is based on principals who consideration teachers ideas and taught in decision-making of training criteria for the smooth running of the institutions. When interviewed were conducted to principals on the manner they involve their teachers in decision making of the schools they all responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that majority of the principals practiced democratic style of leadership. This is because democratic style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their quality of leadership service "".

The study accomplished that; the way principals involve teachers in decision-making has a significant effect on leadership service in secondary schools in study area. The findings revealed that principals' involvement of teachers in decision making has an effect on leadership service in secondary schools in Gambella Region of Nuer Zone.

On the other hand the principals' communication with teachers enhances leadership service. The finding revealed that principals' communication with teaching staff makes leadership service well because they are informed about what to do and how to do. This was because it was quicker and safer to talk to educational for the leadership service through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. This concludes that proper communication to teaching staff by principals is a characteristic of a democratic leadership style and if well practiced continuously and at all levels could yield to high teacher performance. This is because teachers are informed in time to do what is expected of them.

The findings showed that organized meeting for teachers to exchange their views with their superiors. It is through such meetings that leadership service is enhanced.

Furthermore, the study finding indicated that principals' proper delegation of duties makes PTA to inculcate a sense of responsibility, hardworking and commitment among themselves which in turn enhances leadership service. The findings discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in performing what has been given to them.

The study indicated that proper supervision of the delegated duties makes teachers committed, hardworking, effective and efficient in their work. Interviews conducted with principals revealed that teachers make records of work for lessons taught and not taught for contents coverage purposes and checkup of teachers whether they have been teaching or not. This has helped principals to supervise completion of syllabus among performing and non leadership service teachers. The non performing teachers are then directed, guided and motivated to perform well by re-arranging makeup classes for curriculum coverage.

The finding indicated that the better performance depends on Principals who reward their teachers in terms of monetary, promotion, and verbal appreciation for any duty delegated are democratic in nature. Such rewards motivate teachers, make them committed and hardworking thereby enhancing their performance. The finding revealed that the better performance depends on proper delegation of duties basing on teachers' knowledge enhances their leadership service and makes the work simpler.

The researcher discovered that such principals should not be blamed because there are some teachers who are very rigid to change and unless forced to do tasks they are not skilled at, then they will never acquire new skills.

When the researcher inquired on the criteria principals use to delegate duties to teachers; some principals responded by saying that they consider the experience a teacher has in quality of leadership service a given task delegated. This is because experienced teachers are more knowledgeable in performing tasks than un-experienced ones.

This shows that leadership service in the study area was enhanced because talents add efficiency and speed up work performed. This is because principals are aware that if they delegated teachers duties they have no idea about, such duties are likely to be poor leadership service. On interviews conducted with principals on the way they follow when delegating duties, principals said that they usually delegate teachers' duties they have idea about, in order to enhance their performance.

Interviews conducted between the researcher and principals on what criteria do principals follow when delegating duties to teachers? Principals responded that some duties are delegated to teachers basing on knowledge, skills and subject specialization of the teachers. For example, some principals said that for one to head chemistry department must be skilled and knowledgeable in chemistry. Most of the principals said that some duties are delegated depending on the talents of the teachers; for example teachers talented in painting are assigned in pedagogy center for tasks in teaching aids and on wall of the schools. However, some principals said that they delegate duties to teachers with experience, seniority and those who are committed to work. For example document show that some teachers of ICT and heads of clubs. This was because teachers with skills, knowledge, experience and commitment perform well the duties delegated to them than teachers without such qualities.

5.2 Conclusions

Based on the findings of the study the following conclusions were drawn:

1. The basic influence on leadership service not to work as expected were found to be Principals' improper leadership used and unequal treatment of thoughts among teachers in decision-making process. Therefore, Regional Education Bureau, Zonal Education Office and Woreda Education Office are not advised to ensure the right tracks of involving teachers in decision-making of general secondary schools' trains principals on how to involving teachers' in committees like CPD, finance, disciplinary and welfare to discharge their responsibility.
2. Woreda Education Office does not provide communication skill trainings for school principals on effects of communication and on how to communicate with teaching staffs to enhance their performance. So that, principal organize regular meetings three times, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.
3. Teachers Zonal Education Office and Woreda Education Office do not recognize their major duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both principals and teachers so as to be well equipped with new skills and knowledge needed to perform the delegated school tasks.
4. The results indicated that the independent variables (communication, decision-making and delegation) on dependent variable (lesson plan, assessing student and co-curricular) of the general secondary schools in Zone were found to be moderate. These would have significant influence on achievement of educational goals and objectives in general secondary schools. However, decision-making of principals in general secondary schools were not in right tracks to consider teachers ideas and taught the styles that the educational leadership could actively do.
5. Furthermore, the study showed that the better quality of leadership in general secondary schools might be well motivated teachers by principals. The study concluded that; the way principals' involve teachers in decision-making have a significant leadership service in general secondary schools of the study area. This indicates that principals involve teachers in decision-making through staff and departmental meetings and teachers' views in meeting are valued and implemented in final decision of the schools. This has greatly enhanced teachers' performance in the region.

6. Regarding communication findings revealed that regular communication between the principals and teaching staff makes teachers effective in their quality of leadership service because they were informed on what to be done and how to be done. The finding concluded that the way principals communicate with teaching staff has a significant effect on teachers' performance in general secondary schools of Gambella Region in Nuer zone. This shows that principals communicate with teachers through meetings, memos, note board and telephone call has made teachers well informed of what to do and how to do it. Thus enhanced their performance
7. On another hand, the researcher concluded that Principals' delegation of duty to teachers has a significant effect on teachers' leadership service in general secondary schools of study areas. This implies that principal delegation of duties to teachers according to their teaching experience, skills, talent, commitment and knowledge of subject specialization has enhanced leadership service in the study area.

5.3 Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership styles which are associated with " leadership service in general secondary schools of Gambella Regional State of Nuer Zone".

- The basic influence on quality of leadership service in secondary school not to work as expected were found to be Principals' improper style used and unequal treatment of thoughts among teachers in decision-making process. Therefore, Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to ensure the right tracks of involving teachers in decision-making of general secondary schools trains principals on how to involving teachers' in committees like CPD, finance, disciplinary and welfare to discharge their responsibility.
- Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to provide communication skill trainings for school principals on effects of communication and on how to communicate with teaching staffs to enhance their leadership service. So that principal should organized regular meetings like three times a term, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.

- For the proper delegation of duties, by the general secondary schools principals to teachers Regional Education Bureau, Zonal Education Office and Woreda Education Office should recognize the major duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both principals and teachers so as to be well equipped with new skills and knowledge needed to perform the delegated school tasks.
- Creating the awareness of teachers towards the importance of Quality of leadership services in the study area.
- Knowing education helps you to practice more with your parents at home on certain issues.

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