

**INFLUENCE OF PRINCIPALS' LEADERSHIP BEHAVIOUR ON SCHOOL PERFORMANCE:  
A CASE STUDY IN THE SECONDARY  
SCHOOLS OF THE SOUTHERN REGION, ETHIOPIA**

**BY**

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## DECLARATION

**Student Number: 5334-30-85**

I declare that this study, **Influence of Principals' Leadership Behaviour on School Performance: A case study in the Secondary Schools of the Southern Region, Ethiopia** is my work and all the sources used have been acknowledged by complete references.



\_\_\_\_\_ 30 AUGUST 2018

Signature

(Endale Berhanu Demessie)

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## **ABSTRACT**

This study was designed to investigate the influence of principals' leadership behaviour on school performance in Secondary Schools of the Southern Region in Ethiopia. The problems addressed in the research were the effects of principals' leadership behaviour on the school performance, the dominant leadership styles of principals' and their manifestations and the major factors that affect the performance of a school. The main research question that guided this study was: How does the principals' leadership behaviour influence the performance of government secondary schools in the Southern region of Ethiopia? A qualitative method, using a case study design was employed with analysing documents, observation and interviews as a means of data collection. Through face-to-face and semi-structured, open-ended in-depth interviews with 30 participants, the researcher uncovered personal views of principals' leadership behaviour on school performance. Principals used the autocratic as well as the democratic and laissez-faire style. With increasing educational qualifications the employees exhibit more of the democratic leadership tendencies and those who are educated less are inclined towards the autocratic leadership style. The lack of a compelling vision and mission for government schools continues to be a major obstacle in any effort to improve schools. It was developed as a strategy that the principals were well equipped with knowledge and skills in management and leadership to transform the Secondary Schools of the Southern Region of Ethiopia.

**Key Words:** Principal; Leadership behaviour; School performance; Secondary schools, Southern Ethiopia

## ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
DFID:	Department For International Development
EFDR:	Ethiopian Federal Democratic Republic
EPDRD:	Ethiopian People's Democratic Republic of Derg
ETDP:	Ethiopian Teachers Development Programme
GER:	Growth Enrolment Rate
GEQIP:	General Education Quality Improvement Package
GTP:	Growth and Transformation Policy
HoD:	Head of Department
KETB:	Kebele Education Training Board
MoE:	Ministry of Education
PEST:	Political, Economic, Social and Technological
PLSS:	Parent Learning Support System
PTSA:	Parent Teacher and Students Association
SIP:	School Improvement Plan
SNNPR:	South Nation and Nationalities Peoples Region
SP:	Supervisor
SREB:	Southern Regional Education Bureau
SWOT:	Strength Weakness Opportunity and Threat
TGE:	Transitional Government of Ethiopia
TVET:	Technical Vocational Education and Training
UNICEF:	United Nations International Children's Education Fund
WEO:	Woreda Education Office

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 INTRODUCTION**

This chapter presents an overview of the study. It begins with background of the study, which reviews principals' leadership on the secondary schools' performance and procedures taken to improve its overall quality. The problem statement follows. The chapter also includes the research methods employed, and delimitation of the study.

#### **1.2 BACKGROUND TO THE STUDY**

Education is highly recognised as an indicator of development. One of the fundamental purposes of education is to produce skilled manpower which can overcome development barriers of a given country. Accountability of education organisations is to primarily produce and provide qualified human resources in schools. They have a responsibility to achieve educational objectives that shape students' outcomes by addressing the interests of the beneficiaries. It is alleged that the future of the society depends on the schools' effectiveness to achieve their objectives.

The definition of leadership is complex, but more relevant for this study is the leadership definition forwarded by Hemphill and Coons (in Yukl, 2006), that is "... the behaviour of an individual ... directing the activities of a group towards a shared goal".

In literature, leadership is referred to as a process, but leadership theories and research conducted on leadership look at the behaviour of leaders to understand leadership. In schools, principals form the foundation for instructional leadership at the school level (Sergiovanni, in Jacobs and Kritsonis, 2006).

Every school system needs leaders. However, the crucial question is, what differentiates effective leaders from ineffective ones? The earliest work in the area of leadership effectiveness attributed effective leadership to the attributes underlying leadership behaviour.

Accordingly, researchers have identified and categorized leadership behaviours although there is no consensus on the number of the behavioural categories. Among the domains of leadership behaviours identified by Yukl (2006), the following were found to be more appropriate for this study; performance, human relations and change orientation.

Leadership behaviours of school principals have an impact on school performance in general and the provision of quality education in particular. Numerous researchers have investigated the relationship between school leader behaviour and school performance, and concluded that leadership impacts school performance (Moffitt, 2007). Today, school leaders are required to account for school performance more than it happened in the past.

Currently, following Ethiopia's efforts on education reform, greater attention has been placed on improving schools' leadership quality. Among the six quality education packages, the improvement of school leadership has been emphasised in the country. However, stakeholders have questioned the effectiveness on the implementation the education reform. Studies conducted on principal's leadership behaviour in the secondary schools within the region are rare. Therefore, the primary purpose of the present study was to investigate the influence of principals' leadership behaviour on the performance of secondary schools in the Southern region of Ethiopia. Besides, efforts were made to examine the extent to which principals' leadership behaviours affect the provision of quality education in the schools.

### **1.3 MOTIVATION FOR THE RESEARCH**

To address effective sector reform implementation, a major focus area in fostering school success and ensuring quality performance, has been enhancement of school performance influenced by the school principals' leadership behaviour, particularly in the secondary level. As stated by Mohd (2000), the principal is a crucial person in the school to provide motivation and inspiration for teachers to work towards excellence. However, some people question the competence of school leaders in motivating the school community towards the achievement of educational objectives.

Currently, Ethiopia is engaged in expanding education at all levels. However, educators, parents, and even governmental bodies have recognised the poor quality of services provided in the education sector. According to the MoE (2002), one of the factors contributing to the poor quality of instruction has been the poor leadership of school systems. In Ethiopian secondary schools, studies have shown that students' achievements have dropped, mainly due to; lack of committed, experienced, trained and competent leaders in the schools. Moreover, the blame for the poor students' academic performance has been linked to secondary school teachers and principals.

Nowadays, the education system has been undergoing various reforms. Some of these reforms include the introduction of a school improvement programme (SIP) which encompass improving school leadership and performance. The reform needs commitment and motivation from stakeholders implementing the packages. Under this reform, the role of the school principal has been found to be significant. In Ethiopia, as indicated in the SIP document, the Ministry of Education (MoE) addressed four major domains to improve schools (MoE, 2007). The domains include: teaching and learning, learning environment, community participation and leadership and management. The implementation of the SIP demands active participation of all stakeholders, namely; teachers, students, parents and the local community, supervisors, educational leaders and expertise at different levels (MoE, 2011). However, lack of monitoring and evaluation of the programmes, and resources profoundly hinder the reform in the Ethiopian education system (UNICEF, 2010).

#### **1.4 RESEARCH PROBLEM**

It is argumentative that school principals are influential in school performance as far as instruction, school environment, and the objectives of the school are concerned. Generally, principals are cornerstones within schools without which school performance cannot successful be achieved (Lumby *et al.*, 2008). Besides, principals have a powerful indirect impact in instruction (Leithwood *et al.*, 2010).

A number of factors have been linked with school performance, but principals' leadership behaviour play a very significant role in students' achievement as measured by the national

examinations (Nsubuga, 2010). Witzers, Bosker and Kruger (2003) on their study found a positive and worthy effect of school leadership on student achievement. Similarly, Waters Marzano and McNulty (2004) found that effective school leadership had a marked influence on student achievement. On education and training based on GTP II report indicated that during GTP I implementation significant efforts were exerted to ensure that educational managers and school leaders at primary and secondary school levels were assigned based on the professional standards and profiles prescribed by the Ethiopian Teachers Development Programme (ETDP) blue print.

Despite education reforms implementation inconsistency and lack of uniformity across the schools, Woredas, Zones and Regions, some significant results were recorded due to efforts of some qualified educational managers and school leaders. However, there are still severe problems concerning principals' leadership and the performance of schools. Hence the study, sought to investigate how principals' leadership behaviour influence the performance of secondary schools in the region.

Based on the above, the study sought the views of principals, supervisors, department heads, school teachers and students about the influence of principals' leadership behaviours on school performance, in reference to secondary schools located in Southern Ethiopia. The study was concerned with identifying what the principals do and the areas where problems exist, and examining the possible effects of these behaviours on the performance of schools.

## **1.5 RESEARCH QUESTIONS**

### **1.5.1 Main Research Question**

- How does the principals' leadership behaviour influence the performance of government secondary schools in the Southern region ?

### **1.5.2 Sub-questions**

The following specific questions are addressed:

- Does the principal's leadership behaviour affect school performance? How?
- What is the dominant leadership style of principals at the secondary schools? How does this leadership style manifest in the schools?
- What are the significant factors that affect school performance?

## **1.6 AIM OF THE RESEARCH**

Among other things, a school principal has the primary responsibility of maximising the performance of teachers who are central in the teaching-learning process. In order to ensure the higher performance of the work group and induce extra effort among the teachers, the principal must influence all his subordinates favourably beyond his position and power. The degree of his influence is related to a given behavioural pattern when he/she attempts to lead his group.

The compilation of information on prevailing patterns of principal leadership behaviour is essential for practitioners in the discipline to learn the reality and strive for adopting the appropriate leadership behaviour in a given school setting. Hence, the study aimed at: assessing the effectiveness of leadership behaviours of secondary school principals; identifying what the principals do and the areas where problems exist; examining how adopted leadership styles affect school performance; and, suggesting possible solutions to the problems.

The objectives of the study were to:

- Investigate how the principals' leadership behaviour affects school performance,
- Identify the dominant leadership style of principals at secondary schools,
- Describe the significant factors that affect school performance, and
- Suggest possible solutions to the problems.

## **1.7 RESEARCH METHOD**

This study employed a qualitative research type of case study technique to explore the influence of principals' leadership on school performance in the selected secondary schools of SNNPR. Interviews were conducted with principals, supervisors, heads of departments, teachers and students. They were asked to give their ideas on the principals' leadership roles and the performance achieved at schools. The principals were interviewed about their leadership roles and observations were made at the selected sites.

## **1.8 CONTRIBUTION OF THE STUDY**

The findings from this study may be beneficial to various stakeholders. The education officers in the area may be enlightened on areas that need more resources, attention and effort. The findings may be an eye-opener to school principals and managers and as well equip them with specific information on areas that need improvement, and as a guide for their actions. The findings bring to light the importance of using appropriate leadership behaviours in schools to achieve high academic performance. Besides, this study gives an insight about leadership behaviours of good performing schools in the region which may be useful for the poor performing schools to emulate them.

## **1.9 DELIMITATIONS OF THE STUDY**

This study was carried out in five government secondary schools in the SNNPR of Ethiopia. The researcher worked in those government schools for a couple of years and purposefully selected the schools in which data sources were believed to be adequate and information rich.

Moreover, the study examined the influence of principals' leadership behaviour on school performance in government secondary schools. To capture the behaviour of principals, the study focused on the leadership practices for the past five years (2013-2017), as the duration was sufficient to grasp the documents observed pertaining to the study.



## 1.10 DEFINITION OF KEY CONCEPTS

**Influence:** defined as a power affecting a person or course of events.

**Principal leadership:** role that encompass both educational and instructional leadership. It includes controlling, giving direction and guidance to the school community by the school head.

**Principal leadership behaviour:** behaviours engaged by the school principal while conducting their roles and responsibilities to have an impact on student achievement.

**School performance:** refers to active principal leadership, commitment and devotion of teachers, involvement of students and parents, school environment, and academic performance.

**Secondary schools:** refer to Ethiopian school systems ranging from Grades 9 to 12.

## 1.11 STRUCTURE OF THE STUDY

The study contains five chapters. The first chapter dealt with the introductory part that included the background of the study, research motivation, research problem, research questions, aim and purpose of the research, study contribution, study delimitations, definitions of key concepts and the structure of the study. Chapter two contains the review of related literature while the third chapter deals with the research methodology. The fourth chapter presents analysis and interpretation of data. Finally, chapter five presents the summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE: CONCEPTUAL FRAME WORK**

#### **2.1 INTRODUCTION**

The chapter focused on review of related literature, especially on the concepts of principals' leadership behaviour and school performance.

#### **2.2 SECONDARY EDUCATION DEVELOPMENT**

##### ***2.2.1 Secondary Education Development in the Global Context***

A key ingredient for economic growth in Sub-Saharan Africa has been brought about by better access and improvement in quality of secondary school education. A study by World Bank aimed at providing insights towards this issue among the African countries and the stakeholders to provide a guideline to solve problems facing secondary school education systems in Africa. The gross enrolment rate and completion rate at primary schools has been increasing from time to time. The main question that arises is do all the primary school graduates have a place to go after graduation? Africa now needs to focus also on secondary education and training designed for aspiring school leaders. In today's schools, leadership plays a key role in improving education quality in relation to student achievement (Adriaan and Jacob, 2006).

School leaders are at the front line to ensure provision of quality education, which in turn improves students' learning and achievement. Indeed, the professional standards for school principals require their continuous engagement in inquiry about the effectiveness of school curricular, and the instructional practices. They ought to work collaboratively and make changes that are appropriate to improve results. This requires school leaders who continuously improve their knowledge, skills, instincts and personal stances, to produce leadership which can lead and manage effective change (Adriaan and Jacob, 2006).

Principals need to spearhead the leadership of the curriculum and instruction by facilitating setting of the school's vision and goals, maintaining academic standards, monitoring student progress, enhancing parents' involvement and creating learning structures that sustain learning. Principals are required to be close to the classroom and lead learning by providing instructional and curricular feedback to the teachers through clinical supervision and mentoring. Good school leaders create learning communities that sustain continuous learning and nurture learning by prioritising instruction over any other school activity. Hence, principals should be equipped with requisite knowledge, skills, instincts and attitudes to be suitable instructional leaders who can lead their schools into holistic success (Adriaan and Jacob, 2006).

### **2.2.2 Secondary Education Development in Ethiopia: Achievements and Challenges**

Evidence show that a lot has been achieved on education since 1994 (TGE, 1994). A report by the Ministry of Education shows that about 36 percent of the adult population (aged 15 and above) is literate (MoE, 2002). Access to education improved tremendously with enrolment at the primary school level roughly reaching 85 percent (MoE, 2003). Enrolment rate also has been notable at the secondary school level, particularly at the 9<sup>th</sup> and 10<sup>th</sup> Grades (first cycle). However, key challenges hinder engagement at secondary school education, including; 1) Low primary school education completion rate which in turn constrain enrolment at the secondary school level; 2) Inequitable access to secondary schools for those in the rural areas, particularly girls being at a disadvantage; and 3) Low student learning achievement (World Bank, 2005).

Ethiopia has come a long way, documenting long and rich educational history (MoE, 2010). Indigenous education remains an indispensable transmitter of cultural identity from generation to generation among ethnic and linguistic groups in the country (MoE, 2008a). The early Christian heritage represents a second vital element of the country's education (MoE, 2008b). The church education had a purpose of preparing young Christian men to serve as deacons and priests. In addition, it became an education base for civil servants (EPDRD, 1976). Islam came third on the provision of education in the country. In particular, a non-formal schooling

system was established at the South and South-Eastern parts of Ethiopia where Islamic ethics and theology were taught and managed by the local communities (EPDRD, 1976).

### ***Modern Education in the Twentieth Century***

Modernization of Ethiopian education was officially commissioned in 1908 after the established of Menelik II School in Addis Ababa, which made a historic major step on the country's education (MoE, 1998). In 1960, the boys' primary GER was 11 percent while that of girls was 7 percent; but the respective enrolment rates in secondary education were lower. But it's not until the end of the 19<sup>th</sup> century that modernization of education in Ethiopia took shape with the formation of the central government, a permanent urban capital, the establishment of foreign embassies, and the growth on the modern economic sector.

Ethiopia hosted the UN-sponsored Conference of African States on the development of education in Sub-Saharan Africa in May, 1961. The conference served as an incentive that moved Ethiopia to focus on educational development. Expansion of government schools increased more than four-fold between 1961 and 1971. By 1971, about 1,300 primary schools and secondary schools had been established with 13,000 teachers in the country and a total enrolment of 600,000 at both school levels. However, access to schooling was mainly available only to a small proportion of urban elites, where primary school GER was only 16 percent (girls' 10 percent) and 4 percent GER at secondary schools (girls' 2 percent) in 1971 (MoE, 2002).

The downfall of the imperial rule in 1974 brought with it the military government (Derg regime) which removed the existing feudal socio-economic structure affecting the development of the education sector in the country. The Ethiopian government's National Democratic Revolution Programme issued a decree on April 1976 to offer free education (MoE, 2003). The new education policy highlighted improved opportunities for learning especially in the rural areas with a purpose of increasing economic productivity. At the time, the primary school enrolment figure was only 36% while the combined enrolment figure for secondary school (Grades 7 to 12) was only 5.3 percent of the relevant age groups, respectively.

Despite the observed improved enrolment rates, most schools did not meet the minimum standard, particularly lack of basic teaching skills for teachers while the curriculum was still deeply politicised. Moreover, the education system was centralised, where instruction was delivered in English or Amharic languages rather than students' native languages. Clapham (1990) argued that good education that catered for a relatively small percent of children was transformed by the socialist regime into quite a poor education at the expense of a larger number of children.

To mitigate the aforementioned problems, the Ethiopian government invested on improving school Leadership, Organisation and structure of quality education involved formation of a leadership committee beginning from the district education office. This involved representatives who served as chairpersons of committees, including; examination and evaluation committees, procurement committees, curriculum committees, extra-curricular education committees, competition committees, quality assurance committees, and quality audit committees established at each school. Members of the PTSA, KETB and representatives of school supervisors were accordingly included in the school leadership (MoE, 2004).

### ***Education Development Since 1991***

The end of the Derg regime and the civil war in 1991 brought with it a decline in the country's infrastructure where access to education was indeed low. The gross enrolment rates declined where the primary level posted only 30 percent, secondary level was about 13 percent while the tertiary level was below one percent at (MoE, 2006). Besides, the enrolment rate at the primary level was below half of the GER average for the sub-Saharan Africa.

Ethiopian government development agenda prioritised education after taking power in 1991. New policy directions were developed for the sector under the Education and Training Policy in the 1994. The set goals included:

- Expansion and equitable access of the general education and vocational training;
- Improvement of the education quality throughout the education system;

- Focus on the girls' education and women;
- Focus on relevance of education for the local communities through curriculum review besides shifting to native languages (Dufera 2011); and,
- Gradual school administration decentralisation with active participation of the school community.

Quality of management support and leadership was another critical element in the school processes. The basic function of management was planning, organising, staffing, evaluating and developing the sector (Bush, 2003). The education system needed management of the decentralised activities so as to serve and bring services closer to the stakeholders (students, parents and the society). Thus, effective leaders in schools were those who could build collaborative cultures and as well generate positive relationship. This implied that effective leadership occurred when individuals got the opportunity to develop high performing work teams.

At the time, the education system was restructured to fit the context and the needs of the country. In the restructuring, the 6-2-4 structure that was in place from 1962 was substituted with the new 8-2-2 which is in operational till today. The primary school education involves an 8-year cycle, including; the basic cycle (grades 1 - 4), and the general primary cycle (grades 5 - 8), followed by the general secondary cycle (grades 9 - 10) and preparatory secondary cycle (grades 11 - 12) which lasts 2 years each (EFDRE, 2004a). The aim of the general secondary cycle (grades 9 - 10) was to help students identify areas of educational interest for further education and training. Subsequently, the preparatory level (grades 11 - 12) prepares students to choose career paths besides engagement in higher education. The National examinations have therefore been planned only for those completing grades 10 and 12.

From the aforementioned education structure, enrollment at the TVET colleges present three options: 1) a one-year training program (10+1); 2) a two-year training program (10+2); and 3) a three-year training program (10+3) (MoE 2010a). Students completing the three-year training program after grade 10 are equivalent to those completing first year of college-level education;

thus, they are eligible to join higher learning institutions for an undergraduate degree (ETPE, 1994).

### ***Challenges: Quality and Learning Achievement***

Despite notable accomplishments in education accessibility within Ethiopia, there has been limitations in improving the quality of education. Input indicators for efficiency and quality, school achievement tests as well as classroom observations indicate challenges in sustaining the quality of education. Learning achievements (i.e., school performance and student achievement) remain unacceptably low in the education system. However, quality and leadership skills of school principals have been identified as vital in influencing school performance. In an effective school, leadership skills may include; instructional leadership, management of human and financial resources, initiating productive staff working relations especially line educational agencies, and engaging parents and school management committees by winning their confidence (Harvey, 2011).

School principals' responsibilities and their influence on school performance play a great role in students' education. Principals are therefore managers and such work include facilitating the instructional process which is the main objective in a school system (Jackson, 2000).

## **2.3 SCHOOL LEADERSHIP AND PERFORMANCE**

### ***2.3.1 Concepts of Leadership***

Leading groups with varying frequency, requires the leader to have skills of planning, organising, coordinating, communicating, deciding, and controlling (Ekundayo, 2010). These skills constitute the essential components in an administrative process. But not all managers and administrators are leaders in their own right (Ogunsayin, 2006). A leader's role goes beyond the task of performing administrative duties (Cheng, 1996). Influencing others for better results rather than merely attending to the daily activities underlies the difference in the leader's role (Adlam, 2003).

The ambiguity in the meaning of the three terms “managers, administrators and leaders” can be put as follows: ‘Administration’ has the connotation of governmental or other non-profit organisations whereas ‘management’ has been mainly attached to business enterprises (Peretomode,1991). In contrast to a managerial or administrative role, ‘leadership’ focuses much less on routine duties to which the assistants would attend to (Cheng,1994). However, the leader persists on attempting to influence the employees to strive to achieve better performance and higher morale (Owens, 2004).

Of course, ‘leading’ is narrower in scope than managing but deeper in effect to deal with behavioural issues (Ibukun,1997). It is simply an influencing function and of all the tasks of the leader, motivating workers is critical and the most difficult one (Babyomi, 2006). In sum, leaders are not strictly administrators or managers. Good leaders are very close to the organisation and to their work-group whose influence is instrumental to development and group satisfaction (Ajayi and Ayodele, 2002).

Leaders with all available resources and power are expected to help their groups carry out their activities. The real power of a leader as stated by Cotton (2003) is voluntarily granted by the group in the first place where members accept the leader’s influence and direction through a shared agreement. A leader’s power influence goes beyond vested authority and the strict organisational rules (Howell and Avolio,1993). The expectations are that leaders try to change or improve methods and procedures in some significant way, resulting in better performance and improved morale (Leithwood and Juntzi,1999; Herderson, 2002). An essential element in leadership ‘conceptualisation is that the designated leader has the most influence, devotes more time, and is the most responsible person to his/her group or his/her organisation at large (Obilade,1998).

From the preceding premises, it is generally argued that leaders have a substantial impact on group performance (Ofoegbu, Osagie and Clark 2012). Better group performance may be determined, among others, by the appropriate principals’ leadership behaviour (Uyanga, 2008). Thus, identifying the pattern of leader’s behaviour that is most appropriate to a given organisation at a specific time remains the central issue in leadership theories and research (Waters and Marzano, 2006).



### **2.3.2 Importance of Leadership**

Hargreaves and Fink (2004) specified the importance of leaders as follows:

1. **Motivation:** Leaders motivate employees with either economic or non-economic rewards; in-turn, they get the subordinates to do the work,
2. **Providing guidance:** Leader don't only supervise but also undertake the guiding role for their subordinates. In this case, guidance means giving instruction to subordinates on how to effectively and efficiently do their work,
3. **Creating confidence:** Being confident is an essential factor for subordinates. Leaders can help them to become confident by appreciating their work efforts, explaining their roles clearly and giving guidelines to achieve the goals effectively. Listening to the complaints and problems employees is also critical.
4. **Building morale:** Morale signifies the willing cooperation of employees towards their job, getting them to attain confidence, and getting them to trust the leader. Leaders can boost staff morale by getting full cooperation; in-turn, they expend all their best abilities on the work to achieve the set goals,
5. **Builds work environment:** Management is having things done. A work environment that is efficient supports a sound and steady growth. Therefore, leaders ought to pay attention to human relations by having close personal contacts with staff and as well listen to their complains and resolve them. Staff should be treated on humanitarian terms.
6. **Coordination:** Is realized by reconciling individuals' personal interests with the goals of the organisation. Leaders' primary motive should be to synchronize personal interests with organisation goals by using proper and effective coordination.

In general, principalship is a critical element in school leadership that aims to advance school performance. Principals should create a shared vision and mission for the school among teachers, students, parents, and the school community. A principal rarely leads in isolation, but

leadership responsibilities are shared or distributed among staff. Creation of an appropriate learning culture or school climate for student academic achievement is very important. The impact of principals' leadership behaviour on school performance is indirect; that is, leadership influences other mediating factors like experiences in student learning and classroom conditions. In turn, principals' leadership influence student performance. Finally, principals must provide both instructional support and organisational leadership and management that include curriculum and assessment.

### ***2.3.3 Leadership Theories***

According to Hoy and Miskel (2001), many different leadership theories have emerged of which some are discussed here-under.

#### ***Trait Theories***

Trait theories examine personality traits and characteristics that describe successful leaders (Oyetunyi, 2006). Trait theories focus on individual qualities and characteristics which distinguish successful leaders from non-leaders. It focuses on natural qualities of good leaders who initiate followers to feel committed to perform the tasks (Cheng, 2002).

#### ***Behavioural Theories***

Stronge, Richard and Catano (2008) developed two forms of leadership behaviour; that is, employee centred and production centred. An employee-centred leadership behaviour focuses on staff' emotions and actions to address their concerns. Moreover, a production centred behaviour focuses on task completion. Though it is important for leaders to be considerate and as well initiate structure, it's difficult to match leaders' behaviour with effectiveness if the desired behaviour doesn't link with different situations. That is, effectiveness of leaders' behaviour depend on situational factors (Hoy and Miskel 2001).

## **Contingency Theories**

Successful leaders assess the needs of the followers, take stock based on the situation and consequently adapt their behaviours to fit the needs of the situation. (Leithwood, Harris, and Hopkins 2008). The situational factors may include; nature of the task, group size, the organization size and structure, and power influence on the leadership process. The situation alters leaders' effectiveness which in-turn demands flexibility on the part of the leader to adapt his/her behaviour to the situation (Evans, 2000).

Globally, leaders have to develop their leadership abilities to work in diverse multicultural environment where staff values are also situational variables. To avoid potential cultural clashes (in terms of religion, gender, language, etc.) which affect achievement of objectives, diverse cultures need to be managed in a way that is agreeable. Kim et al. (2004) argued that leaders' acceptance depends on their ability to treat their staff in a way that respects and accommodates their cultural differences.

### ***Democratic Leadership***

In a democratic leadership, group members take a participative role in the process where they get motivated to come up with creative ideas (Okumbe, 1998). Though such leaders are the final decision makers, other team members get a chance to contribute to the decision-making process. Democratic leaders engage their staff and aim at reaching the best agreeable decision within teams (Cotton, 2003). According to Cole (2002), democratic leadership style is based on the belief that when people participate in decision making, they are motivated, committed and exercise self-direction on the tasks. Working in such an institutional and internal environment which allow staff interactions it builds high team spirits, unity and adherence to institutional ethos.

### ***Autocratic Leadership***

Autocratic leadership is style where leaders take charge of all decision-making rights (Avolio and Bass, 2002). Moreover, they have no common shared vision, and use their power to motivation or to intimidate others (Okumbe, 1998).

## ***Situational Leadership***

Situational leadership was developed by Hersey and Blanchard (2008). This leadership style combined levels of directive behaviour (task) and supportive behaviour (staff needs). The model places more emphasis on directive behaviour and less on supportive behaviour. Directive behaviour can be thought of as an order while supportive behaviour as a way of giving support or guidance to subordinates.

Hersey and Blanchard (2008) proposed four leadership behaviours based on the directive and supportive behaviours:

- **Telling/Directing:** the leader places more emphasis on directive behaviour (task delivery) and less on supportive behaviour (needs of subordinates). The leader's main concern is on task delivery and minimal on staff personal needs.
- **Selling/coaching:** leaders balance high directive and high supportive behaviour. The style is used mostly with staff who are willing but not able to do the task. Concerned leaders work towards increasing staff confidence and skills for them to take full responsibility of their actions
- **Participating/supporting:** leaders place low emphasis on directive behaviour and high on supportive behaviour. Leaders highly interact with the staff and highly trust that they can perform the tasks. They encourage and offer feedback where needed, and,
- **Delegating:** Leaders place low emphasis on both directive and supportive behaviours. They use a 'hands-off approach' assuming the followers are able and willing to work on the tasks independently and responsibly.

In situational leadership theory, followers' general maturity is a function of two components; task maturity and psychological maturity. A follower's task maturity is his/her ability (individual competence) to do the task. A follower's psychological maturity is his/her willingness to perform the task. Under situational leadership, the function of leaders is to assess the level of task and psychological maturity of their followers. Based on the followers' overall level of

maturity, leaders should adjust their management behaviour in ways that effectively match the followers' maturity levels. Employees that are more mature (task and psychological maturity) need less direction and support while those with less maturity need to be given more direction and support on the tasks.

### ***Transformational Leadership***

Transformational leadership aligns with the need of transforming leaders' who wish to encourage and inspire their followers to provide leadership, particularly in the rapidly expanding and quality driven education sector reforms in Ethiopia. Transformational leadership needs leaders who understand changes occurring in a workplace and people's working attitudes to support educational reforms. In line with this belief, Bass and Avolio (1999) pointed out that transformational leadership is also aims at improving schools' performance, besides developing staff's full potential. It differs from the contingency theory and transactional leadership of which both lay more emphasis on tasks. Transformational leadership invest more on human resource development to stimulate organisation reform; in turn, it targets on the tasks. Leaders in this case transform followers by encouraging, inspiring and motivating them to create change through engaging in transformational leadership behaviours (Sashkin, 2004). Therefore, transformational leadership is the most appropriate leadership approach for the principals of secondary schools to improve performance of school.

### ***Transactional Leadership***

Transactional leadership involves an exchange process where contractual obligations that appeal to self-interest are fulfilled by setting agreed upon objectives, monitoring and controlling outcomes (Gordon, 2004). In transaction leadership, leaders and subordinates are bargaining agents. The subordinates comply with leaders' self-interest, because they can provide the pay-off perhaps both economic and psychological that followers value (Bass (1985).

According to Northouse (2010) transactional differ from transformational leadership in that transactional leaders don't focus on individuals' personal development. Instead, transactional

leaders see the relationship with subordinates as an exchange (rewards for good work) to advance each other's' agenda as it is task focused (Northouse, 2016). Leaders are transactional when they reward their followers or penalize them for failing to achieve the agreed upon tasks (Bass, 2008). This type of leadership normally focuses on maintaining organisational performance rather than encouraging innovativeness and reforming the organisation.

Basham (2010) believes transactional leadership approach has its own strengths and weaknesses. For example, although it aims towards exchange of valued outcomes, all exchanges are often not equal (Bass, 2008). In most secondary schools of Ethiopia, the MoE framework specifies modalities for rewarding excellent individuals for their contribution. However, most of the time rewards given are not commensurate with individuals' contribution. Hence, the norm of rewarding and punishing in transactional leadership seems to be out of focus.

### ***Laissez-faire Leadership***

Laissez-Faire Leadership represents the absence of leadership. Laissez-faire leadership is defined as the near avoidance or absence of leadership in which there is no transaction between the leaders and the followers (Northouse, 2016). An example of a laissez-faire leadership could be referred to a situation where a school principal calls or holds no meetings with supervisors, lacks no long-term plan for the school, is disconnected and makes little or no contact with teachers.

Laissez-faire leadership unlike transformational or transactional leadership, is thought of as embracing a passive leadership style. Laissez-faire leadership based on Bass and Avolio (2004) avoidant type of leadership behaviour. A leader described as laissez-faire usually evades getting involved when critical issues come up. These leaders are more often inaccessible when needed, avoid decision-making and regularly delay addressing urgent questions. This leadership style is identified as failure to take management responsibilities (Hoy and Miskel, 2005). The first meta-analysis on laissez-faire literature was done by Dinham

(2004) who confirmed the negative effects of this leadership style. Similarly, Hoy and Miskel (2005) noted that women leaders who displayed such ineffective leadership styles like laissez-faire were ditched from such positions more quickly as compared to their male counterparts. This finding has implication for the secondary education of Ethiopia where school leadership positions are highly male dominated.

In general, laissez-faire type of leadership shows frequent absenteeism and less involvement during important stages of management, in addition to lack of unified strategic effort. This leadership style is also referred to as the least effective, and rarely gets follower support in organisations.

#### **2.3.4 Theoretical framework**

Theoretical framework is the 'blueprint' or a guide for research (Grant and Osanloo, 2014). A framework is based on an existing theory in a specific field of inquiry which is related and/or reflects the hypothesis of a given study. The framework is a blueprint that researcher often borrow to build their research inquiry. It is used as a foundation upon which a research is conducted. According to Fulton and Krainovich-Miller (2010) the role of the theoretical framework is like that of a map or a travel plan which serves as a guide. Likewise, the theoretical framework guides the researcher to stay focused, and not to deviate from the confines of the accepted theories so as to make the final contribution acceptable scholarly and academically. Accordingly, Brondizio, Leemans, and Solecki (2014) agree that the theoretical framework is the specific theory or theories that relate with aspects of human endeavor which could be useful to study events. The theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory (Grant and Osanloo, 2014).

The theoretical framework has several benefits in a research work. It provides the structure which indicates how researchers define their study philosophically, epistemologically, methodology and analytically (Grant and Osanloo, 2014). Ravitch and Carl (2016) argue that a theoretical framework assists the researchers to situate and contextualize formal theories into their studies as a guide. The framework positions the

studies in scholarly and academic fashion. Moreover, the theoretical framework guides the focus of the research and it is related to the study research problem. It further guides the choice of a research design and the data analysis plan. The theoretical framework also defines the kind of data that is needed for a particular study (Lester, 2005). Therefore, framework aids the researcher to find an appropriate research approach, data analytical tools, and the procedures that are needed in a research inquiry. The framework makes the research findings more meaningful and generalizable (Akintoye, 2015).

Imenda (2014) clearly posits that the research work without a theoretical framework lacks accurate direction to locate appropriate literature, and consequently scholarly discussions of the findings from related research. For other scholars in the field of inquiry, the theoretical framework provides a common worldview or lens from which to base one's thinking about the problem and analysis of data (Grant and Osanloo, 2014).

#### **2.3.4.1 Competency-based leadership models**

Researchers (e.g., Tucker and Au, 2016) argue that traditional leadership theories, such as; trait, situational, contingency, and transformational models of leadership are not adequate enough to analyze today's competitive educational environment. The new leadership competency theory has been proposed which recognizes that school administrators need to address school challenges and as well motivate their employees.

There are more than hundred conceptual models of leadership. Among these models, the researcher used Competency-Based Leadership models. These are models built on a selection of underlying competencies and skills. These models are identified as a list of competencies (intended in the broader sense of the term) that should support an effective leadership style. Often driven by consulting organizations in their work, and supported by some form of assessment, this cluster of models is still generic enough to be applied to multiple contexts and it was adopted from principals as educational leaders of New Zealand (Careda, 2020).

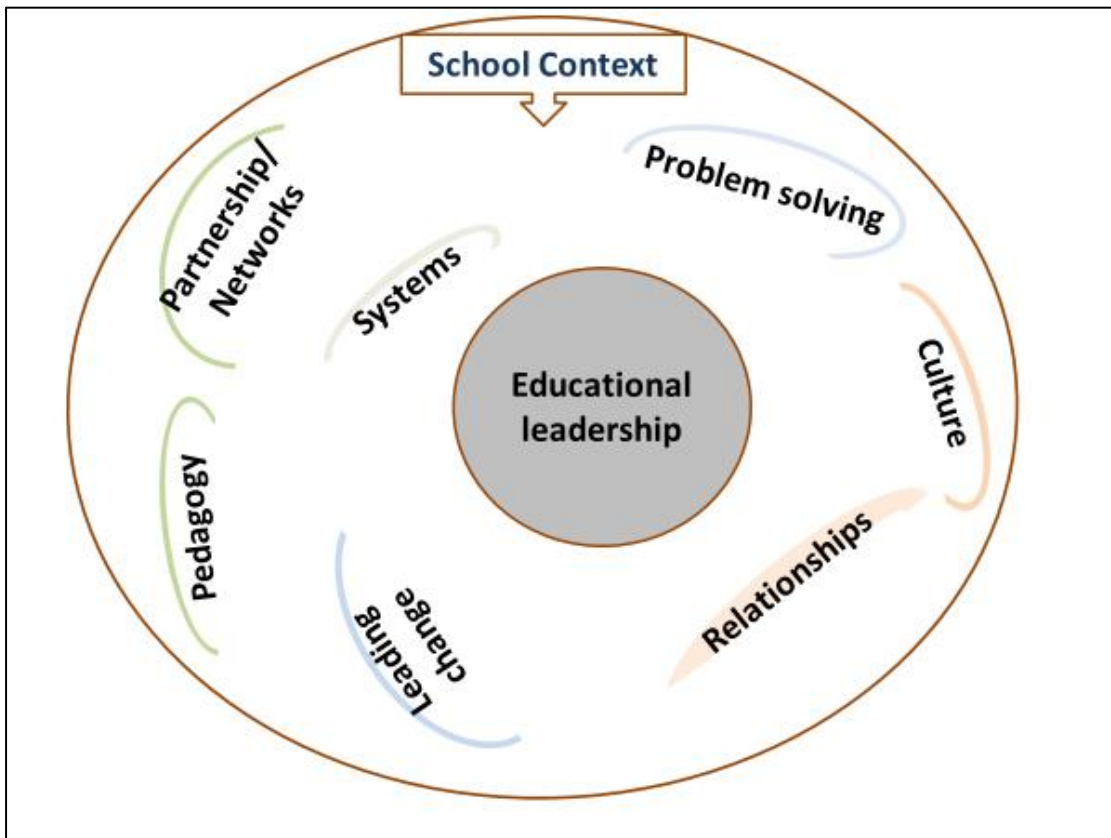
#### **2.3.4.2 New Zealand educational leadership model**

This Educational Leadership Model sets out the qualities, knowledge and skills principals



need to lead 21st century schools. In this model, Educational Leadership is at the centre of the model (Figure 2.1).

Educational leaders lead learning to: improve outcomes for all students, create the conditions for effective teaching and learning; Elements of the Model develop and maintain schools as learning organisations; make connections and build networks within and beyond their schools; develop others as leaders. Leading change and problem solving are key activities of effective educational leaders. Culture, pedagogy, systems, partnerships and networks, bounded by relationships School leaders work across these four interconnected areas of practice. In order to be effective, they must be knowledgeable and capable in all. Quality relationships are pivotal to effectiveness in all four areas (NZMoE, 2008).



## **Figure 2.1: New Zealand Educational Leadership Model**

**Source:** Adapted from NZMoE (2020)

Building trusting and learning-focused relationships within and beyond the school is central to the principal's role (Bryk and Schneider, 2002). Relationships built on trust are developed when principals respect and care for others and consistently “walk the talk”. Principals can benefit from personal reflection, sharing ideas and initiatives with their peers, and working with others to clarify situations and solve problems. Relationship skills are embedded in every dimension of such actions and involve much more than simply getting along with others. They play an important part in managing conflicts of interest, supporting and challenging teacher practices, and dealing with a range of challenges and situations. Educational leadership and leading change require principals to communicate clearly their intentions to teachers. The more principals focus their relationships with teachers on the core business of teaching, and the more they communicate goals and expectations about quality teaching and learning for each student, the more effective they are likely to be in leading their schools towards improved student outcomes for all. Moreover, integrating staff considerations in the development and implementation of school practices is central to making significant shifts. Effective principals get the relationships right and tackle the educational challenges at the same time — incorporating both, simultaneously, into their problem solving (Robinson, 2007).

### **2.3.5 School Performance**

School performance is the emotional and social dimensions of the student's and the school's development and responsibility in the community (Leithwood and Jantzi, 2007).

#### **2.3.5.1 Principal's Role in School**

Principal leadership is considered a mix of student-centred leadership and distributing leadership. The student-centred leadership includes both instructional and transformational leadership (Murphy et al., 2006). Distributing leadership includes either formal or informal roles

which take into account leadership tasks and responsibilities (Louis, *et al.*, 2010; Murphy *et al.*, 2006). Principal leadership could also be viewed as an influential process that shapes individuals' and groups' behaviours towards identifying and attaining school-related goals (Hallinger, 2011).

Studies on school effectiveness have noted a number of cultural elements that relate with some impacts of student achievement. Oyetunyi (2006) identified academic challenge, a need for community recognition for achievement, and the perception of school goals as key factors. Christie's (2010) related shared perception, organizational ideology, charismatic leadership and intimacy to stronger academic motivation and satisfaction for professionals. Behrens (2010) pointed out the importance of shared vision, supported by a stronger leadership with a sense of moral purpose.

From the work of Wei *et al.* (2009), a few general principles emerged for educational practitioners. To create a school culture which supports hard work and high expectations school principals needs to adhere to the following principles:

- Have an inspiring vision, which is supported by a clear and limited challenging mission,
- A curriculum mode of instruction focused on assessments and that which gives learning opportunities that are linked with the school vision and mission, and are tailored to address student's needs and interests
- Provide enough time for teachers and students to complete their planned work well.
- Focused on pervasive learning which address both student and teacher learning, together with continuous school wide conversations about quality of everyone's work.
- Have a close and supportive teacher -students, teachers - teachers, as well as students -students' relationships.
- Provide ample opportunities and avenues for creating supportive culture, discussing

important values, embracing responsibility, and coming together as a community to celebrate individual and group successes.

- Focusing on leadership which encourage and protects trust, providing on-job learning, being flexible, being a risk taker, innovative and adaptive to changes.
- Using data driven decision-making systems that use accurate and timely quantitative and qualitative information about school progress in relation to the vision and knowledge about changes in school performance.

Successful school principal leadership requires one to deal with two main challenges: 1) accountability measures as directed by the state (i.e., student achievement scores measured by the state standard scores); and, 2) manage student diversity. On their study, Leithwood et al. (2004), argued that principals influence student learning by indirectly influencing others or parts of the organisation; understanding which organizational areas require attention; knowing schools' "optimal" conditions; having the ability to influence student achievement; and, being able to intervene and improve aspects of the school programmes. The principal's role is therefore challenging and complex based on the needs that requires to be met while at the same time pursuing paths that would influence student achievement in a successful way.

### ***2.3.5.2 Conducive Environment to Learning and Teaching***

To create a conducive school environment for student learning, appropriate physical facilities need to be made available as per the requirement of the standard (Blase and Kirby, 2000).

In this regard, proper class room and administrative buildings with necessary furniture, pedagogical center, library with relevant reference materials and segregated latrine should be fulfilled. Particularly at secondary school's laboratory rooms, equipment and chemical as well as ICT rooms with its equipment are to be fulfilled for the implementation of quality education. In sum, since school is center of any educational activity, thus the school environment need to be made worthy for effective student learning to take place (Haris and Hopkins, 2008). Healthy and safe learning environment, therefore, demands appropriate physical facilities and its ingredients, proper infrastructural service, teachers and staff, students support and student

discipline and still security, peace as well as democratic culture that should be built concurrently with other domains (MoE, 2006).

### **2.3.5.3 Leadership Style and Organisational Performance**

Most research on leadership indicate that leadership styles have an important relationship with organisational performance (McGrath and MacMillan, 2000). Besides, leadership styles may have a positive or a negative link with organisational performance (Fu-Jin et al., 2010).

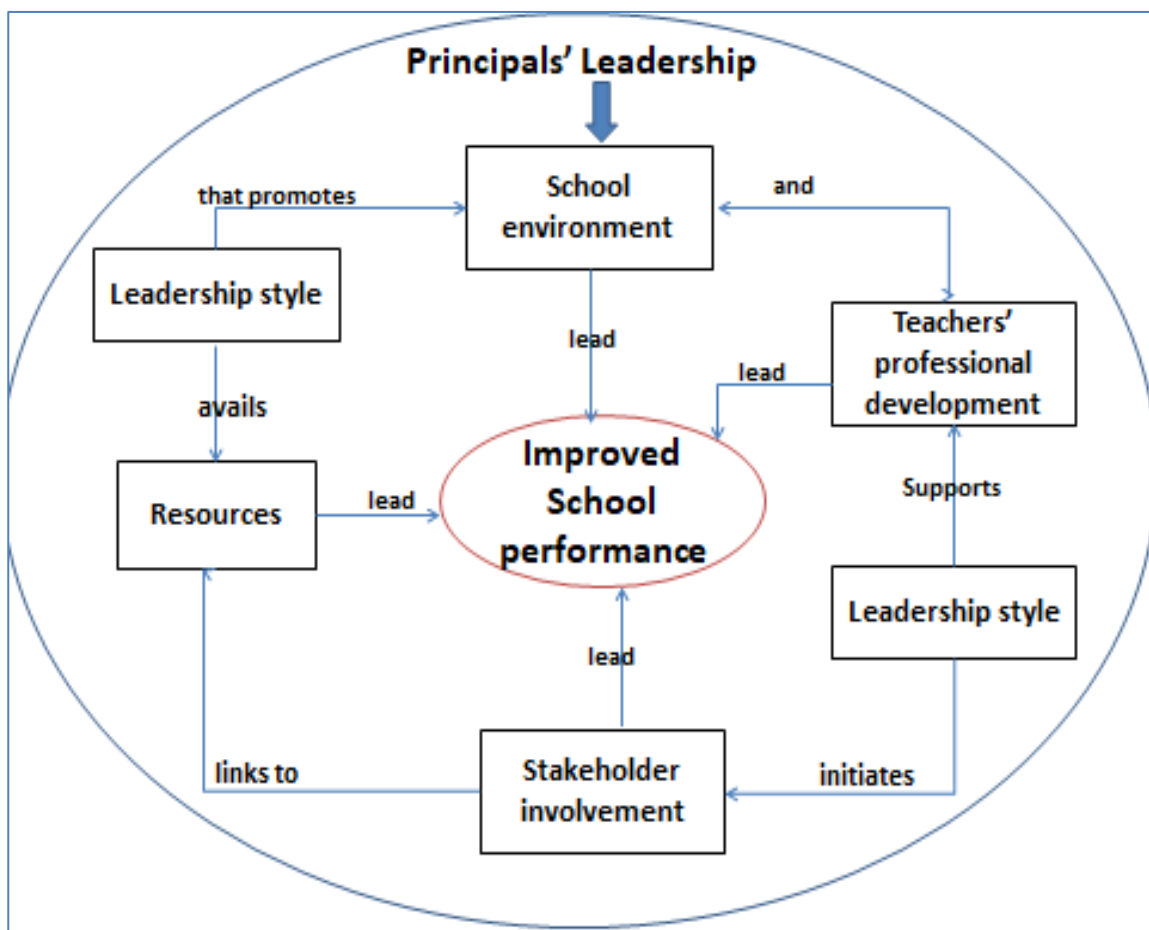
Based on literature, leadership style is linked with support for organizational attainment of current objectives in a more efficient way by linking job performance to rewards that are valued besides ensuring that staff members get resources that are needed to complete tasks. Effective leadership style provides a strong source of management development and continued viable advantage. Sun (2002) conducted a study and evaluated the link between leadership style and school performance and enterprises. The researcher found a considerable positive linkage between leadership style and organisational performance for both schools and enterprises.]

### **2.3.6 Conceptual Framework**

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher. It is the researcher's explanation of how the research problem would be explored. The conceptual framework presents an integrated way of looking at a problem under study (Liehr and Smith, 1999). In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid and provide a picture or visual display of how ideas in a study relate to one another (Grant and Osanloo, 2014). Interestingly, it shows the series of action the researcher intends to carry out in a research study. The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Luse, Mennecke and Townsend, 2012). Miles

and Huberman (1994) opine that conceptual frameworks can be graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them.

The conceptual framework offers many benefits to a researcher. For instance, it assists the researcher in identifying and constructing his/her worldview on the phenomenon to be investigated (Grant and Osanloo, 2014). It is the simplest way through which a researcher presents his/her asserted remedies to the problem s/he has defined (Liehr and Smith, 1999; Akintoye, 2015). It accentuates the reasons why a research topic is worth studying, the assumptions of a researcher, the scholars s/he agrees with and disagrees with and how s/he conceptually grounds his/her approach (Evans, 2007). Akintoye (2015) posits that the conceptual framework is mostly used by researchers when existing theories are not applicable or sufficient in creating a firm structure for the study. Figure 2.2 presents the conceptual framework for this study.



## **Figure 2.2: Conceptual Framework**

Source: Educational Leadership Model (Caredda, 2020).

### **2.4 CONCLUSION**

The literature review discussed the secondary education development, achievements and challenges in the world and Ethiopia. The chapter also attempted to see thoroughly school leadership, concepts, meaning and importance of leadership. Furthermore, the different forms of leadership theories reviewed and leadership styles have a significant relationship with school performance. The education model employed in this study was also presented. Regarding measurement of school performance where 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 student performance in class work, and national examinations were analysed under the chapter. The role of principals in effective school performance and conducive environment to learning, and teaching were the main themes of the chapter.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The previous chapter two focused on the review of related literature on the influence of principals' leadership on school performance. This chapter deals with the research design and methods. The discussion involves qualitative research approach, techniques employed, sampling, validity and reliability.

#### **3.2 A QUALITATIVE RESEARCH APPROACH**

##### **3.2.1 An Overview**

The aim of qualitative research is to understand the views of individuals, groups or events. The design of this study basically consisted of a case study where the qualitative approach was used with minimal use of quantitative data (Corbin and Strauss 2008).

##### **3.2.2 Research Method**

Qualitative research emphasizes the investigation of multiple realities gained from diverse interpretations of the social world. Therefore, gathering rich data from different viewpoints promote an understanding of principals' leadership behaviour on school performance. Moreover, the specific interview methods encouraged individuals to give detail information (Kvale and Brinkmann, 2008).

##### **3.2.3 Data Collection Techniques**



Techniques utilised to collect data for this study included; interviews, document analysis and non-participant observation. Each technique is discussed in the following sections.

### **3.2.3.1 The Interview**

The structured interview consisted of specific and defined questions that were determined beforehand, but with room for elaboration when posing questions and giving answers. Interviews gave respondents a chance to provide adequate data through face-to-face communication. It was also helpful as the interviewees developed self-confidence to ask for clarification on what they did not understand during the interview session. It was also possible to probe for additional information beyond what was raised in the structured interview. Through the interview, relevant information or data were gathered for the study (Kwinda, 2002) (see Appendix B, B1 and B2). Brief notes were written to corroborate the interviews (Manoion cited in Budhal, 2000). The researcher interviewed six members of the executive committee comprising of principals, deputy principals, supervisors, heads of departments, teachers and students at each school (McMillan and Schumacher (Makometsi, 2008).

### **3.2.3.2 Document Analysis**

According to Best and Kahn (2003), documents serve as important sources of data. They are helpful in evaluating or explaining educational practices. Thus, different types of documents regarding leadership and performance at each school were referred to for the purpose of this study. Documents used for this study included; the mission and vision of school, school improvement plans, continuous professional development plans, annual plans, lesson plans, code of conduct for teachers and students, and teachers' and students' portfolio prepared at different times within the past five years.

### **3.2.3.3 Non-Participant Observation**

Observation as a data collection tool is an attempt to observe interactions and events as they occur naturally. Researchers use an observation tool to supplement questionnaires and interviews to collect relatively firsthand information (Burns, 1999). In this situation, Merriam (1998) pointed out that observation is used to triangulate data in order to validate the findings. Similarly, observation data were used in this research to crosscheck data gathered through interviews and records from documents (Lemmer,1995).

Moreover, the following things were observed:

- Classroom settings
- Average class size
- Teacher-student ratio
- Teaching work-load
- Education policy document
- CPD manual
- School's strategic and annual plans
- Continuous assessment guideline
- Teachers' yearly and daily lesson plans
- Students' roster
- Financial record documents
- Computers and duplicating machines
- Sports field and equipment
- Safety requirements, and
- Availability of libraries and laboratories

### **3.2.4 The Research Problem**

The study research problem was designed in the following way:

- How does the principals' leadership behaviour influence the performance of selected Government secondary schools in the Southern region?

The sub-problems of the study were:

- Does the principal's leadership behaviour affect school performance? How?
- What is the principals' dominant leadership style in the secondary schools? How does this leadership style manifest in the schools?
- What are the significant factors that affect school performance?

### **3.2.5 Aims and Objectives**

The compilation of information on prevailing patterns of principal leadership behaviours is essential for practitioners in the discipline to learn the reality in order to strive to adopt appropriate leadership behaviours in a given school setting. Hence, the study aimed at assessing effective leadership behaviours of secondary school principals, identifying what the principals do, and areas where problems exist, as well as suggesting possible solutions to the problems.

Based on the above mentioned, the study objectives were, to:

- Investigate how the principals' leadership behaviour affects school performance,
- Identify the dominant leadership style of principals in secondary schools,
- Describe the major factors that affect school performance.
- Suggest possible solutions to the problems.

## **3.3 SITE SELECTION AND SAMPLING**

### **3.3.1 Site Selection**

Five government schools were selected as a representative sample from five zones in the South Nation and Nationalities Peoples' Region (SNNPR) of Ethiopia. A purposeful sampling technique was employed to choose participants from; Sodo, Dawro, Chamo, Halaba and Durame secondary schools.

### **3.3.2 Purposive Sampling**

In qualitative approach, a purposive sampling technique is used to in the research study. In purposive sampling, researchers intentionally select sites and individuals to learn or understand the central phenomenon (Creswell, 2012). In this study, a case study was employed and discussions are presented in the following sections.

#### **3.3.2.1 Sampling by Case Type**

Getting rich information from the cases is the basis for sample size determination (Coetzee,1999). The researcher interviewed five principals, five deputy principals, five supervisors, five heads of departments, five teachers and five students at each of the five schools reaching a maximum of 30 participants (six per school).

### **3.4 Reliability in the Research Method**

Reliability in quantitative research refers to consistency of certain measurements while validity refers to whether the measurements used “measure what they are supposed to measure”. In qualitative research reliability is slightly different. Reliability in qualitative research is taken as a matter of thoroughness, and being careful and honest in carrying out the research (Robson, 2002). In qualitative interviews, reliability relates to practical issues in the interviewing process, including; wording in interview questions, building rapport with the

interviewees, and taking into consideration the 'power relationship' between the interviewer and the interviewee (Breakwell, 2000; Cohen et al., 2007; Silverman, 1993).

### **3.4.1 Data Collection Strategies**

Data triangulation is important as it increases certainty in the data being collected. Besides it brings neutrality making the research result bias free, valid and generalisable (Gall, Ball and Gall 1996). In this study, data collection strategies involved document analysis, observation and interviews. The researcher then triangulated the responses from respondents with the demographic information (see Appendix A).

### **3.4.2 Data Analysis Strategies**

The idea of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness in qualitative research, which is "defensible" and establishes confidence in the findings which is discussed later (McMillan and Schumacher 2001).

## **3.5 Reliability in the Data Collection Process**

The strategies applied in this study are verbatim accounts and low inference descriptors.

### **3.5.1 Verbatim Accounts and Low Inference Descriptors**

The study used description phrases very close to the participants' accounts and researchers' field notes. Verbatim (i.e., direct quotations) are a commonly used type of low inference descriptors. Triangulation was used to provide more insights by "Cross-checking" information from different sources and making conclusions through the use of multiple procedures (Gall *et al.*, 1996).

## **3.6 VALIDITY IN QUALITATIVE RESEARCH**

The term validity in research refers to the accuracy of a measure which clarifies the phenomena with certainty of the world (McMillan and Schumacher,1993). Of relevance in discussions of qualitative studies is their validity which often is addressed based on three common threats to validity, namely; researcher bias, reactivity, and respondent bias (Lincoln and Guba, 1985).

Researcher bias in qualitative research refers to any negative influence that a researcher knowingly brings into the study at any phase. It could be study assumption related with the study design, data analysis or even a sampling strategy. Reactivity bias occurs through the influence of the researcher on the studied situation or by changing the behaviour of those being studied rendering the research findings to be subject to error. Respondent bias may present itself in situations where respondents do not give honest responses; that is, they give responses regarding the issue based on what is the socially accepted instead of how they feel. Respondent bias may occur if the participants perceive a given topic as a threat or when they tend to 'please' the researcher by giving responses they deem as desirable.

### **3.6.1 Participants' Language**

In this study, being conversant with different languages at the chosen sites was an added advantage to the researcher. The researcher was able to understand clearly the meanings of most expressions made regarding the issues related with influence of principal's leadership behaviour on school performance.

### **3.6.2 Field Research**

Field research is a qualitative method where data collection involves observing, interacting with people, and undertaking interviews in a natural setting. This implies that the researcher had to undertake the study carefully, including research ethics.

## **3.7 RESEARCH ETHICS**

In this study, attempts were made to address ethics of research. To this end, the researcher notified the study respondents that the study was intentionally planned for

academic reasons. Besides, all the resources that were used for this research were appropriately acknowledged. In line with this, Schumacher (2001) stated that respondents should give informed consent to reduce risks linked with research, and to secure participants' voluntary participation in the study.

### **3.7.1 Informed Consent Dialogue**

Informed consent is a process where researchers provide sufficient information to the respondents regarding the purpose of the research, including the risks and benefits. In general, the ethics review committee approves the procedures, including legalistic language, and signatures are appended by the participant, the researcher, and in some cases a witness. In line with this requirement, the researcher wrote letters concerning this study to the selected Zone officials and school principals.

### **3.7.2 Confidentiality and Anonymity**

In research context, maintaining confidentiality makes little sense. Confidential research is hard to conduct as researchers must report their findings which is not possible if the collected data were treated as confidential. Researchers need to build trust with participants by; ensuring them that identifiable information will not be disclosed, and putting an effort to protect research participants' identity by using various processes designed to keep their identity anonymous. Successful participants' anonymisation vary based on the research context. In this respect, participants confidentiality cannot be guaranteed; the researcher may claim that efforts will be made to ensure participants' privacy and no identifiable information will be shared but that promise might not be upheld. As van den Hoonard (2002) noted 'promises of confidentiality are easier to make than to keep'.

## **3.8 DATA COLLECTION PROCEDURES**

Interview checklists were prepared and questions that constitute school performance prepared, including: Principal's leadership and training, school vision and mission, leadership styles and factors that affect school performance; Parents and community involvement,

conducive school environment, academic performance and availability of resources. The developed interview checklist included the main research questions and sub-questions.

To establish a possible basis for more specific questions, the researcher used more general questions to start the interview. During the interviewing process, the researcher did not impose any view point on the respondents. Instead, a two-way communication was established between the researcher and interviewees to discuss issues in detail.

In this study, time allocated for interviews to discuss issues that required general understanding was between 50 to 60 minutes in each respective school. Before conducting the interviews, participants signed the consent form as evidence of written permission to engage in research. Besides, interviews were tape-recorded only for the purpose of research with participants' permission.

### **3.9 ANALYSIS OF QUALITATIVE DATA**

#### **Steps for Analysing Qualitative Data**

In qualitative data analysis, three concurrent activities are followed: data reduction, data display, and data management (Creswell, 1994).

#### **Data Reduction**

In qualitative data analysis., data reduction forms the first step in this process. This process involves data simplification and transformation of field data for ease of management. Data reduction allows application of deductive and inductive analysis. The process eventually lead to further data coding and transformation until data are substantially shaped up and reconfigured. Note worth is that qualitative data comprises of personal observations and recorded data which is written in words and phrases. Data analysis efforts refer back to the research questions and the transformed data, supported by specific resources used in the analysis process. After data are reduced, data are displayed using symbolised diagrams or



word format. Information displayed during data analysis, purposely try to communicate engaging meaning for the readers.

### **Data Management**

More often, qualitative data are derived from participants' in-depth interviews or focus groups discussions that explore issues related with the research questions. Besides, observations and document reviews are additional data collection techniques used in qualitative research. Recordings are then transcribed by the researcher with no identifying information or names are anonymously used. Transcribed text is cleaned and quality of the data reviewed against the original audio.

### **Data Presentation**

After transcribing the interviews verbatim, the researcher re-reads each transcript making notes at the margins for words, theories or short phrases that sum up or present a pattern of information contained in the text. This process is referred to as open coding. The aim of open coding is to offer a summary statement or word or an identifier for each element that is being discussed in the transcript (McMillan and Schumacher, 2001).

The final record includes:

- Verbatim accounts,
- Non-verbal communication, and
- Remarks to supplement the search.

In general, the document includes participant codes, where; 1) P – Principal 2) DP – Deputy Principal 3) SP – Supervisor 4) HoD- Head of Department 5) T– Teacher 6) S– Student.

### **3.10 CONCLUSION**

This chapter included the qualitative method of the study. Interviews, observation and document analysis were used as strategies to collect data. Besides, the researcher added information using biographical questionnaires from department heads, principals, supervisors, deputy principals, teachers and students to substantiate the findings. The section also indicated site selection and sampling procedures that were employed. Validity and reliability of research tools were also discussed. Informed consent, confidentiality and anonymity were summarized as issues taken into consideration.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

In the last chapter, the aim of the research was described, the research method, and the design of qualitative research. The researcher also focused on qualitative sampling techniques, sample selection, data gathering instruments, and data collection procedures. Data analysis, presentation of data, and data processing methods were thoroughly examined.

In this chapter, data presentation and analysis procedures are presented. Firstly, the researcher formulated graphic presentations of the data and analysed the participants' demographic data with regard to gender, age, experience and academic qualification. Secondly, the researcher focused on the data obtained from documents and thirdly, data obtained from the observations check-lists and open-ended, semi- structured interviews.

Thirty participants participated in the face-to-face interviews. The researcher conducted six interviewees per school (five supervisors, five principals, five deputy principals, five heads of departments, five teachers, and five students), totally 30 interviewees (6x5) from the five schools. The participants were coded as: five Supervisors (SP1, SP2, SP3, SP4 and SP5), five principals (P1, P2, P3, P4 and P5), five deputy principals (DP1 to DP5), five department heads (HoD1 to HoD5), five teachers (T1 to T5) and five students (S1 to S5).

#### **4.2 DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS**

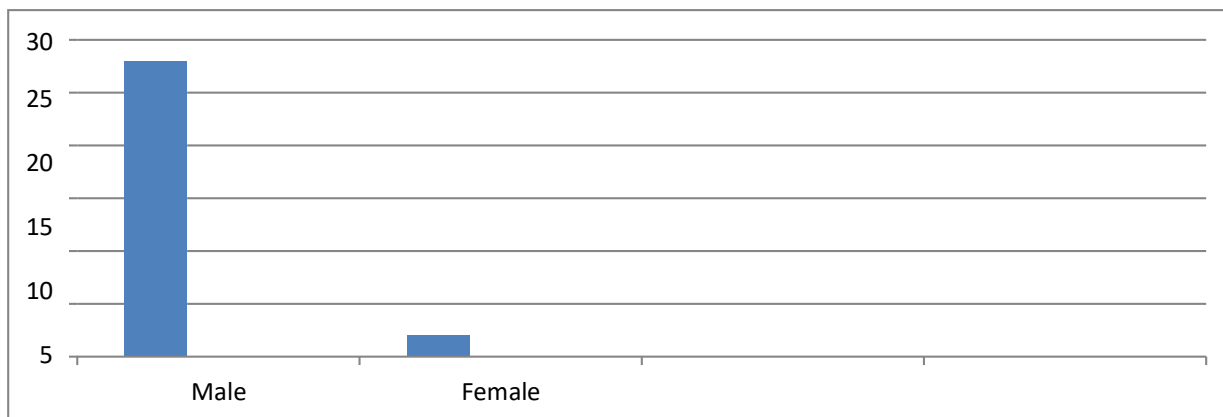
It was essential in this study to gather background data from principals, deputy principals, supervisors, head of departments, teachers and students. Students' background was analysed in terms of gender and age, while that of principals, department heads, supervisors, and teachers also included academic and professional qualifications. These factors were assumed to directly or indirectly influence the performance of secondary schools in Southern Ethiopia.

The supervisors, principals, deputy principals, heads of departments, teachers' and students' demographic data are summarised in the following sections.

#### 4.2.1 Gender of the Participants

Gender was considered significant in this study because it could directly or indirectly influence the performance of government secondary schools. According to Moorhead and Griffin (2004), education is a priority area to ensure a strong foundation for people's social development in general. Education goes beyond reading, writing, and arithmetic. Based on the World Bank (2008) report, investment in education is the single most effective means of poverty reduction. The researcher included gender to see if performance of each sex is influenced by leadership in government secondary schools.

As presented in Figure 4.1, there were 28 male and two female participants. This shows that the majority (93%) were male; that is, most of the supervisors, principals, deputy principals, department heads were male, except two females (a teacher and a student). In Ethiopia, men dominate the education profession where about 88.4% of all teachers were male (MoE, 2009). The dominance of male teachers in the government secondary education reflects an essential aspect of gender roles in the society. Hence, domination in the teaching profession by one sex in schools affects especially when it comes to issues of performance in government secondary schools.



**Figure 4.1 Gender of the participants**

### 4.2.2 Age of the Participants

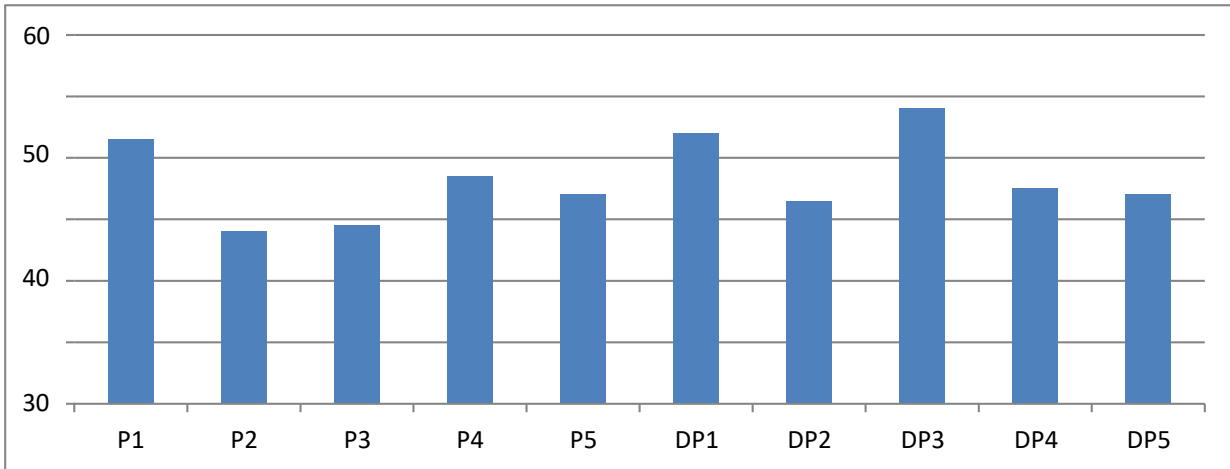
Figures 4.2 to 4.5, presents the supervisors' age ranges were 51-55 years (yrs.) for SP1, 31-35 yrs. for SP2 and SP3 while SP4 and SP5 had between 36-40 yrs. For the principals' ages in years, P1 had between 41-45 yrs., P2 and P3 had 26-30, while P4 and P5 had between 36-40 yrs. The range in years for deputy principals' ages were, 41-45 for DP1, DP2 had 31-35 yrs., DP3 had 46-50 yrs., while DP4 and DP5 had between 31-35 yrs. The heads of departments' ages in years were in the range of 41-45 yrs. for HoD1, HoD2 had 31-35, HoD3 had 36-40, while HoD4 and HoD5 had between 31-35 yrs. The teachers' ages in years were, T3 with 51-55, T1 and T5 had between 41-45, T4 had 31-35 while T2 had 26-30 yrs. All the students were in the age group equal or under 25 years ( $\leq 25$ ).

As indicated in Figure 4.2, most of the supervisors of the schools were between the ages of 31 to 35 and 36 to 40, except one who was between 50 to 55 years.



**Figure 4.2 Age of Supervisors**

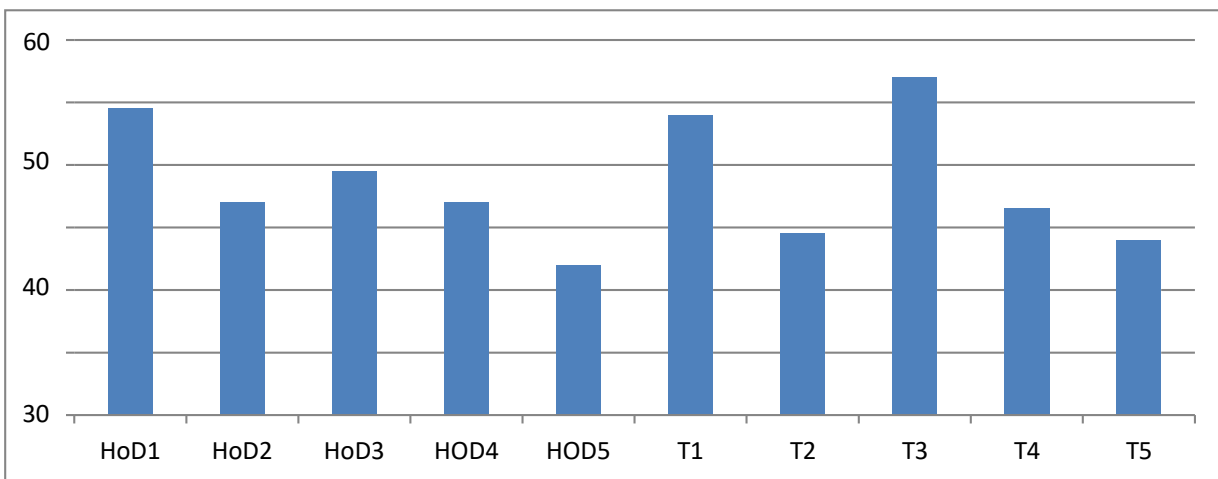
Principals and deputy principals were mostly between 31 to 40 years of age, except three who were between 41-45 and one was between the ages 46 to 50 years as shown in Figure 4.3.



**Figure 4.3 Age of principals and deputy principals**

Principals and deputy principals agreed that a effective school leader could mobilise school resources adequately, including teachers to improve quality of education. This is linked with the necessary age level and experience. Teaching is believed to be a good profession as it contributes to development of the nation’s human capital. School leadership/supervision on its part also greatly contribute to effective teaching and learning, but it is a challenging task. Principals as leaders have to manage the behaviour of a diverse community of teachers and students. Normally, pleasing every one of them may not work even if one tries very hard to bring changes.

Figure 4.4 depicts the ages of heads of departments and teachers

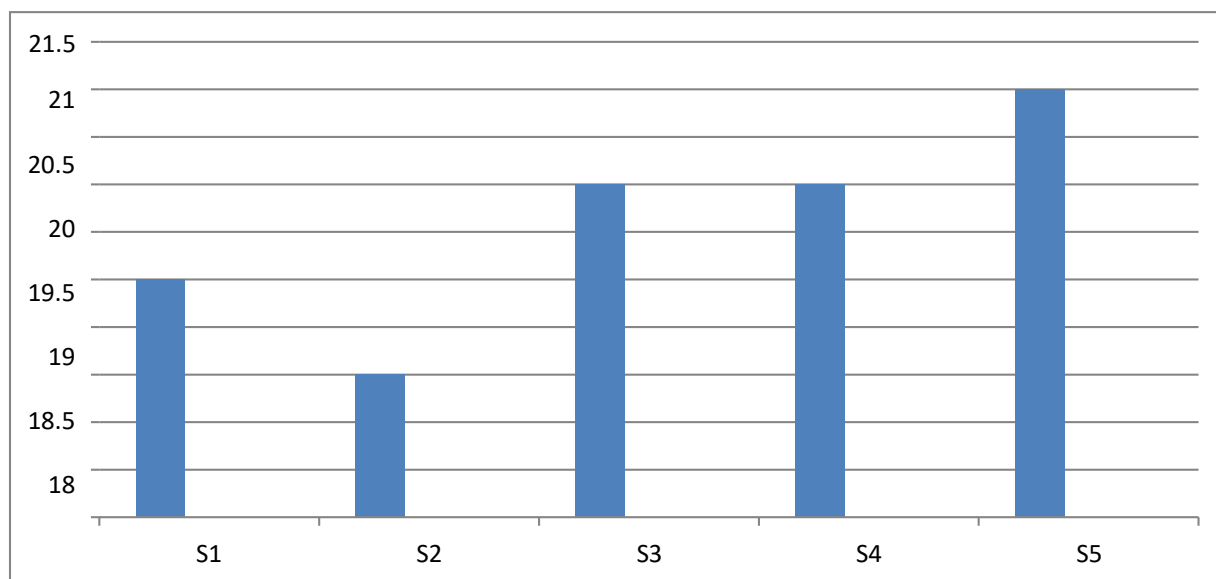


**Figure 4.4 Age of heads of departments and teachers**

As depicted in Figure 4.4, heads of departments and teachers were four in number between 36 and 40 years of age, except two who were between the ages of 46- 50 yrs. These were followed by two teachers and a department head whose age ranged between 26-30. But one was between 51-55 years

The qualitative data revealed that heads of departments' and teachers' experience play an essential role in delivering quality teaching. As reported by a teacher, teaching by itself is a learning experience. The rapid expansion of secondary schools in the region requires a large number of qualified teachers, but the region have teachers who have served for a long time still working in the school system; particularly, the second-cycle secondary schools. Teachers were asked how students could benefit from experienced teachers. They responded that since experienced teachers had already developed good teaching skills and knowledge, these would have a positive influence on students' achievement.

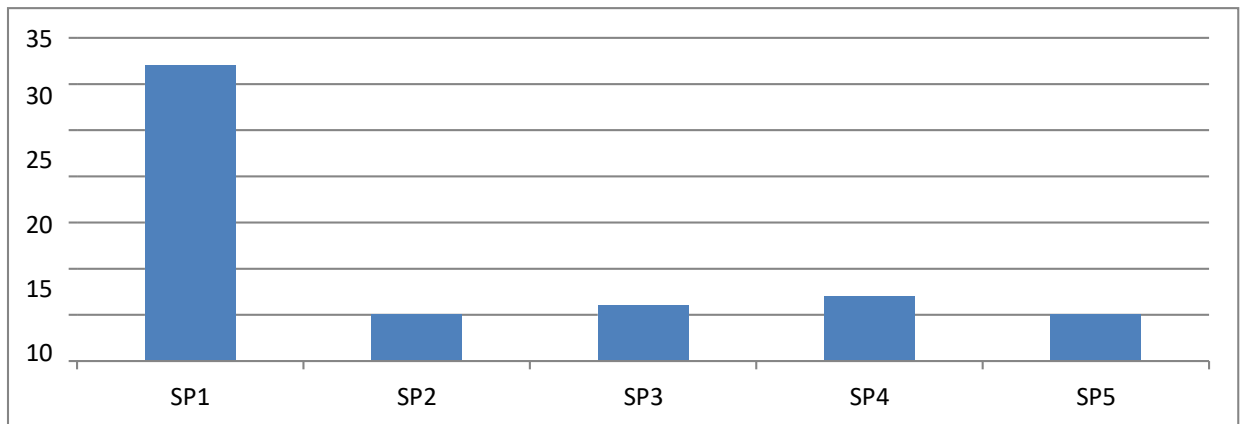
The largest proportions of students 5(100%) were  $\leq 25$  years from the selected government preparatory schools of Grades 11 and 12. Accordingly, S1, S2, S3, S4 and S5 had ages of 19, 18, 20, 20 and 21 respectively as depicted in Figure 4.5.



**Figure 4.5 Age of students**

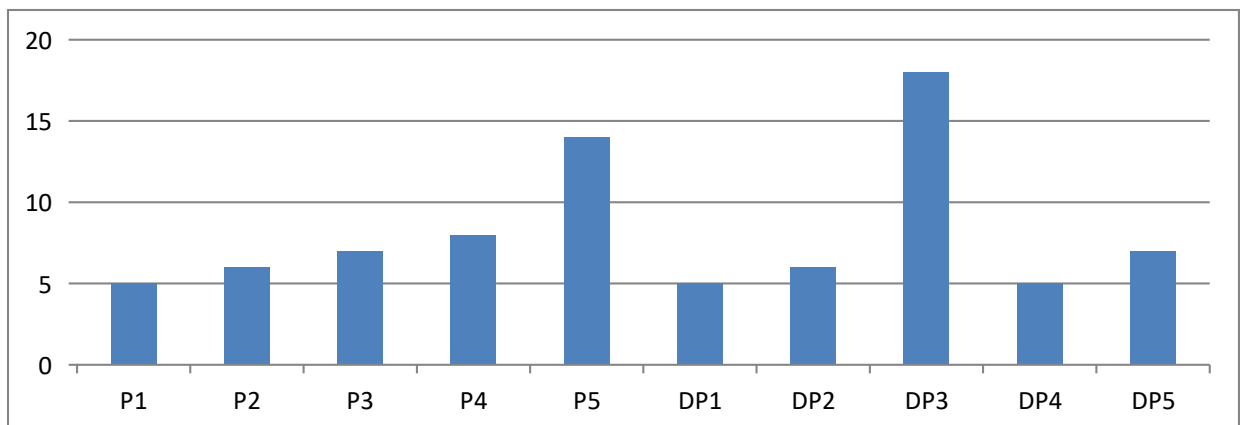
### 4.2.3 Job Experience of the Participants

Figures 4.6-4.8 represent the job experience of the participants in years which deviate from the above facts. Accordingly, in Figure 4.6, only one supervisor had a job experience of 31-35 years while the rest of the four supervisors had job experience of between 5-10 years.



**Figure 4.6 Supervisors' job experience**

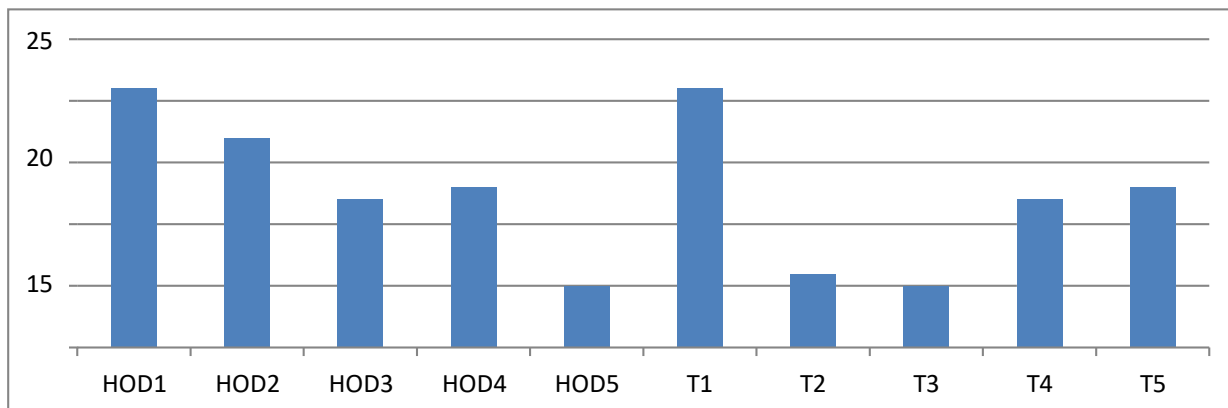
In Figure 4.7, most of the principals (4) and deputy principals (4) had job experience of between 5-10 years. However, one principal had 10-15 years while a deputy principal had 16-20 years of job experience.



**Figure 4.7 Principals' and deputy principals job experience**



In Figure 4.8, two HoDs and one teacher had an experience of between 15-20 while two HoDs and two teachers had between 10-15 years. A HoD and two teachers had an experience of  $\leq 5$  years.



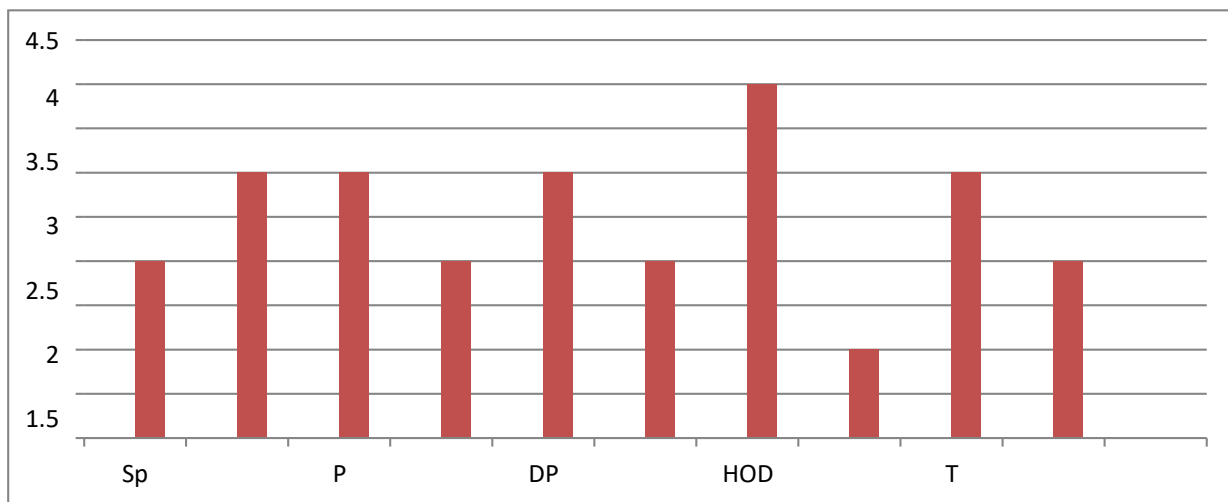
**Figure 4.8 Head of departments and teachers job experience**

#### 4.2.4 Academic Qualifications of the Participants

Teachers qualification level is an essential component of improving education quality within the country. From the Ministry of education, teachers at the primary level should hold at least a diploma certificate, while secondary level teachers should hold at least a bachelor degree. Nationally, most teachers who teach at primary school level (Grades 5-8) and those at secondary schools (Grades 9-12) work without appropriate qualifications. The 2016 national indicator for teaching qualification was met at 79% of men and 66% of women. Regionally not all regions had achieved this target, with Ethio-Somali, Afar, Oromiya and SNNPR falling short of the 2016 ESDP V target. There still exists a problem in Grades 5-8 and Grades 9-12 with teachers working without proper qualification in schools (MoE, 2016).

Figure 4.9 illustrates that, most of the participants were not working in their right level of qualification. Two supervisors held BA degrees and three held MA degrees, six principals and four deputy principals had BA and MA degrees respectively. The remaining four heads of

departments had BA and one an MA degree. Moreover, three teachers had a BA and two an MA degree.



**Figure 4.9 Participants academic qualification**

#### 4.2.5 Conclusion

From the data analysis, results indicated that the under-representation of women in each level of the profession and the entire non-participation of women at some secondary schools portrays that female participation in managerial position was almost non-existent. Moreover, women involvement in the teaching profession in secondary schools was very low. However, the study found that higher leadership positions were dominated by young age groups.

### 4.3 PRESENTATION, ANALYSIS AND DISCUSSION OF WRITTEN DOCUMENTS

The following discussion focuses on the analysis of documents.

#### 4.3.1 Schools' Vision and Mission

The school vision is an integral component of the change process which was created with shared values and beliefs. With this regard, Dufour and Eaker (1998) suggested that *shortage*

*of a convincing vision in government schools still persists making it a key problem in any endeavor to get better schools. Teachers need to illustrate the school they are trying to craft, otherwise it is impossible to develop policies, procedures, or programmes.*

From the document, a principal noted that through DFID project sponsorship (non-governmental organization), all schools were ordered to prepare their mission and vision. After the analysis, the researcher concluded that only two schools (of the sample schools, S<sub>1</sub> and S<sub>3</sub>) managed to accomplish their mission. However, three schools (S<sub>2</sub>, S<sub>4</sub> and S<sub>5</sub>) did not accomplish the mission precisely in terms of predetermined goals.

#### **4.3.2 Schedule**

All the schools had exam schedules and tests. However, it was only in two schools (S<sub>1</sub> and S<sub>3</sub>) where there emerged to be firm compliance to the schedules and tests. In school three (S<sub>3</sub>), in particular, all documents matched to the yearly plan. The schedules and yearly plans in other schools were done according to the situation. The researcher concluded that the documents showed the principals' time management abilities.

#### **4.3.3 Files for Continuous Professional Development (CPD)**

Each teacher in all schools had a CPD file. The board consisted of each subject matter specialist, the principal and a mentor teacher who observe the teachers in their classroom. The researcher observed that these documents were only well planned at two schools (S<sub>1</sub> and S<sub>3</sub>).

In one school, the documents showed that the principal used the class visits in planned way to inform both the CPD and the teacher's career. In all other schools, it was apparent that the principals waited until the Woreda Education Office (WEO) requested them to submit their School Improvement Plan (SIP). At two schools (S<sub>4</sub> and S<sub>5</sub>), some teachers even refused evaluation. The researcher concluded that linking incentives to the CPD gave some teachers the idea that evaluation was an alternative task, wherein one would rather lose money by avoiding the task.

#### **4.3.4 Yearly Plans for Co-curricular Activities**

All the five schools had yearly plans for tests and examinations. Most co-curricular activities such as sports festivals and education contests were done for some years. However, the activities have not been done since 2016. This hindered principals from including them in the yearly plan. Two schools (S<sub>1</sub> and S<sub>3</sub>) plan award giving ceremony on yearly basis. All other schools did not have supplementary action plans.

#### **4.3.5 Instructional Activities' Programme**

The principal of one school (S<sub>3</sub>) performed class visits frequently. Occasionally, mentors and head of departments at all schools carried out these activities. At one school (S<sub>4</sub>), a developmental programme was designed by the principal whom the later neglected when teachers appeared unresponsive to it.

#### **4.3.6 Teachers' and Students' Portfolios**

The portfolios of teachers and students were kept in all schools for Grades 9 to 12. Teachers, heads of departments and mentors controlled the students' portfolios as evidenced by some documents. It was observed that the principal at one school (S<sub>3</sub>) claimed on evaluating portfolios individually for all Grades 9 to 12. In conclusion, all other schools were pushed to keep the latest records for Grades 9 to 12. This is because some schools still had problems in keeping records.

#### **4.3.7 School Policies**

There was shortage of predetermined procedures to be taken to address different kinds of delinquency. Most schools emphasised on constitutional rights for learning, but they were unable to give appropriate measures that ought to be taken in case of disagreement. Moreover, the school policies were not reviewed frequently as observed by the researcher.

### **4.3.8 Conclusion**

The researcher concluded that in two schools ( $S_1$  and  $S_3$ ) which demonstrated good quality of education, there were plans and confirmation of strict observance to the analysis of the written documents. Moreover, if the WEO experts supervised evaluation from Grades 9 to 12, teachers maintained the latest records. Hence, the performance of students was improved when the principal didn't ignore planning, monitoring and evaluation of the teachers and students' activities.

## **4.4 PRESENTATION, ANALYSIS AND DISCUSSION OF OBSERVATIONAL DATA**

This section presents discussions of observational data from five government secondary schools located in the Southern region of Ethiopia.

### **4.4.1 School 1**

The school ( $S_1$ ) is a mixed school which accommodates both boys and girls. Five thousand seven hundred fifty-three students (7753) were enrolled, and there were 268 teachers. Overall, all students and teachers were Ethiopians. The teacher-student ratio was 1:22. The teachers were qualified with Bachelor's degrees and some with Master's degrees. The principal had eight years teaching experience and a Bachelor's degree qualification.

The school was equipped with sufficient classrooms and the library was better equipped with the necessary books. The administration block was immaculate and equipped with information communication technologies. A non-governmental organisation built one of these blocks.

The gate was firmly controlled by guards which minimised entrance of late comers from their home while teachers are in class teaching. However, the researcher noted that the school showed inconsistent matric results of both Grades 10 and 12 students over the past five years (see Table 4.1).

The researcher concluded that the principal revealed some better leadership styles compared with other schools. He tried to motivate and support teachers and students and was firm on time management.

#### **4.4.2 School 2**

The school (S<sub>2</sub>) is a mixed school which accommodates both boys and girls. All the students and teachers were Ethiopians. One thousand five hundred one students (1501) enrolled in this school, and there were 62 teachers. The teacher-student ratio was 1:25. The offices for administration, the room for staffs and the meeting hall were not well maintained. The principal's office was not well furnished with computers.

There were four blocks of ramshackle classrooms with unfurnished library and laboratories. Students were seen going here and there at any time. Generally, the discipline of the students was questionable. The researcher concluded that the performance of school two was also poor. Moreover, the motivation of teachers was low.

#### **4.4.3 School 3**

The school (S<sub>3</sub>) is a mixed school which accommodates both boys and girls. All the students and teachers were Ethiopians. Four thousand five hundred thirty-two (4,532) students were enrolled, and there were 94 teachers. The blocks were immaculate. The office was equipped with computers and photocopiers. No students could be seen outside classrooms while instruction was going on.

The school had built additional classrooms aided by a non-governmental organisation. This is why most parents were attracted to this school because of its consistency in excellent results (see Table 4.1). Many co-curricular activities were not done in the school, but students had debate programmes. Award giving activities were organised yearly to encourage best performers in the school. The principal's qualification was at master's degree level and had good working experiences at different positions. The supervision of teachers from Grades 9 to 12 was done by the principal as indicated in the yearly plan.

The researcher concluded that the school was performing well. Basics of principal's leadership like time management, resource utilisation and motivation were manifested. This notion was also established by constantly posting excellent results from grades 9 to 12.

#### **4.4.4 School 4**

The school (S<sub>4</sub>) is a mixed school which accommodates both boys and girls. There were 94 teachers and 3,178 students. All the students and teachers were Ethiopians. The school was furnished with attractive buildings. However, the school fence had been vandalised recently. Some building blocks were still strong, however, cracks on some classroom walls are being seen.

Excellent performance was a feature for the school in the past, but the results were becoming low. Students were going out of the school haphazardly. Some students even grumble of criminals that come from the bordering towns. The school could not give much emphasis on co-curricular activities; however, they placed more focus on academic work.

The supervision activities were not done well in the school. Moreover, Continuous Professional Development that was connected with the career structure, was unaltered. According to teachers and students remark, most of the office work was done by the principals.

Low participation of parents was perceived as indicated by all participants who interacted with the researcher. The KETB was also assumed to be inactive. Though the principal believed the parents to be unconcerned, students observed that parents had severe problems which hinder participation, but the principal did not make any effort to enquire about these issues.

The researcher concluded that there was no stable connection among all the concerned bodies, which led to the decline of the school performance. The researcher observed that the performance of the school was not consistent. Therefore, all the concerned bodies need to participate to attain excellent results consistently.

#### **4.4.5 School 5**

The school (S<sub>5</sub>) is a mixed school which accommodates both boys and girls. There were 75 teachers and 2,891 students. All the students and teachers were Ethiopians. The administration building was kept well, but the classrooms were dilapidated. There was no school fence except the gate, which is difficult for students' security besides being open to vandalism. Punctuality of students and teachers was a severe challenge. Students came and left haphazardly.

There was little evidence of the monitoring and evaluation of students and teachers' work. Only some students and teachers had portfolios. The matric results were poor. The principal held a bachelor's degree and had no extensive work experience at various levels. The researcher concluded that there was minimal supervision, monitoring and follow-up. However, some teachers and students were dedicated, but on the contrary the rest were not.

#### **4.4.6 Conclusion**

Based on the observation of the five schools, the researcher viewed that students accomplished best in two schools (S<sub>1</sub> and S<sub>3</sub>) because of good management of resources by principals in these schools. However, students learned at schools where facilities were dilapidated, vandalised fences, dirty classrooms, and windows and doors were broken. This could have led to late coming, uncontrolled disappearance of students from the schools and loitering during instruction time which led to the poor time management, resulting to low performance. The researcher concluded that, where most aspects of the principal's leadership were observed, students had a tendency to perform considerably better. Three schools (S<sub>2</sub>, S<sub>4</sub> and S<sub>5</sub>) were located in close vicinity with each other, indicating that the schools had the same school culture and were influenced by similar societal issues. The significant disparity in students' performance, however, implies that leadership matters.



## 4.5 PRESENTATION, ANALYSIS AND DISCUSSION OF INTERVIEW DATA

### 4.5.1 Introduction

About 30 face-to-face interviews were held in five schools with five principals, five deputy principals, five supervisors, five heads of departments, five teachers and five students. The schools were located in Southern Ethiopia namely; Sodo, Dawro, Chamo, Halaba and Durame secondary schools.

The aim of qualitative case study was to investigate the influence of principals' leadership behaviour on school performance. The research sub-questions were;

- 1) Does the principal's leadership behaviour affect school performance? How?
- 2) What is the dominant leadership style of principals at the secondary schools? How is this leadership style manifest in the schools?
- 3) What are the significant factors that affect school performance?

There are 30 participants who took part in the process. These informants were asked to describe their experiences with the principals' leadership behaviour on school performance. The interviews were transcribed verbatim and coded for data analysis. In the following sections, the participants' verbatim quotes are presented in italics.

#### ***4.5.1.1 Does the Principal's Leadership Style Affect the School Performance? How?***

Regarding the relationship between the principals' leadership style and performance, the informants were asked that the leadership style affects the school performance. In this regard, many responses were obtained from the respondents.

Regarding this issue a principal indicated that “Principals' leadership style is an essential issue to implement instruction, create favourable environment for education, school management and community outreach which result in good school performance” (P1).

The supervisor, department head and the teacher in the same school restated the same ideas. They pointed out that principals are the main actors among the stakeholders in the improvement of the schools, and consequently students' outcome. The classroom interaction between the teacher and students is the main factor for the improvement of students' performance.

Similarly, the students replied that leaders are those who can plan for implementation of policies and strategies, and show directions to have an effect on excellent performance. The results are in agreement with the findings by Murphy *et al.* (2006) who reviewed the leadership behaviours of effective principals, what they do and how they do it, and noted that there are many facets to being successful. Successful principal leadership behaviours include instructional leadership and instructional management, referred to as “leadership for learning” and encompasses shared and transformational leadership. In transformational leadership, the principal performs as a change agent, altering school conditions or culture to improve student learning. For this transformation to be successful, the principal must engage students, staff, parents, and the school community to heighten their productivity with student learning goals in mind.

Regarding leadership styles and performance, a principal suggested that

*Principals should exercise different leadership styles because no one best style suites all situations. Some principals and deputy principals can influence the behaviour of their followers if he/she uses effective communication ... others do not have much communication with the stakeholders. However, our school's leadership style is democratic in that the more community involvement the school uses, the better students' learning achievement (P2).*

While looking at the opinions given by teachers in the schools regarding leadership, there are many problems in contrast to principals' responses. For example, the teachers' professional

development plan is derailed due to lack of skills, and leaders' ownership and initiatives. From the very beginning, the professional development initiative had no catalyst. Teachers were forced to accept it without prior knowledge of the professional development plan.

Regarding this issue, a teacher replied that,

*There is a teachers' professional development plan for schools, but with no leadership ability to plan, organise, direct, lead and report the teachers' professional development process. The school principals lack these competences. This problem mainly results in poor performance of a school (T2).*

Most of the students replied on the issues related with the principals' leadership, that there is no change on students result, and students' disciplinary problems have been increasing from time to time while teachers' punctuality in the teaching learning process was low. These could have an impact on the overall school performance. Therefore, in order to solve the above problems, school leaders should use participatory or democratic leadership style. Results support what was reported by Northhouse (2012) who revealed that a participative leadership style involves consultation with subordinates.

These ideas prove to be beneficial in increasing the performance of schools. For example a principals stated that, "*Leadership style depends on different school factors like conducive learning environment which includes parental involvement, curriculum, instruction, leadership, policies, community-outreach, safe and disciplined school, and these have strong effect on school performance*" (P3).

An effort was made to communicate with the supervisor and the teacher in order to verify the principal's response. The supervisor and the teacher revealed that the principal improved students' behaviour and attitudes towards cheating on exams and continuous classroom assessment, focusing on quality education to achieve sustainable and progressive results. Sharing best practices from cluster schools on how to participate all stakeholders on school plans. Moreover, the principal provided support for students with special needs, there was fair distribution and utilisation of resources with relatively good follow-up, monitoring, evaluation and feedback of tasks. The involvement of supervisors, department heads, students, parents, and teachers enhance the performance of schools. This shows that the principal's consultation

with stakeholders and applying a bottom-up approach led to successful accomplishment of tasks. Therefore, it is beneficial to use a democratic leadership style.

#### **4.5.1.2 What is the Dominant Leadership Style of Principals at the Secondary Schools? How Does this Leadership Style Manifest in the Schools?**

##### **Democratic Leadership Style and School Performance**

In a democratic leadership style, leaders have complete confidence and trust on their employees. Democratic leadership is a working situation where power and authority is derived from those governed. That means, the power to lead is rendered legitimate by the people. Decisions being made regarding organisation matters should be finalized after consultations and communication with various sections of the organisation. This creates high self-confidence among employees and encourages better group efficiency (Ezenne, 2003).

The interviews anticipated to get opinions of principals about the democratic type of leadership. Regarding this issue, a principal stated this,

*Schools don't operate successfully without participation of stakeholders. Principals are leaders of the school, they need collaboration in team-work, financial and material support, safe and comfortable learning environment, applicable rules and regulations and responsibility and accountability. Moreover, supervisors, head of departments and teachers need cooperation from parents in order to increase students' academic results. This could also help the principal in other ways (P5).*

Most of the participants in the study emphasised that principals should consider the views of stakeholders. In this regard, a principal noted that “*followers are conscious about their duties, but need order from the principal*” (P1). This implies the presence of participation by followers in decision-making was low.

Similarly, another principal said that,

*I like to get contributions from my employees. An essential feature of my leadership style is understanding others and trustworthiness. The suggestion could help me in that I can understand the needs of the employees and students, and to hold their visions. Hence, the style could be demonstrated by enthusiasm (P2).*

With regard to the role of principals' leadership in the schools, the researcher cross-checked the findings of the views of the supervisors, heads of departments, teachers and students with principals. A teacher was asked to explain regarding principal's leadership and this is was the response,

*The principal maintains a close relationship among the teaching, administrative and support staff. Most importantly with students and parents. He attentively looks at the school's activities. We frequently find him exchanging information with teachers and students. He is able to establish teamwork among the teachers. The most appropriate leadership style he maintained was democratic leadership (T3).*

Empowering communities requires a level of decentralisation to give localities meaningful decision-making and administrative power, while holding these communities accountable also requires a level of centralisation of power in order to regulate the power. Thus, the ideal school systems combine a bottom-up and top-down approach to simultaneously monitor each other's system. It also utilises the teachers, parents, students, and the community to make the majority of meaningful decisions about a school, and yet also utilises a strong central power to regulate all the activities. Principals and deputy principals were able to include teachers to the leadership positions of the school. It was also indicated that teachers were involved in meetings such as departmental, issues related to continuous assessment, guidance and counseling.

Concerning this this issue, a teacher said that *"Issues related to disciplinary problems and staff conflict of interest are taken into the parent-teacher and students association (PTSA) and kebele education and training board (KETB)" (T4).*

The head of the department argued that the principal of a school should be more consultative when it comes to employees. He said that *"The principal has to be an exemplary for others. He*

*should be more collaborative. This proves the opinion that he relies on group involvement” (HoD).*

However, another teacher mentioned that,

*The principal lacks participation in school activities and that he was unsuccessful in giving satisfactory lessons. He claimed that the principal was unable to get the stakeholders to work together which proves a lack of consultation with employees and students (T5).*

An effort was made in the study to clearly understand the respondents view of the role of principals' leadership on the mission and vision of schools. Vision is what is intended to be achieved; e.g., to have quality education and training for school development. The mission is the way to achieve the vision; i.e., to work with other education stakeholders to provide, promote and coordinate quality training and research for Ethiopian sustainable development and responsible citizenship. The vision and mission of education statement set towards realising better school performance. The mission statement gives education stronger motivation and provides parents with a clear picture of what school values are. It helps school leaders to come up with a plan which will involve the staff in revising the existing vision and mission statement or creating new ones. This is also critical in the curriculum development process. Therefore, in this regard, the purpose of the study was to see whether the respondents were aware that the school had vision and mission and how these were implemented. All agreed in the presence of vision and mission, but they differ in the implementation.

For example, a head of department said that,

*The school has mission and vision statements that play a significant role in setting and articulating the objectives and goals for the performance of the school. However, there was a gap in achieving the stated mission and visions of the school (HoD1).*

One of the long-standing criticisms of strategic planning in the business world is that it is a mechanical process that must be performed in a sequence of linear steps. Organisations are first encouraged to define a mission and set a vision, produce PEST and SWOT analysis, create goals, and generate corresponding performance measures. Finally, there is an evaluation process that must evaluate the programme effectiveness. Although the sequence of

the steps is theoretically sound, the reality is that effective strategic planning is a non-linear process whereby steps can overlap or occur out of sequence.

A school plan is a road map that sets out the changes a school needs to improve with regards to the level of student achievement, and shows how and when these changes will be made.

For school improvement planning to be successful, it should include the stakeholders of school who participate in managerial functions of planning, implementing, monitoring and evaluating the progress. It is true that the leadership of the school implements the planning process in a collaboration which indicates democratic leadership.

A head of department on the issue replied that *“Involving all stakeholders ... for instance, parents and the community work together in the planning process that results in maximising student academic performance”* (HoD2).

Similarly, a teacher indicated that, *“School principals should be qualified with the necessary professionalization. Moreover, they have to share the skills and vision with the other school community, and this has a relation between leadership and performance”* (T1).

Kimancia (2007) notes that school leaders want to be involved in decisions that involve students, personnel, financial management, school community relations, planning and articulating the vision-mission, to name a few. Democratic leadership practices such as open-mindedness understanding, flexibility, persistence, consultative and accommodation are aspects stakeholders should consider in ensuring partnership in decision-making.

A principal suggested that *“Participative or consultative leadership in school is necessary to increase students results. This could be done when teachers give freedom to students to ask anything democratically”* (P1).

Why is this type of leadership essential? In response to this, a school supervisor replied that *“A leader with power and willing to share responsibility is the characteristics of participative leadership. With his/her power, the leader sets the limits inside the organisation which subordinates consultations are welcome”* (SP2).

The staff and students are consulted and sometimes invited to participate in decision making, policy and procedures. The principal who uses this style of leadership is making a statement to staff and students on trust and respect. Shared belief and respect make easy the mission of the school and increases confidence by making the employees and students feel respected and valued (Lunenburg and Ornstein, 1996). In order to find out principals' perception regarding the type of leadership employed in schools, most of the participants preferred the democratic leadership style.

In this regard, a principal revealed that “*the principal's leadership was 'democratic', largely because he allowed his employees to convey their views freely*” (P2). However, the principal still believed that he should be respected. This suggests a mixture of democratic and authoritarian leadership styles.

Additionally, a supervisor responded that “*Democratic leadership style allows members to voice their opinion. Decision-making matters. When stakeholders participated in schools, they need decisions to be made. Based on the context the type of leadership differs among leadership styles* (SP3).

Many teachers explained the same opinion in the same school. In expressing the principals' leadership style, a teacher revealed that,

*The principal adapted a participative leadership style to promote common decision-making to increase the involvement of employees. However, he used to exercise the autocratic style of leadership which reflects the failure of staff in the decision-making processes (T2).*

Principals should run schools more efficiently and effectively with reduced resources. They should be able to develop good school policies and implement them, have skills in delegating authority, and be able to understand teachers' professional problems, especially the young inexperienced teachers. Besides, they should be able to give professional guidance and work towards establishing good working relationship with the school community (Northouse cited in Jacobs and Kritsonis, 2006).

The teachers were asked about principals' delegation on what, when and how the delegation is carried out. A teacher replied that “*In the absence of leaders, other individuals were delegated*



*to accomplish the duties and responsibilities like leading meetings, curriculum and academic issues which could be decided on the behalf of the principal” (T3).*

Regarding the benefit of delegating authority, a teacher stated that,

*Delegation is very important in school leadership and should be well understood by school heads as well as by the teachers especially its process, benefits and how to make it work to the benefits of school performance. It makes the stakeholders responsible (T4).*

Concerning teachers' involvement in decisions, participants noted that it was done frequently during the school planning process at the commencement and final phases of the semester. Quarterly meetings were held with the heads of departments per year on issues related to the teaching-learning where teachers were consulted.

Regarding the relationship, a teacher had this to say, *“People provide thoughts and on various circumstances such thoughts are applied by the leader who has a democratic leadership style. This brings empowerment in teachers, which ultimately might enhance school performance” (T5).*

The teachers' responses revealed that the principal used both the democratic and autocratic leadership styles. This was evidenced with most teachers that the principals employed the democratic and autocratic leadership styles according to the situation. However, this is in contradiction with Roberts and Roach's (2006) idea that democratic leadership style is more favourable than autocratic as it is believed that it increases participation of stakeholders and improves school performance.

The country's Education and Training Policy stipulates the need to ensure access, quality, equity, and efficiency. Extending these prerequisites of the policy to the school level, the General Education Quality Improvement Package (GEQIP) includes teachers', supervisors' and principals' capacity building strategies with clear objectives to facilitate and support school improvement. As a component of the quality improvement package, Ethiopia's general guideline (Blue Print) for teachers' development programme emphasises the need for school

leadership, and supervisors who can provide effective support to schools in various aspects, including the development and implementation of the vision and strategic plan for school improvement.

It is also indicated in ESDP I-V that the existence of a transparent and efficient system of teacher and school leader development and assurance of their competence is one of the mandatory preconditions for ensuring the provision of quality education (MoE, 2007).

Regarding this issue a school principal said that *“I always treat my employees fairly. My responsibility is to give the way to do tasks. Employees raise different issues and I try to execute” (P1).*

On the relationship between the different styles and performance, a teacher said that,

*The presence of good leadership style implies strong school performance. However, the existence of bad leadership in return leads to weak school performance. Therefore, this confirms that the direct relationship between the different styles and the performance (T1).*

Regarding the presence of vision and mission and the leadership role, another teacher replied *“The leadership role is to lead by consensus, and if the leader has shared vision and mission in the school, it will result in better performance” (T1).*

Regarding the involvement of teachers in the school planning process, a teacher explained that

*The plans in the school for good instruction of courses and most of the teachers in the different departments involve in the school planning process. They do both the individual and group CPD plan that could help them to increase the academic excellence of students.*

Participants also recognised that the principals and deputy principals are involved in all supervisory activities. Furthermore, all stakeholders are involved. Therefore, this shows the existence of collaborative planning.

Concerning, the relationship between the principals' leadership style and school performance, a teacher had this to say "*Good leadership improves students' results by initiating the stakeholders of the school to be involved in the overall performance of the institution*" (T3).

To confirm the findings obtained from the principals and teachers, interviews were made with deputy principals to determine if school were posting good performance.

In this regard, a deputy principal said that:

*It is an effective school, because I can make the environment conducive by promoting, supporting and initiating teachers and students for effective learning and teaching activities in the school. Moreover, I am implementing supervisory work strategies using effective monitoring and evaluation systems (DP3).*

Regarding the relationship with concerned bodies, a teacher replied that, "*The relationship is excellent. Bringing parents and community members closer to schools, leading to long-term gains such as, minimizing drop out, absenteeism and easy transition of students going from home to school*" (T3).

Similarly, Carter (2003) affirmed that the involvement of family and community in education can also have effects on the learning environment for students. In the Philippines, it was found that one programme referred to as Parent Learning Support System (PLSS) transforms schools into friendly, non-alienating, familiar places for students where they can work, play, and study without fear.

To validate information obtained from different participants, interviews were made with students to gather ideas in relation to the concerns discussed. When commenting on the performance of school, a student said that,

*The school performance is fine. The principal is making a favorable environment for instruction. Tutorial programs and make-up classes were arranged especially for grade 10 and 12 students. We participate on the department competitions and perform better. This could result in good academic standard and relationship between the teachers and parents (S3).*

Regarding the same issue, a head of department pointed out that,

*Many of the principals have their own leadership style. Our principal is working towards the excellence of the school and participating in co- curricular tasks of the school. He can create a well-built joint effort among employees. He provides us all the necessary materials and guidance (HoD3).*

Similarly, a teacher further added that,

*The principal is willing to help and understand everybody's feeling easily. He is initiating and encouraging us to work hard. A principal is an individual who is approachable to all. If board members constantly meet the students and their teachers to share ideas and advise them, it builds a harmonious relationship between teachers, students and the entire support staff and this is healthy for the students as it helps them even work harder to pass examinations (T4).*

Based on information obtained from the teacher, it indicates that democratic leadership style was employed to some extent by the principal in this school. However, the principal ought to devise strategies to improve the school performance. Regarding this issue, a head of department argued that,

*Management strategies that attempt to keep constant performance and rewarding teachers for excellent results attained by students was observed to get better in future school performance. If teachers perform excellently their efforts are adequately recognised (HoD4).*

On the other hand, revealed that, *“The principal is supportive, he listens to every one's opinions before making any decisions. Hence, our opinions are taken into account” (S4).*

Regarding the cruciality of such type of leadership for school performance a teacher answered that,

*It builds solidarity and collaboration. It leads to good communication which maximises the performance of the school. Moreover, ... teachers were nearer to the grassroots activities and as such, a group approach would be an essential approach (T4).*

The interviews also revealed that the heads of departments and teachers create a forum for consultation which was effectively used in the school. In support of the above idea, a teacher replied that,

*To promote teachers and student relationships skills, teachers must create an inclusive atmosphere that welcomes all students to interact with one another. When students are engaged in social situations early, they have more opportunities to develop social confidence and feel a sense of belonging (T3).*

It was also revealed that teachers who can exercise the style of democratic leadership could shoulder the responsibility. Likewise, a student responded that

*We discuss freely with our class teacher informally about our grievances. Through such kind of communications, our issue would be considered. There is no question that the class teacher has an influence on our life. Both directly and indirectly the teacher creates an environment that allows us to be ourselves and to achieve more (S3).*

It is essential to look for collective input into the design of the vision, ensure that it is flexible for change, and encourage common rights of the group. Additionally, some of the respondents recommended that the vision must develop and ensure that the vision is appropriately focused and has shared ownership.

In this regard, a teacher replied that,

*The vision of the school needs to be specific not too general to attain, it is going to be extended, realistic and attainable and eventually it has goals and targets towards the accomplishment of the vision (T1).*

Unfortunately, interviews with students revealed that they were unclear about the vision and mission of the school. The school ought to involve concerned bodies in the method of creating the vision and mission. Moreover, the principals should create awareness programmes regarding the vision and mission of schools.

School planning is a different area of concern that needs the participation of all concerned bodies. Therefore, this study aimed at investigating if schools carry out different types of planning. Results show that the school planned for better instruction of courses through the efficient utilisation of resources.

Regarding the involvement of stakeholders in school planning, a teacher answered that *“All the stakeholders such as principals, deputy principals, supervisors, head of departments, teachers and kebele education and training board (KETB) are involved in the planning” (T4).*

With regard to stakeholder’s involvement in planning, another teacher explained that,

*Stakeholders’ involvement in planning is to improve the quality of teaching and learning in the school and ensure continuous progress of students learning. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals (T3).*

Bush and Bell (2003) noted that there is a need for an effective leadership behaviour where schools are provided with an explicit vision philosophy based on consultation with others and team-work that leads to success in the attainment of good national examinations results.

So, in this study, the researcher intended to find out the contribution of principal leadership and its relation to the performance of the school. Regarding this issue, a teacher expressed her views as,

*The principal is the leader in a school, the pivot around which many aspects of the school are revolving and the person in charge of every detail of the running of the school be it academic or administrative. A principal employs teamwork as a working strategy, and sets up committees and small groups of staff members to investigate ideas and to come up with strategies. It is critical that the school performance is evaluated against the performance of the person leading it. Schools require good leaders to organise the teaching-learning process to ensure that the school mission is achieved. However, our school suffers from what is stated above, resulting in deteriorating matriculation results (T5).*

Likewise, a student replied that,

*Most of the time, our principal does not involve all the students in different kinds of discussions such as ... our studies, co-curricular activities, the use of library, rules and regulations of the school and exam related activities. However, sometimes our principal calls upon student representatives to participate on disciplinary cases only. This enables the school achievement (S5).*

Concerning the influence of leadership on the performance, a teacher explained that,

*Our school experiences poor performance, which indicates ineffective leadership. There is lack of involvement and implementation of school policy. For example, we do not implement the policies, and we do not get involved in the commencement of educational policies. Academic staff has the autonomy to devise mechanisms. For instance, as a teacher one can arrange tutorial and make-up classes in order to improve students' results. There is no consultation which encourages us to do so (T2).*

Teachers reflected that the school condition is not pleasant. The relationship among students and teachers is also bad; so, does the relationship among the principals, teachers and students. The students were not being empowered to shoulder leadership responsibilities and, in addition, there was no strong parents and community involvement. These factors resulted in low students' outcomes.

The students were asked to state their opinion and interest in the school environment. It was observed from the students that the school did not have a pleasant learning situation. A student for example said that,

*The school doesn't give us a chance to investigate our abilities. We are not given chances to take part in cluster-school festivals, education contests and co-curricular tasks, and that the case students fail to perform better and lag behind in school (S2).*

On the other hand, students gave their responses regarding the level of school performance. Another student explained that,

*Our school leaders call upon class monitors and leaders of clubs to discuss issues that affect students. Head of departments and teachers could arrange students in different cooperative groupings in order to discuss and study different kinds of disciplines (S3).*

From the response this school seems to be on the way to better performance. Good leadership implies that the school ought to include all the concerned bodies.

Accordingly, regarding the relationship among the management, the community and stakeholders, a teacher replied that:

*The relationship with all the stakeholders and the school is excellent. The leadership of the school involves parents. Hence, the relationship was healthy with the public and influential people. The reason for this could be to give emphasis to the society to be committed and devoted for the excellent performance of a school (T3).*

Additionally, a student also mentioned that,

*Parents are given an opportunity to come to school any time. It could be made on their willingness. They should come and help their children on the follow-up process for those who are performing and not performing better at school. They come up with new ideas that will help the school in the instruction. These help the school strengthen the link between parents and the society (S1).*

On the same issue, a head of department indicated that,

*The principal consults with the community on issues like teaching-learning, assessment and student support. The relationship between the school and the community is good which results in provision of support on different school activities. This could have its own impact on the matriculation pass rate for a couple of years (HoD1).*

Regarding principal's role in running the school, a teacher indicated that,

*The leader, most of the time exercised shared responsibilities. He meets teachers, PTSA, KETB and the management team on a regular basis to get feedback from their respective tasks to follow and monitor the performance of the school by the involvement of all parties (T3).*

Similarly, a student had this to say,

*The leader does not work alone. He is working jointly with deputy principals, head of departments and teachers dealing with curriculum and discipline issues in the school. He engages students and parents too. Students have meetings to convey their observations regularly. In such meeting the students' opinions are respected and dealt with (S1).*



It was observed that the school has a mission and vision. The mission statement of the school is to foster lifelong learning by nurturing the unique talents of each, promote social responsibility and prepare the students for responsible citizenship. In this regard, a teacher revealed that,

*We tried to make our students to be visionary, but some of teachers do not get involved in coordinating students to share the vision for future of the school. If leaders and teachers are not willing to share their knowledge and skills in the innovative and change process, it will result in inefficient school in all rounded development of students (T4).*

With respect to the establishment of collaboration and cooperation in schools, a deputy principal said that,

*A few employees are committed and devoted to work hard in the school. But there is lack of common understanding among employees to cooperate and collaborate in the school activities. Hence, the school board should work on creating awareness on collaborative work by developing a shared vision towards the planning process (DP4).*

Similarly, a student explained that

*Teachers consult students on how to implement activities. It is imperative that students should spend more time in class than elsewhere. If students are not participating in decision making, it makes them to breach school rules and regulations (S4).*

Leadership is understood as a process of influence that is based on clear values and beliefs, leading to a 'vision' for the school. The vision is clearly developed by leaders who seek to gain staff and stakeholders commitment on the idea of a better future for the school, its students and stakeholders (Anderson and Dexter, 2005). Participants were asked about the connection between leadership and performance. Regarding this issue, a teacher indicated that,

*Inability to exercise a democratic type of leadership, employees will always be unhappy, and the staff turnover may increase alarmingly. This will certainly lead the school performance into delinquency. However, democratic leadership paves the way to participate many, and there is a possibility of getting rid of disagreements (T2).*

A student had the same opinion that *“If teachers are not working as a group and are not participating, the students will be uncheerful, and when this happens, without doubt, there will be negative impact on performance”* (S2).

A familiar climate is necessary for a school to be effective and it can be characterised by a cheerful and friendly interaction between the principal and employees. In connection with the above idea, a teacher adds to say,

*A school will only realise a positive climate if successfully planned and coordinated to fulfill the needs of the society in all rounded personality. However, in order to do this our school has many problems such as discipline, political interference and of forged documents. It is not only grades that verify the quality of schools but also the responsibility of the school community that changes the behaviour into better human beings* (T5).

### **Autocratic Leadership Style and School Performance**

Generally, a leader who gets things done is advantageous but the follower becomes dependent on the leader and his/her personal development becomes a disadvantage from the autocratic leadership style (Yulki, 2013). While decisions made by the leader are binding for the team regardless of the leadership style, autocratic leadership allows minimal team participation in the decision-making process, and at times leaders even ignore subordinates' opinions (John, 2002).

Autocratic leaders are too firm to secure effectiveness according to teachers' response. Moreover, most of the teachers replied that when some principals employed an autocratic leadership style, the school may not get high-quality results. In connection with the above idea, HoD2 responded,

Autocrats are tyrants who enforce their orders on others leading to hostility of people from them. Leaders make decisions without consulting the followers, and ultimately hurt them from performing to their excellence.

A head of department (HoD) described how infrequently the deputy overrides their messages to the leader because he constantly ordered things to be accomplished in his method. Some

heads of different departments in the school were exercising autocratic leadership as replied by many teachers.

A principal was requested to respond regarding the leadership style he used. He answered that *“Autocratic leadership style is used, when issues related with the realisation of policies, regulation and any change activities in the school” (P1).*

On the same issue a head of department said that *“there are situations that determine to make decisions without discussion” (DP1).*

Similarly, another principal P3 replied that,

*Autocratic leadership style is used where little or no input is needed from the group. However, each individual is permitted to provide their ideas, but the last decision will be made by all the concerned bodies (P3).*

As previously described, autocratic leadership style was infrequently exercised in schools. Leaders who used autocratic leadership tends to overlook the knowledge and expertise brought by about by group members in relation to the situation. Failure to consult with team members in such situations jeopardise the overall success of the group. The style also creates dispute with students. Autocratic leadership style is not recommended because the style prevents group participation and cooperation. Ideas forwarded respondents appeared to point out that when autocratic leadership was practised it was not easy to produce outstanding performance in schools.

Regarding this issue, a deputy principal said that,

*Autocratic leadership works in a chaotic type of school. In such an environment, dictators can order to set the schemes in place to develop schools' performance using power. It usually leads to a high level of absenteeism and staff turnover (DP2).*

Managing people using autocratic leadership is so difficult (Cherry, 2014). This can be analysed as an authoritarian style of leadership which eventually suppress inventiveness of others. Choosing the right kind of leadership styles could be achieved by having an outstanding leader with highly motivated, devoted and committed followers. The ideas of

respondents supported the work of Frost and Harris's (2003) who concluded that it is essential to give a chance to all teachers to utilise their capacity to make transformation and improvement in schools.

During the interviews, principals were asked how this style affected performance. For example, a principal answered that,

*My teachers are involved in professional career developments and this helped them in their instructional process. However, if teachers are not cooperative in helping students in the instructional process and not involved in the leadership of school, these will result in less achievement of performance (P5).*

On the contrary, the principal in his leadership, he stated that he used democratic leadership style, and on other instances, autocratic style. For instance, the principal added that "*Excellent work is realised when the style of leadership transforms depending on the circumstances. All the concerned bodies should stand together to achieve the goals and work depending on the context*" (P5).

A head of department described the principal's leadership style as "... *He is quick and makes decisions, but he tries to satisfy every employees working in varies departments of the school*" (HoD4)

The reason for teachers' participation in decision making as described by a head of department was that "*it was indispensable to utilise their skills in the overall activities*" (HoD4). HoDs' participation also makes ownership of decisions. It was also learned from one of the teachers that the heads of departments in this school participated in decision making.

Education stakeholders in the Southern region of Ethiopia have observed by that the education system at all levels face many severe problems, including; poor students' academic performance, cheating during exam time, and teachers' poor attitude to teach. School principals take much of the blame for failure to exhibit appropriate leadership behaviours that can solve these perpetual problems which overwhelm the education system. Principals have a primary duty of enhancing teaching and learning in their schools. As noted by Adetona (2003) principals are task to produce well-educated students through effective teaching and learning.

## **Laissez-Faire Leadership Style and School Performance**

Laissez-faire leadership style refers to leaders who allow their group members to have complete freedom in decision making. The near avoidance type of leadership is a situation where there is no transaction between the leaders and the followers (Tossi et al., 2000; Avollo, 1999). All authority or power is given to the staff, and they determine goals, make decisions, and resolve obstacle on their own.

Unfortunately, this type of leadership can also occur when managers do not apply sufficient control. Its advantageous in that every follower has the opportunity to make decisions. The disadvantage of this style is that it can easily lead to anarchy if allowed to function for an extended period of time.

Based on the interview, a teacher said this, *“We should make decisions about the educational programme in our departments as responsible individuals. The principal should evaluate and endorse decisions as he is the leader and accountable for everything happening at the school”* (T5).

## **Situational Leadership Style and School Performance**

Situational leadership style is a type of style that is recurrently used in schools. The implementation of a predominantly significant style in a particular circumstance directly leads to the success of school. It is good for a leader to employ various styles of leadership based on the context in a school.

A head of department had this to say, *“... if the leader is new for the school, he will likely implement novel styles of leadership because the new situation requires transformation”* (HoD5).

Another head of department said that,

*If the principal refuses to listen to others ... this creates a problem that will collapse the system. Moreover, if the principal is in breach of the change, his leadership style and employees will become disinterested to transform the school (HoD4).*

A principal disagreed that leadership is stated by the internal and external change of the school situation. At one time, students may be disobedient and aggressive that there is need to use the style to impose firm actions. But students may be so dedicated and committed in another situation which requires use of collaborative leadership.

#### **4.5.1.3 What Are the Major Factors that Affect the School Performance?**

##### **4.5.1.3.1 Availability of Resources**

A principal (P2) underlined the fact that the school receives finance from a few organisations in addition to funding from the government; that is, block grant and school grant allocated by the MoE. But he agreed that there is shortage of resources still in the school:

The principal had this to say,

*The MoE offers large amounts of financial resources and parents were not paying the school fees. One of the most serious problems was insignificant participation of parents, ... because most of them were severely poor. The school does not have income since it was located in low-income area (P2).*

Similarly, another principal answered that, *“The school lacks resources for instance, desktop computer, laboratory equipment and reference books ... the main problem was the ever-increasing teacher-student ratio” (P4).*

In the same school a head of department said that *“the school has overcrowded classrooms although it received support from NGO's such as USAID and DFID. This is, however, not sufficient support” (HoD4).*

A school supervisor on the same issue also said that:

*The school lacks basic resources. For instance, computers, classrooms, teachers, equipment and science kits for co-curricular activities. ... the principal made many attempts to attract NGOs to support the school. ... these attempts were have not been successful (SP2).*

Another school principal said that, *“We lack resources. For instance, teachers, furniture and textbooks. We do not have extra classes. These absolutely could have a negative effect on the performance of school” (P5).*

Contrary to the above responses, a school principal indicated that,

*The school obtains its funding from MoE and various NGOs in which the school has relatively enough physical resources. The school has computer laboratory, library, Plasma TV and classrooms. We have sports equipment and play ground. ... but the school lacks teachers in some fields of specialization (P1).*

On resources, a head of department stated that,

*This school lacks both human and physical resources. There are inadequate teachers, classrooms, sport equipment and play ground. The principal does not have an initiative to link with the parents and the school community. Therefore, we think that he ought to make them participative (HoD5).*

Similarly, a teacher added that, *“more attempt should be made to participate parents in raising funds for the school”*. He recommended that, *“the style of leadership is crucial because the principal could not fail to get everybody's acceptance of the vision he has for the school” (T5).*

The seriousness of the reality underlying school funding which is shouldered by the government still persists. Therefore, schools should devise an income generating mechanism through internal and external funding.

#### **4.5.1.3.2 Parental and Community Involvement**

The involvement of parents and community in schools were negligible as described by the supervisors, principals, deputy principals, heads of departments and teachers at the schools. They stated that there is a progress, this year some parents have agreed to participate freely. They perceived that some parents would participate in school activities. The principals, deputy principals, supervisors and HoDs takes into consideration that principals have been encouraging parents and community to participate in all aspects of the school issues.

This imply that principals do not include parents in meetings. Therefore, the leadership style implemented by the principals in the schools might not encourage the participation of outsiders which is considered vital in assisting parents and community involvement. The inability to articulate the vision for transformation in the schools might hinder the levels of parents and community participation. However, the principals argued that parents were welcome to discuss any issues with principals about their children.

#### **4.5.1.3.3 Conducive School Environment**

On school environment a principal said that, *“the school has no well organised security guard and no fencing to safeguard the school from damages”* (P2). The head of department from the same school added that,

*... there is high turnover of principals. The school cannot accomplish its activities up to the standard. The political membership assigns school leaders without considering qualification as a necessary criterion. Ability and excellent points are valueless”* (HoD2).

This gives an evidence that the school cannot deliver the necessary instruction for students. Absenteeism, dropout and indiscipline were the characteristics of the school.

This study revealed certain factors that affect students learning. Consequently, educators are expected to make changes that will improve learning environments.

#### **4.5.1.3.4 Academic Performance**



On academic performance, both P1 and P3 argued that every school need to score excellent results which requires the participation of all stakeholders. Therefore, there is need to work hard to produce excellent results. They mentioned that they aspire to see achievement in results only. Having excellent results leads to the attainment of the school aims. The school ought to fulfill the resource requirement, but not at the expense of their principals. The work of principals is to provide students with a chance to grow and develop. However, this is a great job for the principals.

Therefore, the principal gave great attention on academics in excellent matriculation results as an indicator of school performance based on the Ethiopian education system. Furthermore, a principal stated that Zonal education desk gives incentives to schools which attain excellent academic performance. However, the principal noted that recognition of academic performance should also include attaining considerable enhancement in the performance of weak students in the school.

A head of department believed that academic performance could not essentially be the only indication of achievement at a school. Further, he said that *“You have to consider where the students come from and how they have grown”* (HoD4). That is an excellent indication of academic results.

This is similar to the view of both the principal (P2) and a head of department emphasised addition of considerable enhancement in the academic performance of low achieving students in the assessment. The HoD added that, *“the principal plays a role in initiating students to participate in make-up classes and to join in tutorial programmes offered by the secondary schools in Southern Ethiopia”* (HoD2).

On performance, a principal pointed out that *“students perform average results in our school. But that in its own is a progress considering their conditions. A number of students come from poor families where the problem is critical”* (P5).

Supervisors, heads of departments and teachers offered explanations for the anticipated low academic performance of schools. All of them mentioned that lack of participation of the principal might have adverse impact on students' academic performance. They added that the

principal failed to take critical measure to get better academic performance which is a role of a principal.

Principals develop different procedures to examine results and to establish intervention programmes that are supported by students, teachers, heads of departments and parents. According to the HoDs, despite the social issues that confront the surrounding community and the widespread poverty in the area, only two schools relatively achieved better results (>90%) during the years 2014, 2015 and 2016 both in Grade 10 and Grade 12 matric results indicated in Table 4.1.

The academic performance of the school over the five years between 2013 and 2017 is presented in Table 4.1.

**Table 4.1 Matriculation results of Schools, 2013-2017**

<b>Years</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Aggregate pass rate (%)</b>	<b>Grade 10 &amp; 12</b>
<b>Schools</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
1	65.68	61.32	90.74	99.26	74.30	78.26	Grade 10
	84.55	88.8	99.3	42.11	28.6	68.7	Grade 12
2	61	59	68	50	37	55	Grade 10
	58	60	67	32	25	48.4	Grade 12
3	76.70	78.40	80.34	88.65	86	88.02	Grade 10
	88.8	82.92	84	88.85	82.13	81.34	Grade 12
4	38.8	81.81	96	90.83	10.60	63.60	Grade 10
	86.6	96.50	98.67	82.60	8.46	74.57	Grade 12
5	38	53	47	42	36	43.2	Grade 10
	68	79	83	63	52	69	Grade 12

The results show that there have been inconsistent results in academic performance over the five-years period. Generally, all the five schools do not have a high academic performance or results during the five consecutive years, especially school 2 and 5 for both grade levels.

#### **4.5.1.3.5 Leadership Styles**

On leadership, a principal declared that “leaders need to be active, brave and take responsibility if they trust in the school values and services. They have to participate and share the vision and mission of the school”. He said that *“In my view, such a vision and mission need a leader who commits and devotes to the employees to reach an agreement that intends to make the school to perform well”* (P3).

Regarding the style of leadership he implemented, the principal said that *“I like to hear the contribution of my employees. A fundamental characteristic of my leadership style is understanding and trustworthiness”* (P3). So, this principal has confidence on discussion with his employees in any point to make decisions.

A head of department pointed out that *“each one must be included in the system. As soon as everyone is put on board, they all progress in a similar manner”* (HoD3).

According to another head of department, *“the principal should be an excellent listener and communicator”* (HoD4). However, the suitable leadership style kept by the principal was directive. He emphasized that leadership *“can be democratic to a certain extent, it cannot be top-down and bottom-up approach”* (HoD4). This shows the refusal of a style of leadership that includes only directives from above. The head of the department emphasised the involvement of every concerned individuals.

Similarly, another head of department replied on the contrary to the principal’s opinion. He pointed out that *“even though the principal initiates the participation of the concerned bodies in decision-making, the principal appeared to be ineffective in articulating the vision to every concerned individual”* (HoD5). The HoD underlined the inability of the principal to get support from all concerned bodies in general and from teachers and parents in particular.

#### 4.6 Conclusion

This current study was an attempt to give voice to 30 one-on-one interviews with the respective participants (five principals, five deputy principals, five supervisors, five heads of departments, five teachers and five students) at five schools. The schools were located in Southern Ethiopia namely Sodo, Dawro, Chamo, Halaba and Durame secondary schools. To protect the anonymity of the participants, the researcher used a coding technique where the participants were coded as: five Supervisors (SP1, SP2, SP3, SP4 and SP5), five principals (P1, P2, P3, P4 and P5), five deputy principals (DP1 to DP5), five heads of departments (HoD1 to HoD5), five teachers (T1 to T5) and five students (S1 to S5).

A phenomenological case study inquiry approach was used to gain a better understanding of this phenomenon. Face-to-face interviews were the methods performed to gain information from 30 participants who took part in the process. These participants were asked to describe their experiences with the principals' leadership behaviour on school performance. A qualitative phenomenological approach was used to understand the essence and the phenomenon. This included collecting data from each participant through semi-structured in-depth interviews that produced rich and broad descriptions of each participant's experiences. In the preceding sections, participants' verbatim quotes were presented in italics.

## **CHAPTER FIVE**

### **DISCUSSION OF THE RESEARCH FINDINGS**

#### **5.1 INTRODUCTION**

This chapter discusses about the findings.

#### **5.2 FINDINGS RELATED TO SUB-PROBLEM ONE: DOES THE PRINCIPAL'S LEADERSHIP BEHAVIOUR AFFECT THE SCHOOL PERFORMANCE? HOW?**

##### **5.2.1 Qualifications and Job Experience of School Principals.**

The study found that as work experience increased, principals exhibit different leadership styles. The lesser experienced principals exhibit the autocratic style more, then they move towards the democratic style and finally they move towards the laissez-faire leadership style.

##### **5.2.2 Principals' Training and Professional Development**

From opinions given by teachers regarding leadership, there are many problems in contrast to principals' responses. For example, the teachers' professional development programme suffers from lack of school leaders' ownership, skills and monitoring. From the very beginning, the professional development initiative had no proprietor. The teachers were forced to accept it without prior knowledge of the professional development program. Teachers did not get continuous support on the training of professional development. The evaluation was also untrustworthy. No one checked whether the plans and reports produced from the plans were accurate or not.

Given the education changes and obstacles which appear with the changes, leadership becomes a significant worry. As viewed by Mestry and Singh (2007), there is a problem in the

training of leadership to get principals ready for their responsibilities. Schools today are faced with obstacles that emphasise demand for effective leaders.

Profession development for school leaders is often ignored and more emphasis placed on other critical needs like the training of teachers. Moreover, the quality of training for principals was inadequately provided in order to develop qualified professionals. For example, a head of department, summarised this issue and argued that *"I can say that there is shortage of excellent professional development"* (HoD1).

Focusing mainly on the needs of the profession, a head of department mentioned that *"about half of the new principals quit the job within the first year"* (HoD2). However, the Woreda and Zonal administrators emphasise on recruiting and preparing principals, but they tend to neglect their professional development once they get on the job, especially after working for the first two years. The 2015 Regional Education Statistics indicated that principals who got no professional development in the previous year were likely to leave their school compared with leaders who received training. The turnover for leaders has an adverse ripple effect on schools' performance which eventually means money wastage for the region.

### **5.3 FINDINGS RELATED TO SUB PROBLEM TWO: WHAT IS THE DOMINANT LEADERSHIP STYLE OF PRINCIPALS AT THE SECONDARY SCHOOLS? HOW DOES THIS LEADERSHIP STYLE MANIFEST IN THE SCHOOLS?**

In attempting to lead schools, principals are central in advancing school performance. Principals ought to create a shared vision and mission among teachers, parents, students, and school community. Principals do not lead in isolation, but they share or distribute leadership responsibilities. Creating an appropriate learning culture or school climate that improve student academic achievement is necessary important. Studies on leadership show that principals' leadership behaviours have an indirect impact on school performance; that is, principal leadership influence act as a mediating factor on student learning experiences or classroom conditions which in-turn influence students' success.

Finally, and most important, principals need to pay attention to both instructional and organisational leadership and management which encompass assessment and curriculum. Hence, the dominant leadership style depends on the context and the school environment. However, this does not necessarily define the quality of leadership in schools. There are other factors which determine dominant leadership, like; teachers' related factors, achievements and resources. These factors determine how the three leadership styles could be used, and how they could be used as supplements.

### **5.3.1 The Autocratic Leadership Style and School Performance**

Autocratic leaders maintain for themselves the decision-making rights. The style could damage an organisation irredeemably as followers are forced to implement plans, and give services in a very narrow way based on a subjective idea of defining success. Moreover, there is no common vision and there is little motivation beyond intimidation. In autocratic leadership, follower commitment, creativity and innovation are typically eliminated.

### **5.3.2 The Democratic Leadership Style and School Performance**

In democratic leadership, workers are highly motivated by getting involved in goal setting, improving methods, and evaluating progress towards organisational goals. There is good employee-management relationship, and workers relate themselves as part of the organisation evidenced by exhibiting commitment and a high degree of responsibility (Hersey and Johnson, 1996). In democratic leadership, power and authority is derived from the governed; meaning, authority to lead is rendered legitimate by the people. Decisions on organisational matters are made after making necessary consultations and communication with all sections in the organisation. This creates high self-confidence among employees and encourages better group efficiency (Ezenne, 2003). Democratic leadership style was proposed during the interviews to generate ideas with principals, considering why and when it is used.

### 5.3.3 The Laissez-faire Leadership Style and School Performance

The laissez-faire leadership style is based on a non-interference policy which permits absolute workers' autonomy and has no meticulous means of achieving organizational goals. However, it is argued in literature that there is no one best style of leadership. The effectiveness of a particular style depends on the conditions of the organisation.

Results from documents, observation and interviews confirmed that leadership at the sampled secondary schools in Southern region of Ethiopia could be ranked in the following order; autocratic, democratic, laissez-faire and situational. The dominant leadership style was autocratic which according to participants negatively influence academic performance because principals adopt a harsh leadership style which is widely detested by teachers. This implies that the more leaders use autocratic style, the more academic performance is influenced negatively. The study aligns with Charlton (2000) work that as principals use strict control measures there is a likelihood that they will face students' and teachers' resistance. Further, increased indiscipline of teachers and students tend to go against dictatorial measures used by principals. Moreover, teachers do not embrace having absolute authority as it lessens their morale; in-turn, they neglect their duties leading to an increase on job turnover.

The result identified dominant styles of leadership in the following order; autocratic, democratic and then laissez-faire. This confirmed that secondary school principals exercise more of autocratic leadership style. The problem with autocratic leadership is that principal may ignore other aspects of leadership which when supplemented with autocratic style facilitate quality leadership and school performance. However, teachers and heads of departments in the sampled secondary school argued that only democratic leadership have an impact on school performance. According to Ololube (2013), employees are contented with democratic leadership because their views, observations and ideas are essentially taken to inform actions. This finding also supports a study by Endale *et al.* (2015) who found that democratic leaders perceive their employees as partners and colleagues in development with an intention of mitigating organisational pitfalls. Democratic leadership style is therefore taken as a good predictor of teachers' job satisfaction and school performance.



## 5.4 FINDINGS RELATED TO SUB PROBLEM THREE: WHAT ARE THE MAJOR FACTORS THAT AFFECT THE SCHOOL PERFORMANCE?

### AVAILABILITY OF RESOURCES

Data collected through observations and interviews, indicated that scarce resources played a significant role in low school performance (see section 4.5.1.3.1).

Evidence on scarcity of resources was demonstrated by; dilapidated building, broken windows, shortage of computers and broken protective fences. It was obvious some principals blamed the Ministry of Education while in others, plans were made to secure these facilities in place.

For instance, a principal stated that *“the school gets finance from a few organisations next to government funding, like the block grant and school grant allocated by the MoE”* (P2). But the principal stated that shortage of resources still continuous,

*Most of our money come from the MoE. Parents do not participate in the activities of the school, fund raising and contribution among parents. This is the most serious school problems since the society is poor. This creates an obstacle to purchase school resources* (P2).

Similarly, another principal stated that *“The school has shortage of resources for instance computers, laboratory equipment and reference books”* (P4). The principal pointed out that the main problem was the ever-increasing teacher-student ratio.

From the same school, a head of department added that *“the school do not have adequate resources. The school has overcrowded classrooms although it received support from NGOs such as USAID and DFID. This is however, insufficient support”* (HoD4).

A supervisor from the same school also said that,

*The school lacks resources like computers, classrooms, teachers, equipment and science kits for co-curricular activities. ... the school principal tried promising attempts to attract NGOs' support for the school. ... the endeavors did not work* (SP2).

A principal from another school put his ideas as, *“We have lack of resources, for instance teachers, furniture and textbooks. We do not have extra classes. These absolutely could have a negative effect on the performance of school”* (P5).

From previous explanation, it is obvious that schools have problems in allocation and utilisation of resources. It is also evident that leaders are cognisant of the problems in education, and to solve these problems, they try to involve parents and influential people to obtain these resources.

### **Parental and Community Involvement**

Based on the reviewed literature and responses obtained from this research, findings have consistently shown that parental involvement in children’s education doesn’t make a positive difference on students’ achievement and school performance. However, without the participation of parents in school leadership, secondary schools today cannot expect to achieve good academic results (Amburgey and Rao, 1996). Moreover, parents play a crucial role in the school system activities (Amason and Sapienza, 1997).

The findings align with what was reported by Gardner's (2007) that teachers agree that parents/community members can contribute in specific ways that support teachers’ efforts in schools to strengthen academic achievement, support teachers in disciplinary matters, and help students to recognise the needs and values of education. Alatorre (2009) argued that parent-teacher relationships normally operate in a context under teachers’ control when parents are asked to assist teachers. Hence, the frequency of meetings with parents/community members was occasional or at times more often depending on teachers’ invitation (Ballantine (1999) cited in Hornby (2000)). Donbusch and Glasgow (2009) on their part stated that although parent involvement has increasingly been recognised to play a specific role in students’ achievement, historical analysis show dissociation on parent-teacher relations where schools and homes rarely collaborate as closely as expected.

A few issues were evident on challenges faced by the community as they try to get involved in the management of government secondary schools (Flynn, 2007). Mainly, there has been lack

of funds at the school and government levels to initiate school projects while high poverty at the community level makes most parents and community members to avoid getting involved in school management. In addition, teachers and principals have a biased assumption that community members lack sufficient knowledge; hence they are not given an opportunity to get involved in school management. However, the process also poses a big challenge to those willing to contribute to school management.

### **Conducive School Environment**

From the research, some factors were identified from the interview responses which present a favorable condition for instruction. These incorporate among others factors like; bad behavior, group activities such as, unruly and low morale of teachers (see section **4.5.1.3.3**). Students and teachers of schools described that principals should make sure that schools are violence free and drug free. This is becoming a big problem in most of the schools all over Ethiopia. This could only be possible if all concerned bodies participate in school improvement.

On this issue, a student from one of the schools corroborated this view that *“Even though protection fence are not present, teachers speak to us in excellent behaviour, advising us to consider them as our parents.”*

Principals' high turnovers derail accomplishment of school activities up to the desired standard. Leaders are appointed based on political membership or affiliation without using qualification selection criteria for these positions. Ability and good points have no value. The main issue is one's trustworthiness to the political party. This evidence suggests that school leaders cannot bring the necessary order for students. Absenteeism, dropout and indiscipline were the characteristics of the schools.

## CHAPTER SIX

### FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

#### 6.1 INTRODUCTION

This chapter briefly summarises the findings from chapter five. Based on the analysis of documents, observation and interview findings, the recommendations are presented below.

#### 6.2 SUMMARY OF THE MAJOR FINDINGS

The findings of the research can be summarised as follows:

- There was no follow-up, monitoring and evaluation, coaching and support for the teachers (see section 4.2.4).
- Though principals' effects on student results may have been indirect as compared with teachers', their role as schools' instructional leaders shows that their responsibility to create a favorable condition is getting more attention from researchers, district leaders, and policymakers (see section 4.5.1.3.3).
- In an attempt to be effective schools' leaders, principals play a critical role in advancing school performance. Principals ought to build a shared vision and mission among teachers, parents, students, and school community members. Besides, principal don't lead in isolation, but they share or distribute leadership responsibilities. The impact of principal's leadership behaviours on school performance is indirect; that is, principal leadership serve as a mediating factor on student learning experiences and classroom conditions which in-turn, influence student success. Creating an appropriate learning culture and school climate for students' academic achievement is necessary important.
- Finally, and most important principals must pay attention to both instructional and organisational leadership and management, to encompass assessment and

curriculum. Hence, the dominant leadership depends on the contexts and the school environment, but it does not adequately define the quality of leadership in schools. Other factors determine the dominant leadership like, teachers' factors, achievements and resources. These factors determine how to use the three leadership styles and how they can complement each other. Results from documents, observation and interviews confirmed that leadership in sampled secondary schools in Southern region of Ethiopia in order of most used style were; autocratic, democratic and laissez-faire (see section 5.3).

- Based on observation and interviews data, insufficient resources played a significant role in the poor school performance (see section 4.5.1.3.1).
- There appeared to be negligible parents and community participation in schools, as explained by the supervisors, principals, deputy principals, Head of departments and school teachers (see section 4.5.1.3.2).
- Because of high turnover for principals, schools were unable to accomplish planned activities up to the desired standard. Moreover, school leaders are political appointed based on affiliation without meeting the laid down selection criteria. Absenteeism, dropout and indiscipline were the characteristics of the schools.
- Lack of persuasive vision and mission for government schools persists a critical barrier in any attempts made to improve schools.
- The matric results of Grades 10 and 12 indicate that there were inconsistent results in academic performance over the five-year period. Generally, all the five schools do not have high academic performance or results during the five consecutive years especially schools 2 and 5 for both grade levels (see section 4.5.1.3.4).

### **6.3 RECOMMENDATIONS RELATED TO SUB-PROBLEM ONE: DOES THE PRINCIPAL'S LEADERSHIP BEHAVIOUR AFFECT SCHOOL PERFORMANCE? HOW?**

The findings from the interview and observation have clearly shown that an autocratic leadership style was dominantly used resulting in poor school performance. On the contrary, documents and observation results revealed encouraging impact of the democratic leadership style and qualifications in secondary schools of Southern Region of Ethiopia.

Therefore, the following recommendations are forwarded:

1. The SREB should provide prospects for secondary school principals to attend educational planning and management courses that support the transformational leadership style through in-service training offered by the concerned bodies such as the universities and Ministry of Education. In these schools, leaders are recommended to increase the way by transformational leadership style is applied by doing the following: Creating a clear vision regarding the future of their schools, and inspiring the confidence of the school community by valuing their arguments. Leaders should also be eager to achieve the vision of their schools. Besides, leaders should optimally apply all principles of transformational leadership style effectively through inspirational motivation, intellectual stimulation, and individual consideration.

The findings also revealed that students from selected schools in the Southern region perform moderately. In this regard, besides strengthening transformational leadership style, school leaders should: Identify other challenges that hinder efficient students' performance and seek effective solutions; Control and monitor how teachers deliver lessons in relation to the national curriculum; Remind parents of their role as first educators and key to the children's performance by providing facilities and advise on education for their future.

The Ministry of Education should address the following: Identify reasons behind the persistent low school performance of national exams in the Southern region since leadership style was ruled in this study as the plausible cause of the poor performance, and; Identify the level of students' preparedness for the national exams. This could help to find out the extent of students' readiness and preparation to take the exams.

The Ministry of education also ought to organise motivational discussions with the exam candidates before they take the national exams. It is envisioned that motivational discussions strategy could be of help in preparing them psychologically and as well boost their morale.

Generally, the Ministry of Education ought to organise regular supervision to schools to examine the leadership style used by principals in order to improve work performance among teachers. Frequent supervision could subsequently help attain the purpose of secondary education in line with the new Ethiopian Education Policy.

2. The SREB should provide opportunities for secondary school principals to develop their career in the field of educational leadership since appropriate qualifications seems relevant for good results in school performance. Principals should be provided with in-service training as well as refresher courses on the modern fundamentals of leadership styles.
3. The study also recommends that the SREB should recruit school principals who have attained first and second degree in the area of educational leadership. Furthermore, principals' appointment should be based on ability, skills and commitment.

#### **6.4 RECOMMENDATIONS RELATED TO SUB PROBLEM TWO: WHAT IS THE DOMINANT LEADERSHIP STYLE OF PRINCIPALS AT THE SECONDARY SCHOOLS? HOW DOES THIS LEADERSHIP STYLE MANIFEST IN THE SCHOOLS?**

In an attempt to be school leaders, principals play a critical role in advancing school performance. They ought to create a shared vision and mission among teachers, parents, students, and school community. Besides, principal don't lead in isolation, but they share and distribute leadership responsibilities. It is observed that there is an indirect impact of principal leadership behaviours on school performance; that is, principal's leadership serve as a mediating factor on student learning experiences and classroom conditions which in turn, influence students' success. Of importance, principals need to create an appropriate learning culture and school climate for students' academic achievement.

Finally, and most important, principals should pay attention to both instructional and organisational leadership and management, that encompass assessment and curriculum. Hence, the dominant leadership depends on the contexts and the school environment, but it does not adequately define the quality of leadership in schools. Other factors determine dominant leadership like, teachers' factors, achievements and resources. These factors

determine how to use the three leadership styles and how they can complement each other. Results from documents, observation and interviews confirmed that leadership in sampled secondary schools in Southern region of Ethiopia in order of most used style were; autocratic, democratic and laissez-faire. However, the study recommends that power and authority must be derived from democratic leadership; that is, authority to lead is rendered legitimate by the people. Decisions on organisational matters should be made based on consultations and communication made with different sections in the organisation. This would create high morale among employees besides facilitating better group efficiency.

Schools don't operate successfully without stakeholder's participation. Principals are school leaders, and need collaboration in team-work, financial and material support, safe and comfortable learning environment, applicable rules and regulations and responsibility and accountability. Moreover, supervisors, heads of departments and teachers need cooperation from parents in order to increase students' academic results which is also helpful to the principals. Therefore, school managers should provide teachers with more chances to get involved in decision-making.

## **6.5 RECOMMENDATIONS RELATED TO SUB-PROBLEM THREE: WHAT ARE THE MAJOR FACTORS THAT AFFECT SCHOOL PERFORMANCE?**

This study found that availability of resources, parents and community participation, conducive school environment, and leadership styles play a vital role in the schools' performance. Hence, the study recommends that Regions, Zones, Woreda education offices and schools need to identify that classrooms and all school system levels impact each other, particularly on the emotional identities and well-being of leaders, teachers and students. This eventually develops individual, relational and organisational capacity and trust, which leads to the progressive distribution of leadership and growth of confidence and achievement. Leaders should be basically dedicated to the progress of instruction. They should relate genuinely with the organisation of teaching, curriculum learning, and continuous assessment repeatedly to ensure that knowledge is progressively adapted to the benefit of students and that expectations for success are high.



## **6.6 LIMITATIONS OF THE STUDY**

This study was delimited to secondary schools of the Southern Region of Ethiopia. Because the study did not include a sample of principals, deputy principals, supervisors, HoDs, teachers and students across the country, the findings of this study can only be generalised to schools within this region. However, the results cannot be generalised to all the secondary schools of the Southern region, since the study was conducted in preparatory and secondary schools (Grades 9 to 12) in the Southern region and as there are many secondary schools with only Grades 9 to 10.

Another limitation of this study was finding current literature that used qualitative research design on the influence of principals' leadership behaviour in secondary schools of Ethiopia. In addition, since this research was the first of its kind, lack of similar research conducted in relation to the study in Ethiopia was a major limitation for this study. The scope of the present research is that it excludes private secondary schools and external stakeholders.

## **6.7 RECOMMENDATIONS FOR FUTURE RESEARCH**

The findings of the study and the limitations of this study have led the researcher to make the following recommendations for further research.

This study provides information about the influence of principals' leadership behaviour on school performance in secondary schools of the Southern region in Ethiopia. To the researcher's knowledge, no research has been conducted in other parts of the country using the same methodology. Therefore, it is recommended that this study be repeated in other parts of the country. This study mainly focused on preparatory and secondary schools in the Southern region. Hence, similar studies could also be conducted in primary and secondary schools in the same or different locations, using a larger sample size. The study should be further conducted in private and public primary and secondary schools by identifying leadership styles that influence principal's job performance and the strategies at a broader context.

## **6.8 CONCLUSION**

From the findings of this study, the researcher concludes that the influence of principals' leadership behaviours does have an impact on the schools' performance. Written documents, observational data and interviews emphasised some problems that hinder effective implementation of principals' tasks. Based on the identified problems, the researcher offered some recommendations on how principals could professionally develop as leaders and how the Region, Zones and Woreda education offices could support their endeavour to improve school performance. This study also concluded that secondary school principals, deputy principals, heads of departments, supervisors and teachers in the Southern region of Ethiopia adapted the following leadership styles; Autocratic, Democratic and Laissez-faire. The highest-ranking style was the autocratic leadership style. However, most participants indicated satisfaction with the democratic leadership style, and dissatisfaction with the styles of laissez-faire and autocratic.

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## APPENDIX A1

### **REQUEST TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION**

#### **Request for permission to conduct research interviews and observations in schools of the southern region**

It would be appreciated if respected department head would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

- 1. Does the principal's leadership behaviour affect school performance ? How ?**
- 2. What is the dominant leadership style of principals at the secondary schools? How does this leadership style manifest in schools ?**
- 3. What are the major factors that affect school performance ?**



The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal leadership behaviour affects the school performance.
- Identify the dominant leadership style of principals at the secondary schools and how the leadership style manifested in the schools.
- Describe the major factors that affect the school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of 30 participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational leaders to be interviewed without causing any disruption to the school programme. Informed consent will be obtained from all participants and all data gathered will be held confidential and be used strictly for research purposes.

With Best Regards !

## APPENDIX A2

### **REQUEST TO SCHOOL OF EDUCATION AND BEHAVIOURAL SCIENCES TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION**

#### **Request for permission to conduct research interviews and observations in schools of the southern region**

It would be appreciated if respected dean would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

- 1. Does the principal's leadership behavior affect school performance? How?**
- 2. What is the dominant leadership style of principals at the secondary schools? How does this leadership style manifest in schools?**
- 3. What are the major factors that affect school performance?**

The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal's leadership behaviour affect school performance.
- Identify the dominant leadership style of principals at the secondary schools and how the leadership style manifest in schools.
- Describe the major factors that affect school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of 30 participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational leaders to be interviewed without causing any disruption to the school programme. Informed consent will be obtained from all participants and all data gathered will be held confidential and be used strictly for research purposes

With Best Regards!

## APPENDIX A3

### **REQUEST TO VICE PRESIDENT FOR ACADEMIC AFFAIRS TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION**

#### **Request for permission to conduct research interviews and observations in schools of the southern region**

It would be appreciated if respected vice president would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

- 1. Doe the principal's leadership behaviour affect school performance? How?**
- 2. What is the dominant leadership style of principals' at the secondary schools? How does this leadership style manifest in the schools?**
- 3. What are the major factors that affect school performance?**

The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal's leadership behaviour affect school performance.
- Identify the dominant leadership style of principals at the secondary schools and how the leadership style manifest in the schools.
- Describe the major factors that affect school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of 30 participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational leaders to be interviewed without causing any disruption to the school programme. Informed consent will be obtained from all

participants and all data gathered will be held confidential and be used strictly for research purposes.

With Best Regards!

## APPENDIX A4

### REQUEST TO THE SOUTH REGION EDUCATION BUREAU TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION

#### Request for permission to conduct research interviews and observations in schools of the southern region

It would be appreciated if respected head of education bureau would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of principals' leadership behaviour on School performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

- 1. Does the principal's leadership behaviour affect school performance ? How ?**
- 2. What is the dominant leadership style of principals' at the secondary schools? How does this leadership style manifest in the schools ?**
- 3. What are the major factors that affect school performance ?**

The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal's leadership behaviour affect school performance.
- Identify the dominant leadership style of principals' at the secondary schools and how the leadership style manifest in schools.
- Describe the major factors that affect school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of 30 participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational leaders to be interviewed without causing any

disruption to the school programme. Moreover, questionnaires will be prepared to selected participants. Informed consent will be obtained from all participants and all data gathered will be held confidential and be used strictly for research purposes.

With Best Regards !

## APPENDIX A5

### REQUEST TO THE ZONE EDUCATION DESK TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION

#### Request for permission to conduct research by interviews and observations in schools of the southern region

It would be appreciated if respected head of education desk would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of Principals' Leadership Behaviour on School performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

- 1. Does the principal's leadership behaviour affect school performance ? How ?**
- 2. What is the dominant leadership style of principals' at the secondary schools? How does this leadership style manifest in the schools ?**
- 3. What are the major factors that affect school performance ?**

The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal's leadership behaviour affect school performance.
- Identify the dominant leadership style of principals' at the secondary schools and how the leadership style manifest in the schools.
- Describe the major factors that affect school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of thirty participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational leaders to be interviewed without causing any



disruption to the school programme. Informed consent will be obtained from all participants and all data gathered will be held confidential and be used strictly for research purposes.

With Best Regards !

## APPENDIX A6

### REQUEST TO PRINCIPALS TO CONDUCT RESEARCH IN SECONDARY SCHOOLS OF THE SOUTHERN NATION NATIONALITIES PEOPLE'S REGION

#### Request for permission to conduct research interviews and observations in schools of the southern region

It would be appreciated if respected principal would give me permission to conduct research interviews and do observations in the secondary schools of the region. I am currently studying towards a DED in Educational Leadership and Management. My dissertation topic is: **Influence of principals' Leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The aims of this research are:

**1. Does the principal's leadership behaviour affect school performance ? How ?**

**2. What is the dominant leadership style of principals' at the secondary schools? How does this leadership style manifest in the schools ?**

**3. What are the major factors that affect school performance ?**

The study aims to examine how leadership styles adopted by school principals influence the schools overall performance. In addressing this main aim, the following specific objectives help in the study to

- Investigate how the principal's leadership behaviour affect school performance.
- Identify the dominant leadership style of principals' at the secondary schools and how the leadership style manifest in the schools.
- Describe the major factors that affect school performance.

The principals, deputy principals, Supervisors, Heads of Departments, teachers and students will be approached to take part in this study. A total of 30 participants will be interviewed. An interview schedule will be presented to all purposefully selected participants to allow educational managers to be interviewed without causing any disruption to the school programme. Informed consent will be obtained from all

participants and all data gathered will be held confidential and be used strictly for research purposes.

With Best Regards !

## APPENDIX B

### Research Participants Consent Form

Research Title: : **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

Researcher Name: Endale Berhanu  
Demessie Email address:  
53343085@mylife.unisa.ac.za Mob. No. :  
251911034670

Supervisor's Name: Prof. NP  
Grootboom University of South Africa

I look forward to speaking with you very much and thank you in advance for your assistance in this study. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

Endale Berhanu Demessie

I have read the information presented in the letter about the study '**Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia**'. I had the opportunity to ask any questions related to the study, to receive satisfactory answers to my questions, and to add any additional details I wanted. I am aware that my interview can be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I have been informed that I may withdraw my consent at any time without penalty by advising the researcher. I have also been told that the interview would take approximately 40 minutes and would take place in a mutually agreed upon location and at a time convenient to me. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Researcher Name: Endale Berhanu

Demessie Researcher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C

### QUESTIONS ON DEMOGRAPHIC INFORMATION FOR PRINCIPALS, DEPUTY PRINCIPALS, HEADS OF DEPARTMENTS, TEACHERS AND SUPERVISORS

The intention of this questionnaire is to acquire demographic information on the participants, pertinent to the research topic: **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia.**

The information will only be used for academic purpose, and will be treated anonymously and privately at all times. You are requested to answer each question by selecting the most appropriate answer and marking the square provided with an X.

Thank you for your participation !

**1. What is your gender?**

Male  Female

**2. What is your age?**

$\leq 25$   26 – 30  31 – 35  36 – 40  41 – 45  46 – 50  51 –  
55   $\geq 56$

**3. Years of experience as principal/deputy principal/HoD/teacher/supervisor?**

$\leq 5$   5 - 10  11 - 15  16 – 20  21 – 25  26 – 30   $\geq 31$

**4. What is your current academic qualification ?**

- Diploma
- BA/Bsc/BED/ Degree
- Masters Degree and above
- Other

## Appendix D1

### INTERVIEW GUIDE FOR PRINCIPALS, DEPUTY PRINCIPALS AND SUPERVISORS

Name of the school: \_\_\_\_\_

Name of the principal/deputy principal/supervisor: \_\_\_\_\_

I am a DED student in the department of Educational Leadership and management at University of South Africa. As a requirement for my degree under the supervision of Dr. NP Grootboom, I am conducting a research on the topic ' **Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia**'. You are working in this school and I have chosen you to participate in my interview which is going to last not more than an hour.

The schedule of questions which are going to guide the interview is enclosed with this letter. If you are agree to participate, you will be requested to participate in face-to-face interview which will be audio recorded, however, your personal details and those of the school will not be given to anyone. Only my supervisor and myself will have access for the information. The recorded interview will then be transcribed. If you are not comfortable with the use of audiotape, I am willing to take your notes. Your participation is going to be voluntary. You are free to withdraw your participation and you will not be affected in any way. If you have any questions about the research, please feel free to contact me on : 0911034670.

Thank you in advance for your  
cooperation ! Demessie E Berhanu

(Student no. 53343085)

#### I. **Principals' management/leadership training and professional development**

1. What is your professional qualification?
2. Have you ever undertaken a specialised leadership training course? Elaborate.
3. Did you receive any leadership training when being appointed as principal/deputy principal?
4. As principal/deputy principal did you receive an opportunity to undertake any management/leadership course?

#### II. **Leadership style**



1. What kinds of leadership style is used in your school?
2. What are the manifestations of the above mentioned leadership style in your school ?
3. Do you participate teachers in decision making?
4. What kinds of relationship exist between your leadership style and school performance in the school?

5. Could you explain how the management/leadership approach that you have adopted in your school leads to academic excellence?
6. In your opinion, what leadership style yields the best school performance?
7. What are your management/leadership challenges?
8. What are the qualities of effective school? What strategies are you putting in place to make your school an effective one?

### **III. Schools vision and mission**

1. Does your school have a vision or mission statement?
2. Do you think these are important in influencing performance of the school?
3. How does the vision influence school performance
4. How did you arrive at the vision or mission of the school?
5. What is the role of the principals/deputy principals in the vision/mission of the school?

### **IV. Factors affecting the school's performance**

1. What are the factors determining performance in the school?
2. Why are the factors mentioned critical in determining performance in the school?
3. What is the role of parents/community in quality school performance?
4. How do such factors influence the performance of the school ?

## Appendix D2

### INTERVIEW GUIDE FOR HEADS OF DEPARTMENTS AND TEACHERS

Name of the school: \_\_\_\_\_

Name of the teacher: \_\_\_\_\_

I am a DED student in the department of Educational Leadership and management at University of South Africa. As a requirement for my degree under the supervision of Dr. NP Grootboom, I am conducting a research on the topic '**Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia**'. You are working in this school and I have chosen you to participate in my interview which is going to last not more than an hour.

The schedule of questions which are going to guide the interview is enclosed with this letter. If you are agree to participate, you will be requested to participate in face-to-face interview which will be audio recorded, however, your personal details and those of the school will not be given to anyone. Only my supervisor and myself will have access for the information. The recorded interview will then be transcribed. If you are not comfortable with the use of audiotape, I am willing to take your notes. Your participation is going to be voluntary. You are free to withdraw your participation and you will not be affected in any way. If you have any questions about the research, please feel free to contact me on : 0911034670.

Thank you in advance for your

cooperation ! Demessie E Berhanu

(Student no. 53343085)

1. How would you describe the climate of your school?
2. Do you have anything to show that the school is performing well or not ?
3. What is the relationship between the school and the community?
4. How would you describe leadership in the school?
5. With your experience and observation, what methods of leadership does your school leader use?
6. Are school leaders who exert authority on staff and students effective in ensuring academic standards?

7. Do teachers participate in decision making with their principal in your school?
8. Does group involvement of staff and the HoDs in decision-making play a significant role in promoting academic excellence in your school?
9. Would you agree that the principal should delegate authority to his subordinates in order to ensure effective performance in your school?
10. What do you think that the best kind of leadership style should be used in your school?
11. What do you think is the role of school leadership in the performance of school?
12. What is the relationship between school leadership and its performance?
13. What are the factors that affect the performance of the school ?

## Appendix D3

### INTERVIEW GUIDE FOR STUDENTS

Name of the school: \_\_\_\_\_

Name of the student: \_\_\_\_\_

Dear respondent, this interview guide is designed to collect data from students that will help in research on the topic **'Influence of principals' leadership behaviour on school performance: A Case Study in the Secondary Schools of the Southern Region, Ethiopia'**. You are therefore chosen to be part of this research. Be honest in giving your responses. confidentiality will also be assured.

Thank you in advance for your cooperation!

1. Does the school management involve student leaders in management of academic affairs in this school?
2. In your opinion, do you think that the type of leadership styles employed influence performance in this school?
3. If so, how do these leadership styles influence performance?
4. How can leadership activities in the school lead to effective school performance ?
5. How does the school environment affects the leadership styles ?
6. Describe the type of leadership method of your principal, deputy principal, Head of Departments and teachers ?
7. What are the factors that affect the performance of the school ?

## Appendix E

### Observation checklist

#### Issues for understanding the school environment

1. How many students are enrolled in the years 2015-2019 in the school?  
Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_
2. How many teachers are there in the school?  
Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

3. Issues about school facilities?
- A. How many Blocks does the school have? \_\_\_\_\_
- B. How many classrooms are there in the school? \_\_\_\_\_
- C. Do department heads have offices? Yes  No
4. Questions about educational inputs. Indicate by using tick mark the availability of the following instructional materials.
- A. Is there library in the school? Yes  No
- B. How well the library is furnished with the necessary books, shelves, seats and other materials?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- C. Describe the ratio of students' teacher in the school? \_\_\_\_\_
- D. Describe the ratio of text books to students in the school? \_\_\_\_\_
- E. Describe the class size (the average number of students) in the school? \_\_\_\_\_.
- F. Is there pure drinking water in the school? Yes  No
- G. Is there electricity in the school? Yes  No
- H. Does the school have computers? Yes  No
- I. Does the school have photo copy machine? Yes  No
- J. Does the school have duplication machine? Yes  No
- K. What is the average teachers load in the school? \_\_\_\_\_
- L. How many established clubs are there in the school? \_\_\_\_\_
- M. Are appropriate safeguarding procedures in place?
- N. How are pupils' attendance and punctuality monitored and acted upon?

## 5. School administration

5.1 Indicate the availability of the following policy documents in the school?

No	Essential Policy Documents	Yes	No
1	Education and training policy document		
2	Internal School administration manual		
3	CPD Manual		
4	Continuous assessment guideline		
5	ESDP V directives		

6	Financial documents		
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## 5.2. Documents prepared at the school level?

No	Essential documents prepared by the school	Yes	No
1	The school's strategic plan		
2	The school's annual plan		
3	Well organized teachers files		
4	Well Organized students files		
5	Yearly lesson plans		
6	Daily lesson plans		
7	Reports		
8	Students rosters		
9	Students data		

## 6. About the school culture

No	What are the unique experiences of the school	Yes	No
1	Do teachers in the school have reading habit?		
2	Do teachers in the school are highly committed to work cooperatively?		
3	Do teachers in the school are regularly willing to support students?		
4	Are teachers willingly participating in CPD?		
5	Are students' exhibit positive behaviours in the school?		
6	Are students' actively participating in the classroom interactions?		
7	Are the students in the school a high performer?		

## 7. How do the school leaders organize resources in the school?

No	practices in organizing resources in the school	Yes	No



1	Do teachers participate in school plans preparation processes?		
2	Do teachers participate in decision making processes?		
3	Are department heads selected by teachers		
4	Are club leaders selected by members		

## Appendix-F: Registration



1650 M1RST

DEMESSIE E B MR  
308-5 ENDALE BERHANU

STUDENTNUMBER : 5334-

P O BOX 138  
SUPPORT WOLAITA SODDO  
ETHIOPIA

ENQUIRIES NAME : M&D ADMIN  
ENQUIRIES TEL : 0124415702

DATE : 2019-03-06

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : PHD (EDUCATION) (90019)

TITLE :Leadership behaviour towards quality education: A case study among secondary school principals in the Southern region of Ethiopia

SUPERVISOR : Prof NP GROOTBOOM  
(GROOTBNP@unisa.ac.za) ACADEMIC YEAR : 2019

TYPE: THESIS

SUBJECTS REGISTERED: TFPEM01 PhD - Education (Education Management)

A statement of account will be sent to you shortly. You must re-register and pay every academic year until such time that you can submit your dissertation/thesis for examination. If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website [www.unisa.ac.za](http://www.unisa.ac.za)) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister and pay the full fees.

Yours faithfully,  
Dr F Goolam

## Appendix- G



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RF/NO- 006/491/163/ha  
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SNNPRS EDUCATION BUREAU

Date 17.03.09

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Teachers and Education Leaders Development Core process

To:

- Gamo Gofa Zone Education Desk  
Arbaminch Town
- Wolaita Zone Education Desk  
Sodo Town
- Dawro Zone Education Desk  
Tercha Town
- Kenbata Tembaro Zone Education Desk  
Durame Town
- Alaba Special Woreda Education Office  
Alaba Town

**Subject : Request for Mr. Demessie Endale Berhanu to conduct Research**

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University, currently he is pursuing a Doctor of Education Degree at the University of South Africa(UNISA). As a requirement, for his study he needs to conduct a research entitled "Leadership Behaviors towards Quality Education : A case of Secondary School Principals in the Southern Region of Ethiopia "

Hence, we would kindly request your institution to allow him to conduct the study in the five Zones' Secondary Schools of the region and provide him the necessary assistance and support pertaining to his study.



With Best Regards !

Handwritten signature and stamp of the Director General of Education

CC

- Teachers and Education Leaders Development  
Education Bureau
- Demessie Endale Berhanu

☎ 04-62-20-54-90

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ቁጥር- 222/1-2267/127/15  
ቀን- 3-8-2009

To : Chamo Preparatory and Secondary School

Arba Minch

Subject : Request for Mr. Demessie Endale Berhanu to Conduct Research

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University. Currently, he is doing a Doctor of Education Degree at the University of South Africa (UNISA). As a requirement, for his study, he needs to conduct a research entitled "Leadership Behaviours towards Quality Education: A case of Secondary School Principals in the Southern Region of Ethiopia "

Hence, we kindly request your school to allow him to conduct the research in your school and provide him the necessary assistance pertaining to his study.

With Best Regards!

CC

✓ To Our Department Head

Arba Minch

✓ TO Mr. Demessie Endale Berhanu

WSU



  
ቶማስ ቶማ ቶራ  
Thomas Toma Tora

የትምህርት ማዕከል ርዕሰ ኃላፊ  
Head Education Department



4-11/11/19/1325/3/11  
4-8-09

To: Durame Preparatory and Secondary School

Durame Town



Subject: Request for Mr. Demessie Endale Berhanu to Conduct Research

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University. Currently, he is doing a Doctor of Education Degree at the University of South Africa (UNISA). As a requirement, for his study he needs to conduct a research entitled "Leadership Behaviours towards Quality Education: A case of Secondary School Principals in the Southern Region of Ethiopia."

Hence, we kindly request your school to allow him to conduct the research in your school and provide him the necessary assistance pertaining to his study.

With Best Regards!

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ADINEW DOILEMO JOLBA



CC

- Kembata Tembaro Zone Education Department  
Durame
- Mr. Demessie Endale Berhanu  
WSU

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South Nations Nationalities and Peoples Regional state

Dawro zone Education Department

No ..... 271820/357  
Date ..... 20/8/20

To : Tercha Preparatory School

Tercha Town



**Subject : Giving Permission for Mr. Demessie Endale Berhanu to Conduct Research**

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University. Currently, he is conducting a Doctor of Education Degree at the University of South Africa(UNISA). As a requirement, for his study he needs to conduct a research entitled "Leadership Behaviours towards Quality Education: A case of Secondary School Principals in the Southern Region of Ethiopia "

Hence, we kindly request your school to allow him to conduct the research in your school and provide him the necessary assistance pertaining to his study.

CC

- Dawro Zone Education Department  
Tercha
- Mr. Demessie Endale Berhanu



With Best Regards!

ጽሑፍ ወ/ሰነድ ሰጪ  
Mika W/Sembet Berhan  
የመ/ትም/አመ/ል/የ/የ  
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Healel Edu/Levi/Dev't Goro  
Process Coord. Director



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SNNP Regional Government  
Wolaita Zone Education Department

ቁጥር መዝገብ: 2861/ዓ/103  
Ref. No  
ቀን: 16/8/2009 ዓ/ም  
Date

To : Sodo Preparatory School  
Sodo Town

Subject: Giving permission for Mr. Demessie Endale Berhanu to Conduct Research

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University. Currently, he is conducting a Doctor of Education Degree at the University of South Africa (UNISA). As a requirement, for his study he needs to conduct a research entitled "Leadership Behaviours towards Quality Education: A case of Secondary School Principals in the Southern Region of Ethiopia "

Hence, we kindly request your school to allow him to conduct the research in your school and provide him the necessary assistance pertaining to his study.



With Best Regards!

*[Handwritten Signature]*  
28-ሁን ገደጠ ወልደ  
Getachew Getachew Wodeja  
ትምህርት ማምረያ ገደጠ

- C.C
- Wolaita Zone Education Department  
Soddo
  - Mr. Demessie Endale Berhanu

ስልክ 046-551-22-46  
Tel. 046-551-21-53/52  
ፋክስ 046-551-47-72  
Fax

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In replying, please quote our Ref. No

ፖ.ሣ.ቁ 320  
P.O. Box  
መዳኖ ስድ  
Wolaita Suddo

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Y.T





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 S/N/N/P/R/S/ HALABA SPECIAL WOREDA ADMINISTRATION OF HALABA KULITO TOWN  
 EDUCATION OFFICE

ቁጥር-ሀክአ/ት/ጽ/ቤት-12476/2009  
 ቀን 4/08/2009

→ To: Alaba Preparatory and Secondary School  
Alaba Town

**Subject: Request for Mr. Demessie Endale Berhanu to Conduct Research**

This is to inform you that Mr. Demessie Endale Berhanu is a lecturer at Wolaita Sodo University. Currently, he is doing a Doctor of Education Degree at the University of South Africa (UNISA). As a requirement, for his study he needs to conduct a research entitled "Leadership Behaviours towards Quality Education: A case of Secondary School Principals in the Southern Region of Ethiopia "

Hence, we kindly request your school to allow him to conduct the research in your school and provide him the necessary assistance pertaining to his study.

With Best Regards!

*Hussen*

**ሁለጅ ሙሴ አሰሙ**  
**HUSSEN SEBRO ASSEMO**

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 ትምህርት ጽ/ቤት ኃላፊ  
 Halaba Kulito Town Adm.  
 Education Office Head



CC

- ✓ Alaba Education Department
- ✓ Mr. Demessie Endale Berhanu

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ሌሎች አድራሻዎች: 011-556-08-91 ፖ.ሰ.ታ. 07  
 E-mail Address: kulito@telecom.net.et

**Appendix-H : Ethics Approval**

**COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE**

13 July 2016

Ref : 2016/07/13/53343085/39/MC  
Student : Mr EB Demessie  
Student Number : 53343085

Dear Mr EB Demessie

**Decision: Ethics Approval**

**Researcher:** Mr EB Demessie  
Tel: +251 4655 13565  
Email: [gendaleberhanu45@yahoo.com](mailto:gendaleberhanu45@yahoo.com)

**Supervisor:** Dr. NP Grootboom  
College of Education  
Department of Educational Leadership and Management  
Tel: +2782 973 2435  
Email: [grootbnp@unisa.ac.za](mailto:grootbnp@unisa.ac.za)

**Proposal:** Leadership behaviour towards quality education: The case of secondary school principals in the southern region of Ethiopia

**Qualification:** D Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

*The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 13 July 2016.*

*The proposed research may now commence with the proviso that:*

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*

*An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*

*the research participants.*

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

*Note:*

*The reference number 2016/07/13/53343085/39/MC should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



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## Appendix-I



15 March 2019

### **DECLARATION OF PROFESSIONAL EDIT**

I declare that I have edited and proofread the Doctor of Education Thesis entitled: **INFLUENCE OF PRINCIPALS' LEADERSHIP BEHAVIOUR ON SCHOOL PERFORMANCE: A CASE STUDY IN THE SECONDARY SCHOOLS OF SOUTHERN REGION, ETHIOPIA** by Mr ENDALE BERHANU DEMESSIE.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per the agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final

submission/publication.

Sincerely,





**Pholile Zengele**  
Associate Member

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