

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATES
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**TEACHER S'PERCEPTION S'TOWARDS SCHOOL LEADERS
(PRINCIPALS) LEADERSHIP STYLES PRACTICED IN SECONDARY
SCHOOLS OF DIRE DAWA CITY**

MA THESIS

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**TEACHERS' PERCEPTIONS 'TOWARDS SCHOOL LEADERS' (PRINCIPALS')
LEADERSHIP STYLES PRACTICED IN SECONDARY SCHOOLS OF DIRE DAWA CITY**

**A Thesis Submitted to the Department of Educational Planning and
Management in partial fulfillment for the Requirements of Degree of Master
of Arts in Educational Leadership**

BY

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DEDICATION

I dedicated this thesis to my wife, Fathiya Ali Osman and my sons; Guled Mohammed, Abdirazak Mohammed as well as my daughter Simalle Mohammed.and Tasilim Mohammed

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles of research in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that are included in the thesis have been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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BIOGRAPHICAL SKETCH

The author was born in Dire Dawa City on January 9, 1981 G.C. He attended his primary education at Afeteissa Primary and junior secondary school in Dire Dawa. Then he attends his secondary education at Dire Dawa Comprehensives Secondary School. After completion of the Ethiopian Secondary School Leaving Certificate Examination, he joined Kotobe College of teachers' education and graduated with diploma in chemistry on 8 July 2003 G.C. After his graduation, I was employed in Shinile zone at Afdem werada at Bike Kebele at Bike elementary and junior secondary school and he would has been taught chemistry for 4 years .The author continued to upgrade his professional qualification and received his first degree in chemistry from Haramaya university on September 18, 2008 G.C. Furthermore joined Haramaya University on June 2014 G.C to pursue his MA study in educational leadership.

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ABBREVIATIONS AND ACRONYMS

DDAEB	Dire Dawa Administration Education Bureau
ESDP	Educational Sector Development Program
FGD	Focal Group Discussion
LAMP	Leadership Management Program
LBDQ	Leaders Behavior Description Questionnaire
MoE	Minister of Education
PR	Private school
PTA	Parent Teacher Association
PU	Public school
SI	School Inspectors/supervisor
SMC	School Management Committee
SP	School Principal
SPSS	Statistical Package for Social Sciences

TABLES OF CONTENTS

STATEMENT OF THE AUTHOR	v
BIOGRAPHICAL SKETCH	vi
ACKNOWLEDGEMENTS	vii
ABBREVIATIONS AND ACRONYMS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	5
1.3. Research Questions	7
1.4. Objectives of the Study	7
1.4.1. General objective	8
1.4.2. Specific objectives	8
1.5. Significance of the Study	8
1.6. Delimitation of the Study	9
1.7. Limitation of the Study	9
1.8. Operation definition of key terms	10
1.9. Organization of the Study	11
2. REVIEW OF RELATED LITERATURE	12
2.1. The Concept of Leadership	12
2.2. The Role of the School leaders (Principals)	15
2.3. The Importance of Leadership	16
2.4. Theories of Leadership	17
2.3.1. Early theory and Trait theory	17
2.3.2. Behavioral theory	19
2.3.3. Situational theories	20
2.3.4. Transformational theory	21

TABLE OF CONTENTS (Continued)

2.3.5. Transnational leadership theory	16
2.4. Leadership Approaches	23
2.4.1. Scientific management approach	23
2.4.2. The Human relations approach	24
2.4.3. Theory X and theory Y approach	24
2.4.4. Contingency approaches	27
2.5. School leaders (Principals) Leadership Styles	27
2.6. Types of Leadership Styles	28
2.6.1. Autocratic Leadership Style	29
2.6.2. Democratic Leadership Style	30
2.6.3. Laissez faire Leadership Style	32
2.7. Teachers perception toward the school leaders (principals') leadership styles practiced	33
2.7.1. practiced leadership styles and teachers perception.	33
2.7.2. Leadership styles and student performances	34
2.8. Theoretical framework	35
2.9. Empirical Studies in Leadership Styles	37
2.10. Conceptual framework	38
2.11 Private Education in Ethiopia	40
3. RESEARCH METHODOLOGY	41
3.1. Description of Study Area	41
3.2. Research Design	41
3.3. Research Method	42
3.4. Sources of Data	42
3.5. Sample Size and Sampling Technique	43
3.6. Data Collection Instruments	44
3.6.1. Questionnaire	45
3.6.2. Interview	46

TABLE OF CONTENTS (Continued)

3.6.3. Focus Group Discussion	46
3.7. Data Collection Procedures	47
3.8. Pilot Testing	48
3.8.1 Validity	48
3.8.2. Reliability	48
3.9. Methods of Data Analysis	50
3.10. Ethical Considerations	51
4. RESULTS AND DISCUSSION	52
4.1. Respondents' Profile	52
4.2. Leadership Styles of leaders of Public and Private Secondary Schools	56
4.2.1. Practice and preference of autocratic leadership style	57
4.2.2. Practice and preference of democratic leadership style	63
4.2.3. Practice and preference of laissez faire leadership style	69
4.2.4, Dominant leadership style(s) in public secondary schools	75
4.2.5. Dominant leadership styles in private secondary schools	77
4.2.6. Teachers perception about their leaders leadership style	83
4.2.7. Difference in teachers' perception about their leaders leadership style	85
4.2.8. The most preferred leadership style	85
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	86
5.1. Summary	86
5.2. Conclusions	90
5.3. Recommendations	91
6. REFERENCES	92
7. APPENDICES	102

LIST OF TABLES

Tables	pages
1 Distribution of the Population and Sample	44
2 Reliability Statistics	49
3 Respondents' distribution	52
4 Sex and age distribution of respondents	53
5 Qualification and experiences of respondents	54
6 Field of specialization of respondents	55
7 Leaders Response for Autocratic Leadership style	58
8 Private Secondary Schools teachers' response for autocratic leadership style	60
9 Public secondary schools teacher's response for autocratic leadership style	61
10 Practice of autocratic leadership style	62
11 Leaders 'response on democratic leadership styles	64
12 Followers Response on private school leaders' Democratic leadership style	66
13 Teachers Response on public secondary schools Democratic leadership style	67
14 Practice of democratic leadership style	68
15 Leaders' response on laissez-faire leadership styles	70
16 .Private secondary schools Teachers' response on Laissez-faire leadership style	72
17 Public secondary schools teachers' response on Laissez-faire leadership style	73
18 Practice of laissez-faire leadership style	74
19 The dominant leadership style(s) in public secondary schools	76
20 Dominant leadership styles in private secondary schools	77
21 Mean scores of leadership styles of public and private Secondary School leaders	78
22 Difference in leadership styles of school leaders	79
23 Teacher's perception about their heads leadership style	83
24 Difference in teachers' perception about their heads leadership styles	85

LIST OF FIGUARES

Figures	page
2.1 The evolution of leadership (Adapted from Hayward, 2005:25)	22
2.2 Influence of principals' leadership styles on students' achievements	38
2.3 Leadership Style, School Capacity and Student Achievement Conceptual Framework	39

**TEACHERS' PERCEPTION TOWARD SCHOOL LEADERS (PRINCIPALS')
LEADERSHIP STYLES PRACTICED IN SECONDARY SCHOOLS OF
DIRE DAWA ADMINISTRATION COUNCIL**

MOHAMMED ALI YUSUF

ABSTRACT

The study sought to determine teachers' perception towards school leaders(Principals) leadership styles practiced in secondary schools of dire dawa city. This research was designed to compare leadership styles practiced in public and private secondary schools of dire dawa city and to identify the leadership styles preferred by teachers in both types of schools. It was a survey study which was delimited to the leadership styles of leaders with respect to the practice of autocratic, democratic and laissez faire leadership styles. The target population of this study consisted of 46 private and 44 public secondary schools leaders and 57 public and 32 private secondary schools teachers. Also 6 principals, 5 PTA heads, 5 students' council chairmen and 4 supervisors were interviewed. The target population consisted of the 3 public/government and 3 private secondary schools in dire dawa city. This study targeted 6 schools that had done for at least five years. Teachers (89) and school leaders (90) were the target respondents for this study. Simple Random sampling was used to select 89 teachers from schools and then purposive sampling techniques to select the 90school leaders' principals from 6 of the selected schools after the random sampling. This sampling gave a total of 179 respondents. Questionnaires were used as the tools for collecting the data from the teachers and school leaders. Interview and focus group discussion to collect qualitative data from principals, supervisors. And these questionnaires were designed based on the objectives of the study and on the literature review. The study yielded data that required both qualitative and quantitative analysis. Quantitative data were collected on the personal characteristics of respondents; school leaders' leadership style, the teachers' perceptions towards the practiced leadership styles and teachers preference of leadership style(s). The quantitative data were analyzed using frequency, percentages and independent samples t-test by using SPSS version 20. The data collected through interview were analyzed using narration. The analysis of data indicated that the democratic leadership style was the most commonly used leadership style among leaders of government secondary schools where as autocratic leadership style was most commonly used leadership style among leaders of private secondary schools in dire dawa city administration council. Teachers in both types of schools perceived their schools practice of leadership style as autocratic but they preferred mostly practice of laissez faire and democratic leadership styles. Based on the findings it is recommended that school leaders should imbibe a mixture of democratic and laissez faire styles. The educational leaders of secondary schools, policy makers and other stakeholders may get some important information about the leadership styles which is most common in school leaders practice. It may recommend whether the leadership styles in secondary schools of targeted in the city is similar or not.

1. INTRODUCTION

This research aimed at comparing private and government schools in Dire Dawa in terms of their leadership styles. This aim stemmed from a desire to identify the reasons behind the decisions of parents to send their children to private schools when education was provided free by the government or public schools. The study tried to discover the leadership styles and explored if there was a difference between the private and public schools in their practice of leadership styles.

This research would not explore or compare the outcomes of the schools, but was more interested in identifying their leadership styles. Comparison of private and public schools needed to be set within their internal leadership styles practiced by school leaders. Therefore, this chapter focused on the background of the study, Statement of the problem, Research question, Objectives of the study, Significance of the study, Delimitation and definition of key terms of the study.

1.1. Background of the Study

Education is an important determinant for the overall development of a nation. It is the key to development (Tadesse and Meaza, 2007). Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman and Unterhalter, 2005). It has received its increased attention in recent years because it is believed to be a long term determinant of sustainable development in Ethiopia (Are gay and Paul, 2006). School leadership has great role in education system. As Nasubga (2003) stated that; school leadership has become a priority in education policy agendas internationally because effective school leadership is essential to improve the efficiency of schooling. Traditionally, the managerial role has been perceived as external to the education workforce that is focusing on planning monitoring, controlling, and evaluating teachers. However, in current school system, the role has been broadened and school leaders are now also expected to coach, motivate, inspire, facilitate, promote positive attitude, create a sense of contribution and meaning with and among teachers and coordinate team work.

Michaelidou and Pashiardis (2009) suggested that school leaders should become artists in the three 'f's: forming, facing and feeling public opinion. Through inefficiency of management, much learning time is lost in many Sub Sahara African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin and caillorids, 2001). According to MoE (2008) a quantitative progress has been made, but the quality of education being offered is not to the desired level. Then the government has now given an attention to improve quality of education. It has started quality education initiative called General Education Quality Improvement Program (GEQIP) of 2008. One of its programs is called organization and management of education. To accomplish educational goals, it needs the collaboration of good leadership style in particular school context.

Similarly, Maicibi (2005) contends that without a proper leadership style, effective performance cannot be realized in schools. In addition, Daniel (2007) indicated that principals need adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieving the goals of their schools.

In Ethiopia, general secondary schools (9-10) education is the preparatory stage for university education or an exit point to vocational and technical education leading to the world of work. But the Education Sector Development Strategy Document (ESDP IV) of Government of the Federal Democratic Republic of Ethiopia (FDRE) identified that highly centralized system of organization and leadership/management as one of the main constraints of educational quality, access and equity (MoE, 2008).

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

Principals as the school chief educational leader play a major role in shaping the nature of the school organization. In supporting this argument, Ministry of Education, Govt. of Ethiopia (2005) commented that: “Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.”From the above one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes.

Principal as educational leader influences teachers and staff for successful operations of teaching and learning in the school. The principals’ leadership styles could be measured through their qualifications, training, experience, school decision making, and their experience to delegate authorities, teachers’ freedom to do their duties, and interact with each other and with their principal freely.

Principals of secondary schools constitute dynamic leaders who influence classroom teachers who are their immediate subordinates in the school management system. Okafor (2008) noted that in Ethiopia most of the successes or failures in secondary school administration or other institutions depend largely on the influence of these leaders on their subordinates. Popoola (1999) defined job satisfaction as the totality of employees’ social and psychological well-being relative to job performance. It culminates in satisfactory interpersonal relations, financial rewards, fringe benefits, training and promotion, decision-making and free channels of communication among others. This predisposes employees to hard work and optimum productivity. Basically, such achievements in secondary schools are dependent on three identifiable leadership styles namely; autocratic, democratic and laissez-faire leadership styles (Lunenberg &Ornstein, 2008). While the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the

subordinates (Mgbodile, 2004). It permits initiatives; originality and creativity in school work operations and promotes hard work among the subordinates.

On the other hand, laissez-faire leadership style refers to the type which allows free contributions of ideas or opinions without interference by the leader. In this case, subordinates develop and maintain individual standards of performance, and correct themselves from their mistakes as need arises. Obi (2003) argues that such style predisposes to unproductive activities very often and could be detrimental to school welfare. On the whole, school principals are therefore assessed by their subordinates for credible performance based on application of these leadership styles.

Perceptions are fundamental to our forming opinion about ourselves, others and reality which involves the interaction of the outer world with our inner world. For instance, negative attitudes towards others in work place influence both self-perceptions and the perception of others. Similarly, the effective educational leader is one who has the ability to develop a school's capacity to enhance student learning through the motivation of teachers, staff and students (Daley *et al.*, 2006). Therefore, it may be claimed that student academic achievement is effected by the teacher's perception toward school Principals leadership styles. It is only with a shift in the focus from a managerial style of school leadership to a teacher-focused style of leadership that school improvement will increase and student achievement will rise (Bredson, 2005, Lazaridou, 2006).

The leader's daily activities and decisions reflect the pervasive focus and style of the school's leadership (Noonan & Walker, 2008). On the same title, the research by Tigistu Awelu (2012), stated, "Perception of leadership ineffectiveness of school improvement program" mainly focuses on the main role of school leaders to address school improvement program and neglect teachers role and contribution. The key question is what is it about the leaders teacher to whom she referred that made her leadership so charming and hence effective. It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This showed that lack of skill in leadership styles is cause for schools achievement gap.

The purpose of the study was investigated teachers' perception towards school principals' leadership styles in secondary schools of Dire Dawa. To identify the main factors which hindering the use of effective and appropriate leadership styles in the secondary schools of Dire Dawa and to point out possible recommendations or solution to overcome such challenges were the concern of this study.

1.2. Statement of the Problem

This study's research problem examined how school leadership style, as perceived by teachers, impacted student achievement. The leadership styles of principals are interpreted and defined through their teachers. It is assumed that principal leadership behaviors influence teacher engagement with students which results in a measured impact on student performance. The framework of situational leadership theory maintains that leaders have the opportunity to select the style which positively influences their effective practices, role modeling and high expectations to enhance school improvement (Blase & Blase, 1999).

Akomolafe (2005) and James (2009) demonstrated that school leadership has both direct and indirect implications leading to student achievement. Most leadership influences are indirect; these indirect influences lead to increased collective efficacy and improved school culture. Inconclusion, futures implications suggest greater collective research should be performed targeting the traits successful school leaders have demonstrated leading to student achievement. Similarly, Oyetunyi (2006) hypothesizes that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Currently, Emebet (2011) showed that deans and administrators in Chiro public TVET colleges were having statistically highest level of democratic leadership styles compared to their private counterparts, but in the case of academic- vice deans and department- heads such difference was statistically not significant, the more democratic leadership styles of deans, academic vice-deans, department- heads and administrators' were indicative of public institution and more autocratic styles were indicative of private colleges.

But Sushanta (2012) revealed that the laissez-faire leadership style was the most commonly used leadership style among principals of secondary schools in the North Shewa Zone. From the findings, it was recommended that school principals should use both laissez-faire and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. The use of the autocratic leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.

There are many factors affecting the provision of quality and relevance of education such as lack of well experienced and competent teachers, the organization of the school, the community, the curriculum and etc. Among all the affirmation factors related to school, principal leadership style is one of the key factors causing a problem both in the quality and relevance of the education system. Thus the change that is needed in the education system is inevitable for improving quality and behavior of school principals (MoE, 2004).

School principals in Africa face serious challenges because they are often appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership (Tony and Gorge, 2006:2). Similarly, Tekleselassie as cited in Tonny and George (2006) illustrate that in Ethiopia school principals are the ones who are either outstanding in their teaching assignments or those popular among colleagues or their superiors. He also explains the assignment process appeared to include bureaucratic, democratic and political aspects, leading to unpredictable outcomes. It is an established fact that leadership styles practiced in the organization is a critical factor to success. “The basic cause of inefficiency of any institution is lack in administration or leadership and incompetency of its head, if the principal is man of principles, hardworking and honest then one will demand the same from one’s teachers, and if the head himself is idle and shirk- worker then his/her team-mates will also be like him” (Gobir,2005).

At regional level and even at more so at city level school principal leadership style has been a serious problem, with shortage of qualified managers (MoE, 2008). Similarly in dire dawa city administration secondary school principals’ recruitment takes place randomly from school teachers.

But leading the schools with poor skills in leadership style may lead to low schools achievement (Akomolafe, 2005; James, 2009; Oyetunyi ,2006; Maicibi,2005; Emebet ,2011 and Sushanta, 2012:227).

Based on this statement of the problems the research will carry out to identify the dominant leadership style practiced in both Governmental and private schools and to compare whether there is significant difference between private and Governmental Secondary schools in their practice of leadership styles.

This research was different from reviewed local researches by geographical location and status of schools as the formers are in secondary schools in different regions. Based on the statement of the problem the following research questions were drawn.

1.3. Research Questions

The following basic research questions were formulated to address the aforementioned problems. The research questions were developed in accordance with the purpose of the study and the statement of the research problem.

1. What is the most common practiced leadership style(s) by Government secondary school leaders of dire dawa city administration?
2. What is the most common practiced leadership style(s) by private secondary school leaders of dire dawa city administration?
3. Is there any difference in leaders' practice of leadership styles between Government and Private secondary schools of dire dawa city administration?
4. Which leadership style(s) is preferred by teachers of government and private secondary schools of dire dawa ?
5. How do teachers in secondary schools perceive the leadership styles of their school principals of dire dawa city administration?

1.4. Objective of the Study

This study has both general objective and specific objectives

1.4.1. General objective

The general objective of this study was to compare and identify the existing dominant leadership styles practiced by private and public secondary schools in dire dawa city.

1.4.2. Specific objectives

The study is targeted to achieve the following specific objectives:

1. To identify the most common practiced leadership style(s) by private secondary school leaders of dire dawa city administration?
2. To identify the most common practiced leadership style(s) by Government secondary school leaders of dire dawa city administration?
3. To compare the difference in school leaders' practice of leadership styles between Government and Private secondary schools of dire dawa city administration?
4. To identify the preferred leadership style(s) by the teachers of government and private secondary schools of dire dawa ?
5. To Analyze how do teachers in secondary schools perceive the leadership styles of their school principals of dire dawa city administration?

1.5. Significances of the Study

The concerned bodies and leaders' awareness and alertness about the existence of different types of leadership styles take the large part in schools leadership practice. The teachers may either perform well or might not perform well because of the leadership style employed on them. It is expected from the findings of this study that, the educational leaders of secondary schools, policy makers and other stakeholders may get some important information about the leadership styles which is most common in school leaders practice .Information from the findings of the study may enable education policymakers, managers and administrators to identify leadership styles that are necessary when planning for strategies that would help principals in public and private secondary schools to carry out administration and management that would assist them to attain

quality results in national examinations. May be helpful for higher officials of the regional and school level to identify and compare how the school principals apply their leadership style to achieve educational objectives effectively. May give an awareness to the principals how their leadership styles affect the school climate negatively or positively and help principals to improve their leadership style

1.6. Delimitation of the Study

The present study was delimited to identifying the most dominant types of leadership styles which were prevalent in public and private secondary schools in recent years. The researcher would not explore or compare the outcomes of the schools, but is more interested in identifying their leadership styles. In this study, the leadership styles was delimited to autocratic, democratic and laissez faire leadership styles that leaders' practice in the targeted schools and democratic leadership was considered as participative, employ centered and concerned with people where as autocratic leaders were directive or task oriented leaders and laissez faire leaders were considered as delegate leaders.

The study was limited to government schools which were at least five years old at the time of collecting data for this study. These schools should have had their respective principals for at least two years at the time of collecting data for this study. Only teachers, heads of departments, principals supervisors, parent teacher associations' head and student council heads in the senior secondary school phase participated in the study.

1.7. Limitations of the Study

It was difficult to get data from all proposed respondents. Also some respondents did not return the questionnaire. Moreover, the study was limited only to private and public secondary schools of dire dawa city, if the elementary school were incorporated; the study would have been more desirable. All the schools' leaders (principals, vice principals, department heads, unit leaders, PTA heads) and followers (teachers and students council chairmen) of the targeted schools were participants of the study.

1.8. Definitions of Key Terms

Followers: In this study followers refer to teachers and students council's chairmen.

Secondary/High schools: Educational institutions that includes both general education courses (9 -10) and preparatory studies (11 –12) in Ethiopia (MoE, 1994).

Leadership: is formal and informal net influence in desired by the person holding offices.

Leadership practice: Leadership practice is both thinking and activity which emerges in and through the interaction of leaders, followers, situation and communication.

Leadership style: In this study leadership style has meaning of the behavior that a leader exhibits during communication with followers in a particular situation that makes the leader autocrat, democrat or laissez fair. In this study school heads leadership style such as autocratic, democratic and laissez faire leadership styles were investigated by using inventory developed by the researcher.

Perception: awareness or mental image of an individual towards leadership along with his or her judgment

Principal: This term was used interchangeably with *administrator* to refer to the leader of the elementary, middle and high school.

Private secondary schools: Private schools are those which are not managed by or within the Government sector but are financed by governing authorities or personal owners.

Public secondary schools: Are secondary schools which are managed and financed by government for general public and also called governmental secondary schools.

School leader: In this study refers to principals and vice principals unit leaders, department heads and supervisors and PTA heads) who take the ultimate responsibility of running the day-to-day activities that would lead to improvement of the schools.

School Leadership: refers to the leaders' influences on school community to setting and accomplishing educational objectives.

1.9. Organization of the Study

This study was organized into five parts. The first part provides an overview and the issues which attempted to address and achieve at the end of the study. This is followed with related literature in which the previous researches and thoughts related to comparative study on the leadership styles practiced in public and private secondary schools were. Part three provides a description of the study area including location, demographic characteristics of the respondents, research design, data collection methods, samples, sampling techniques and methods of analysis. part four presents the results of the study. Finally, part five gives summary, conclusions and recommendations based on the results of the study. At the end references and appendices are attached.

2. REVIEW OF RELATED LITERATURE

This review of related literature was focused on a review of the literature related to a comparative study of leadership styles practiced in governmental and private secondary schools. The review focused on the definition, importance, evolution and conceptualization of leadership. It was also focused on leadership styles with special reference to styles that related to educational institutions and literatures highlighting the possible gaps in the review and the lessons learned were provided.

2.1. Concept of Leadership

One of the influential administrative positions in the success of school plans is school principalship. Authorities give their own argument with respect to the historical background of principalship. Knezevich (cited in Ahmed, 2006), the origin of principalship can be traced back to 1515 in the time of Johann Sturm of USA. The position developed from classroom teachers with few administrative duties to principal teacher and then to supervising principal

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

Leader (Pierce and Newstrom, 2006) defined a leader as one who exercised intentional authority over one or more other individuals’ effort to guide actions toward the accomplishment of some mutual goal; such a goal requires mutual supporting actions among the members of the group. Leaders get things done through people. They set the direction and get other people to follow them. As John (2008) says: “a leader takes people where they want to go, great leader takes people where they do not necessarily want to be, but ought to be”. This implies that leaders guide activities to accomplish mutual goals even more than expected by followers.. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Another popular definition of

Leadership is — a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007).

Lipmann and Blumen as cited in Nasubuga (2003) defined leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. According to Nasubuga (2003), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement as cited in Nasubuga (2003) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment. According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan and Botha (2005) define leadership as the process of motivating people to achieve specific goals.

Basing his definition on the existing context, Dubrin in Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) concludes that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization. The following are some other definitions of leadership. Leadership is the behavior of a'' individual when he/she is directing the activities of a group towards a shared goal (Hemphill and coos, 1957, p.7). Leadership is an "interpersonal influence, exercised in a situation and directed through the communication process, toward the attainment of a specific goal or goals." (Tannenbaum, Weschler and Massarik, 1961, p.411) Leadership is "the initiation and maintenance of structure in expectation and interaction." (Stogdill, 1974p.411) Leadership is "the process of influencing the activities of an organized group toward goal achievement."

(Roach and Behling, 1984, P.46). Leadership is the process of influencing employees to work toward the achievement of organizational objectives”(Lussier,1990). Leadership is the behavior of an individual when that person is directing and coordinating the activities of a group toward the accomplishment of a shared goal (Rowden, 2000). Leadership is defined as the art of transforming people and organizations with the aim of improving the organization (Sashkin and Sashkin, 2003). Robbins and Coulter (2005) define leadership as “process of influencing a group towards the achievements of goals” and a leader as “someone who can influence others and who has managerial authority”. Daft (2006) defined leadership as the ability of the leader to influence people towards the attainment of goals. Oyetunyi (2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider administrators as the driving force and main source of the organizational development and academic growth of students (Gamage, 2006b; Gentilucci & Muto, 2007). The successes of an administrator have been taught to be, due to the various methods that are used in their administration process. Different experts have identified different leadership styles have distinctive characteristics. For example (Bass & Avolio, 1994) presented full range leadership theory according to which three leadership styles they identified three styles of leadership to be key ones. These were autocratic, democratic and laissez-faire leadership styles. Several empirical evidences from scholars suggest that leadership styles can be interwoven and if applied effectively they can breed better results. They continue to state that not only one leadership style is appropriate in all situations. They identified three styles of leadership to be key ones. These are autocratic, democratic and laissez-faire; whichever angle the scholars may view the styles, the best is that which helps to achieve the objectives by using both human and material resources by being effective in managing people and task. The conditions pertaining to teachers’ work environment are influenced by the leadership provided by principals, and it is generally believed that the effectiveness of teachers and the academic achievement of students are directly influenced by school leadership (Yukl, 2008:718-722).

The above concepts of leadership shows that views of leadership had been changing through time from ‘directing’ the activity of the group at earlier times to ‘inspiring confidence and support’ to the group at present time. Also it shows that a leader and leadership occur in the presence of followers to achieve organizational goal

2.2 THE ROLE OF THE SCHOOLLEADERS (PRINCIPAL)

The principal of a school is known by many titles such as “administrator,” “manager” and “instructional leader.” However, the role of the administrator or manager differs from that of an instructional leader in terms of the roles he/she plays. School principals who consider themselves as administrators and who carry out administrative tasks most of the time are not similar to principals who pride themselves on being instructional leaders and who have engaged in setting the objectives to be achieved, identifying and allocating resources for the educational process, developing a curriculum relevant for the level of education and checking the lesson plans prepared by teachers (Dufour, 2002:12-15). Instructional leaders are also known as learning leaders and are also mostly involved in teaching and learning (Dufour, 2002:12-15)

The role of the principal in Ethiopian schools has changed constantly over time. It is good to note that the role of the school principal has received increasing attention during the twentieth century (MOE, 1999:7-15). With the substantial number of schools and students in urban areas, head teachers are assigned in many districts (Woredas) to help, direct or lead other teachers in the schools. As the MOE (1999:5-10) points out, the head teacher or principal teacher has power in the school because he/she is the one who organizes the curriculum. Furthermore he/she is the chief disciplinarian, and supervises operations in the school. As a result of increasing urbanization in Ethiopia, the development of the principal’s position continued up to and beyond the end of the twentieth century until most urban schools had a principal. Even so the role played by principals were varied in that in some schools the school principals were principally teachers with limited managerial tasks, while others had principals who were simply clerks that focused on record keeping duties (MOE, 1999:5-10).

In the mid-twentieth century, the role of the principal continued its transformation from that of a teacher to an administrator with professional requirements. For much of the mid-twentieth century, the role played by the school principal was that of a boss who was expected to sustain and put the Wordea (district) regulations into practice and to manage his/her workforce, the financial plan and handle other work issues (Tschannen-Moran 2009:227-230). According to Abreha (2014:12) schools started to be held more accountable for the performance of their learners after the duties and responsibilities of principals were changed during the latter part of the twentieth century. Principals became more responsible for teaching and learning in their schools.

Particularly, the duty of school principals to examine instruction increased along with their responsibility to help teachers enhance their teaching. With the new responsibilities the principals assumed, they discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instruction practice. As Ethiopian education moved into a new period of responsibility at the end of the century, this role necessitated the inclusion of leadership/

2.3. The Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). Schermerhorn, Hunt and Osborn in Oyetunyi (2006) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards.

Shining the path and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance.

The above review of the related literature implies that effective leadership that identifies the situation and use effective leadership style to cope up with the situation is necessary to make school activities effective and results in high achievement of schools.

2.4. Theories of Leadership

There are different types of leadership theories. For the purpose of this study leadership theories such as the great man and trait theory, behavioral theory, situational theory, path-goal leadership theory, transactional theory and transformational theory will be discussed briefly in order to provide the theoretical background and context for the understanding of the leadership theory applied in the empirical research, to appreciate the differences and similarities among the theories and to comprehend the evolution or development of leadership theories as well.

The research of leadership theory can be divided into three periods: (1) the trait period, from around 1910 to World War II; (2) the behavior period, from the onset of World War II to the late 1960s; and (3) the contingency period, from the late 1960s to the present

2.4.1 Great man and trait theories

The long established theory of the great man believes that leaders are born with qualities that inspire people to follow them. The great man leadership theory also assumes that great leaders are born to lead people (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:23). In terms of the great man theory, it is postulated that such leaders arise when the need presents itself. In terms, the trait theory is based on the great man theory. The trait approach identifies leadership as the

main key of organizational effectiveness and performance. Zaccaro (2007:10-16) states that both the great man theory and trait perspective presupposes that great leaders naturally have qualities that differentiate them from other people. Sashkin and Sashkin (2003:19) refer to the work of researchers like Stogdill (1974) in their attempt to determine the specific characteristics of great leaders and find that leaders are a bit cleverer, more sociable, innovative, accountable, “taller and heavier than average people.” However, Ricketts (2009:2) has found that even if some traits are common to many leaders, the overall evidence suggests that a leader may not be a leader in all types of situations because one who is “an effective leader in one situation may not be an effective leader in another situation.”

Hackman and Johnson (2000, in Rowland 2008:11), postulate that there are three traits that are the most significant in successful leaders, namely, interpersonal factors, conscious mental process factors and managerial factors. Hackman and Johnson (2000) in Rowland (2005:11), add that terms like integrity, sensitivity, consistency, emotional stability, self-confidence, communication skills and conflict management skills are part and parcel of interpersonal factors, while cognitive factors deal with leadership in which more competent leaders become better at problem-solving, decision-making, critical thinking and creativity. The managerial factors show the capacity to plan and organize as well as to execute most of the activities regularly required of the workers.

As mentioned above, the trait theory of leadership mostly focuses on the personality, physical appearance and competence of the leader; while autocratic, democratic and *laissez-faire* styles can be identified based on the behavior of leaders (Cherry, 2010:6). Therefore, the next section tries to explain how the trait theory of leadership differs from the behavioral theories. Thus, it is possible to conclude that in terms of the trait leadership theory, leaders are effective with regard to solving the problems of their followers even if this theory postulates that a leader becomes effective because of the qualities with which he/she is gifted by nature, which is different from the path-goal theory that believes a leader may not be successful in any type of situation (House 1996:326).

2.4.2 Behavioral theory

Derue, Nahrgang, Wellman and Humphrey (2011:11-13) explain that behavioral theories postulate that great leaders are made and by inference, are not born that way. This means that leadership capability, similar to behavioral theories, can be learned and are not inherent. Moreover, Derue *et al.* (2011:11-13) believe that behavioral theories focus on what the leaders do and not on the quality of their thinking. Thus, this theory states that people can learn to become leaders through teaching and observation.

Hayward (2005:25-30) states that the behavioral leadership theory started to develop when the trait theory began to lose support. This means that researchers started to measure the effectiveness or failure of leadership contributed by leadership styles rather than measuring leaders in terms of their attributes. The behavior of a leader shows when he/she is performing tasks and the leadership styles employed by a leader are some of the ways by which a leader can be studied in positions of authority (Chiok, 2001:191-204).

The behavioral approach suggests that workers are more affected by leaders' behavior than leaders' personal characteristics (Williams, 2004:188-189). Moreover, Bolden, Gosling, Marturano and Dennison (2003:7-8) define behavioral leadership as the study of behavior that makes up a leadership style. This field of study relies on how followers can be engaged effectively by their leader (Bolden *et al.*, 2003:7-8). Adeyemi (2010:83-91) reveals that the behavioral leadership theory is different from the situational leadership theory since it can either be job centered or employee centered. The job-centered behavioral theory applies when there is close supervision of employees in an organization while the employee-centered behavioral theory applies when general supervision is practiced by leaders.

A behavioral study is a social science study since it can employ case studies and quantitative approaches to study the types of behavior exhibited by leaders at various times and in various situations (Derue *et al.*, 2011:11-13). These types of leadership can be implemented in various situations in the organization. Accordingly, a leader has to be sensitive to the situation as well as to the needs of the organization. If a leader applies one "rather than another because it is his/her preference," a leader becomes inflexible (Hayward, 2005:25-30).

More than that, a leader also loses focus resulting in weakness in terms of both leadership and of the organization (Hayward, 2005:23-24). Therefore, one should choose one's style of leadership carefully. Importantly, according to the author just cited, the style of leadership is secondary to achieving the vision and the goals of the organization

The behavioral leadership theory states that leader capabilities are learned and not inherent as postulated by the trait leadership theory. This means that the behavioral leadership theory implies that people can become effective leaders because they are people-centered or employer-centered, which is not similar to the path-goal leadership style that is used as a model in this study. The path-goal leadership theory posits that a leader should notice the surroundings and emotional intelligence of workers or the dynamics of the situation in order to effectively apply leadership styles such as directive, supportive, participative and achievement-oriented. This means that an evaluation of the effectiveness of a leader depends on the theory being used. For example, in terms of the trait leadership theory, personal attributes make the leader effective, while in terms of the behavioral leadership theory, the behavior the leader exhibits is what makes him/her effective. On the other hand, in terms of the path-goal leadership theory, the leader's understanding of the situation makes a considerable contribution to the effectiveness of leaders..

2.4.3 Situational leadership theory

Hoy and Miskel (2001:403) declare that the situational features of a school influence leadership effectiveness more than the behavior of leaders. A situational leader is a leader who should act according to the needs of a particular situation (Rowland, 2008:11). Therefore, the methods and styles that are used by a situational leader to lead an organization should depend on the situation of the organization. Therefore, the choice of any style is determined by the situational variables identified by different writers, which include leadership styles and expectations, followers' styles and expectations, superior styles and expectations, the organizational culture and job demands (tasks). Other variables are the external environment, the history of the organization and the size of the group to be led, the degree to which the group member is required to participate, the cultural expectations of subordinates and the time needed and permitted for decision-making (Hoy and Miskel, 2001:6-7).

A summary of situational factors impacting on leadership style by Van Niekerk and Van Niekerk (2013; Van Niekerk, 2012:306-307) are categorized under the characteristics of the leader (view of followers; task and people orientation; personality; value system; experience; trust in subordinates; freedom allowed to followers), the characteristics of followers (readiness to take responsibility; need to take part in the decision-making process; identification with organizational goals; personal needs and goals; motivation to excel; knowledge; experience), and the characteristics of the situation itself (organizational culture; effectiveness of working groups; time pressure; leader-subordinate relationship; structuring of the task; position of power of the leader; features of the problem that need to be addressed)

According to Rowland (2008:11), there are four situational approaches, namely the path-goal theory, Fiedler's contingency theory, Hersey and Blanchard's situational leadership theory and the leader-member exchange theory, all of which are included in the discussion to follow. Out of the leadership theories discussed in this chapter, the path-goal leadership theory has been chosen for this study since this leadership theory provides a sound theoretical foundation for this study. The path-goal theory is a leadership theory in the field of organizational studies developed in 1971 and revised in 1996 by Robert House. The main reason why this leadership theory has been chosen is that it provides the necessary information, support and resources to ensure the satisfactory and effective performance of subordinates (House, 1996:324). House and Michell (1974, in House, 1996:326-327), indicate that the path-goal leadership theory can indicate the leadership style that matches the relevant situational factors explain how environmental and subordinate contingency factors can be considered by principals in terms of adapting leadership styles (behaviors') to produce task and interpersonal outcomes.

2.4.4 Transformational leadership theory

The new leadership style is transformational, which means that leaders are expected to provide the vision and direction to the organization and that they have to strengthen, inspire and motivate followers to work towards a common end (Al-Hosam, 2012:31-37). Tsegay and Wogari (2006:15) maintain that transformational leadership has the ability to communicate a vision that

inspires and motivates subordinates to attain something unusual or that can be used as the basis for the strategy applied to attain the objectives set.

2.4.5 Transactional leadership theory

This is an attempt to satisfy the needs of followers by focusing on exchanges and contingent reward behavior (Sarros & Santora, 2001:388-390). According to Sarros and Santora (2001:388), the transactional leader produces an understandable structure and offers rewards to obtain the support of his/her subordinates. Punishment is not often mentioned by the transactional leader, since followers already know that punishment will follow any failure. The early stages of transactional leadership entail negotiating the contract and paying a salary and giving other benefits to the subordinates and in this way, the transactional leader gains authority over his/her subordinates.

One of the differences between transformational and transactional leadership is that transactional leadership has more of a “telling style” while transformational leadership involves more of a “selling style” (Bolden, Gosling, Marturano & Dennison, 2003:7-8). While trying to identify which style is appropriate for principals, the researcher concluded that no single style would be appropriate in all school circumstances. The leadership theories and styles discussed above are categorized in figure 2.1 below as those that are traditional in nature, such as the trait, behavioral and situational approaches and those that are grouped as new approaches to leadership, namely transactional and transformational leadership.

Traditional leadership approaches

New leadership approaches

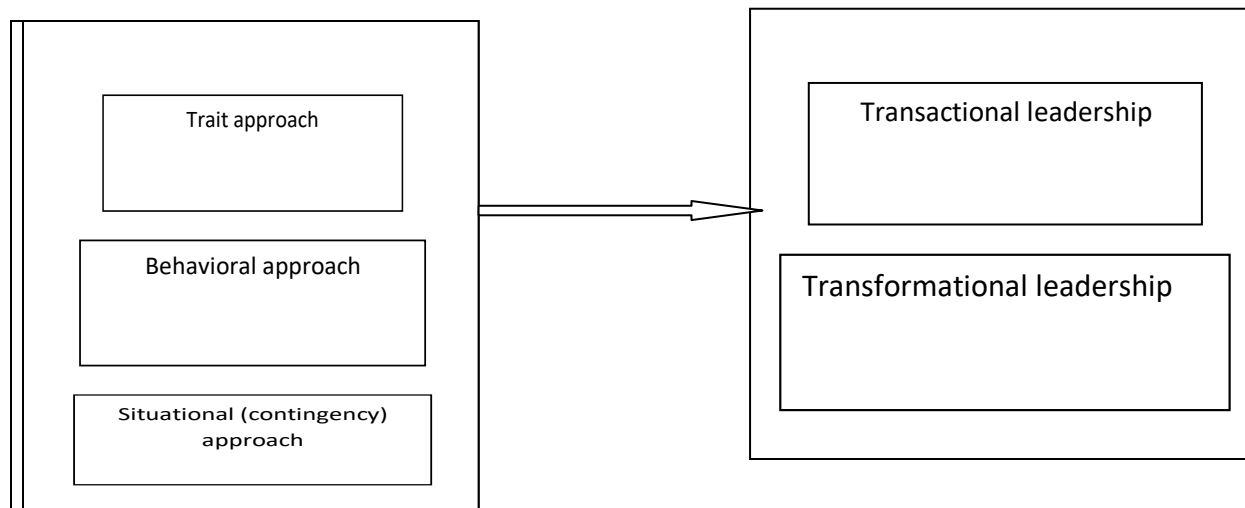


Figure 2.1: The evolution of leadership (Adapted from Hayward, 2005:25)

Thus, to conclude, the traditional leadership approaches, namely, the trait, behavioral and situational approaches describe various dimensions of leadership while each has a different impact on leaders and followers, while the new leadership styles were developed to overcome the limitations of the traditional leadership approaches. As mentioned above, transformational leadership theory is change-oriented by motivating workers to achieve a goal already set, and transactional leadership is exchange-oriented by receiving something from the subordinate in return for something else. These theories are different from the theory of situational leadership (and the specifically the path-goal leadership theory which propounds that there is no style that suits all situations).

2.5. Leadership Approaches

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

2.5.1. Scientific management approach

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

2.5.2. The Human relations approach

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention

on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings (Lunenburg and Ornstein, 2000)

2.5.3. Theory X and theory Y approach

The scientific management and human relations approach to leadership behavior were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction.

In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort. Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives (Lunenburg and Ornstein, 2000).

2.5.4. Contingency approach

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006). The head teacher with adequate skills will assess the situation and choose the appropriate

leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school.

The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum and Schmidt, 1973:178). Under the situational/contingency leadership approaches, there are five models/theories namely: the Tannenbaum and Schmidt Leadership Continuum, Fiedler's Contingency Theory, the Path-Goal Leadership Model, the Vroom-Yetton-Jago Normative The assumption is that the leader has to adapt his/her style to the situation. These authors suggest five decision-making styles, each requiring a different degree of participation by the subordinates.

The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions. Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focuses on developing subordinate's capabilities in the area of decision-making (Oyetunyi, 2006). The study therefore intended to establish whether leaders in schools, exhibit different leadership styles depending on the decision-making processes in schools.

Path-goal Leadership Model: According to Okumbe as (reported in Oyetunyi,2006), the fundamental principle of this model is that leadership behavior should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behavior that will lead to these goals/rewards. The authors of this model, House and Mitchel, use it to explain how a leader's behavior influences the performance and satisfaction of the subordinates.

Unlike some contingency leadership models, this model does not have a leader trait and behavior variable. It therefore, allows for the possibility of adapting leadership to the situation.

Hoy and Miskel (2001:410) and Lussier and Achua (2001:375), as reported in Oyetunyi (2006), state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term 'charisma' to explain a form of influence based on the followers' perceptions that a leader is endowed with exceptional characteristics.

Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. In the same vein, Lussier and Achua (2001:375) describe charismatic leaders as leaders who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation. Hoy and Miskel (2001:411), quotes House and his colleagues who contend that personality characteristics do not make a leader charismatic. But rather they contribute to the development of charismatic relationships (Oyetunyi, 2006). On the other hand, Sashkin and Sashkin (2003:69) observe that charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) posits that charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them. There were different approaches of leadership .These were scientific management approach (authoritarian), Human relation approach (democratic), Theory Y (democratic, people oriented and/or delegative) and theory x approaches (autocratic, directive or task oriented) and contingency approaches. This implies that approaches of leadership had been changing from considering followers as working machines in scientific management to treating as human beings by considering ethical and moral issues in human relation approaches. Thus, the approaches of leadership had been changing through developmental level of the society. Therefore, studying the practice of leadership styles of schools in Ethiopia helps to identify the leadership styles on practice in today's schools and to compare whether it matches with global trend of school leadership.

2.6. SCHOOL LEADERS (PRINCIPALS) LEADERSHIP STYLES

According to Adeyemi (2010:84), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of a principal's 'leadership style' is familiar to administrative staff for there are many textbooks and literature that deal with it. According to Daft and Noe (2001:388-389), a principal's leadership style has an effect on teachers as well as students.

The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders (Newstrom and Davis, 1993). As cited in Oyetunji (2006) Mazzarella and Smith describe leadership style as the manner a leader leads, which is reflected in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals. Mazzarella and Smith assert that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationships with staff members.

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

styles is most likely to be the head teachers' styles of leading the school. A variety of leadership styles have been highlighted in this study, but most of them can be categorized into four broad styles. These are the autocratic, democratic, laissez-faire and situational leadership styles.

2.6.1 Autocratic or authoritative leadership style

An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers, focusing his/her attention on the product instead of making human needs the centre of attention (Bogler, 2001:663-683). Employees, who are not motivated, have no feeling of belonging and they demonstrate no interest in their work (De Cremer, 2006:89-93). In terms of this type of leadership style, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (De Cremer, 2006:89-93). Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002).

According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006:89-93).

2.6.2 Democratic or participative leadership style

This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process.

Good as it is, the concern expressed by Dubrin (2007) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006). However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority.

Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions. David and Gamage (2007) argue that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. As pointed out by Kouzes and Posner (2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership. In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should be fully nurture democratic leadership.

Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education.

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

A leadership style has determinant positive influence on the academic achievement of student and the degree to which this leadership style also influences teachers' perception has a great significance. There were school leaders who follow such leadership style in their leadership practices. The school leaders who practice such leadership style in their school were successfully achieved the intended objectives so that this study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities.

In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education

2.6.2.1. Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001:408).

2.6.2.2. Supportive Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001:408).

2.6.2.3. Participative Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175).

2.6.2.4. Consultative Styles

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organisation, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owens 1981:207). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell 1985:39-44). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje 1992:105-106).

2.6.2.5. Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the

expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

2.6.3 Laissez-faire or permissive leadership style

A *laissez-faire* style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The *laissez-faire* leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction (Kocker, 2009:4-8).

Researchers have found that children under delegated leadership, also known as *laissez-faire* leadership, are less productive than those under autocratic or democratic leadership. This type of leader trusts his/her employees totally and does not focus on the management needs of his/her subordinates. Consequently, complete delegation creates performance problems since the leader does not follow up on subordinates when they are working (Nsubuga, 2008:18). Furthermore, no direction is offered to employees where there is *laissez-faire* leadership in the organization. Decision-making processes are left to the subordinates. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008:18).

Advantages of the *laissez-faire* leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a *laissez-faire* style are that this leadership style could leave group members doing the wrong thing without realizing it and there is less personal growth (Kocker, 2009:4-8).

2.7. Teachers' Perceptions toward school leaders (Principals) leadership styles

Perceptions are fundamental to our forming opinions about us, others and reality which involves the interaction of the outer world with our inner world (Moreland, 2009). So that most school leaders in know days are qualified with leadership profession, assigned for the position by computation and effort. They know how to lead their school, know qualities of good leader and uphold the values of good leader. School leaders are depending on the existed rules and regulations; they maintain peaceful teaching-learning environment and these all things made to establish friendly relationship b/n school leaders and teachers which are positive.” Some studies revealed that teachers perceived their principals positively (Chang, *etal.* 2008), moderately (Wahlstrom and Louis, 2008) and negatively (Keiser and Shen, 2000). Several studies reasoned why principals were perceived positively. Chang, *et al.*, (2008) reasoned that strong principals were rated more positively than average and weak; and average principals were rated more positive than weak. Parkinson (2008) also forwarded that, one most factor teachers' indicated to positively affect on their job satisfaction are principals warm and caring”. In some studies, principals were perceived negatively by their teachers.

2.7.1 School leaders Leadership styles and teachers' perception

In some studies, principals were perceived negatively by their teachers. According to Keiser and Shen (2000) teachers had less influence on decision-makings in terms of “school budget, hiring new teachers and evaluating teachers”. In addition, Khan and Fatima (2009) also found that “the aspect of instructional behavior was weaker among the head teachers”. These scholars argued that principals had problems of implementing their role in the context of leadership decision making especially exemplified “budget transparency, staff development, and teachers evaluation”. Several studies also found that there were positive relations between principals and teachers. This is due to the relationship between principals and teachers motivation (McGhee and Lew, 2007), principals' leadership styles and teachers' performance. Evan, 2001; Matsumura et al.2009 and Moreland, 2009), principals' styles and job satisfaction (Bogler, 2001), and between principals' styles and school learning culture. As stated by the above scholar teachers'

motivation, performance and job satisfactions are the basic issues which establish positive relations between principals and teachers. There is a positive relationship b/n democratic leadership style and teachers perceptions. This indicates that indicate that a more democratic kind of leadership style elicits a positive teacher's perception and school improvement and consequently a stronger commitment of teachers to their duty. Evidence with sentiments put forward by Hallinger and Ronald (1996), democratic leadership style generates a sense of ownership by the staff in an organization's goals, nurtures the generation of ideas, and helps build trust and respect among groups. In addition it enables leaders to build teacher capacity by involving teachers in school improvement decisions. School success through school capacity involves leadership decisions that include teachers in the process of problem-solving.

2.7.2 Leadership Styles and Students Academic performance

Mwamuye (2012)'s study noted that to improve students' performance head teachers were required to ensure management of the schools was enhanced and that effective headship by head teachers was prerequisite to good performance of schools. The study emphasized on the central role in offering school leadership by the headmaster as the one supposed to mobilize and coordinate all the school stakeholders and resources towards the school goal. In so doing, school heads' leadership influenced school governance, instructional organization, and school climate, which in turn directly affected student academic performance.

In their study, Nyagaka and Odongo (2013) indicates that the secondary school head teachers are charged with the responsibility of running schools by addressing themselves to six major administrative tasks: Curriculum and instructional task, School community relationship task, Finance and business administrative task, Staff personnel task, Pupil personnel task and School plant task. It is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances and student achievements (McCormack, *et al.*, 2009).

School head teachers are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student achievements.

2.8. Theoretical framework

Leadership theories give possible critical explanations of how leadership behaviors and styles develop (Bass, 1990). Even though this study will focus on how principal leadership styles influence students' performance, it is critical to show if leadership styles are strictly based on theory. Additionally, theoretical perspectives may serve as a guideline for aspiring principals as they develop and seek the knowledge and skills to lead a school. In early studies of leadership theory (Stogdill 1948), researchers tended to focus on the traits and behaviors of leaders that were common to all. Leadership styles that might vary from school system to school system were infrequently mentioned. Additional investigations of leadership considered leaders as individuals endowed with certain personality traits which constituted their abilities to lead. These studies investigated individual traits such as intelligence, birth order, socioeconomic status, and child-rearing practices (Bass, 1990).

More recent authors realized that leadership styles vary from situation to situation (Hershey, Blanchard, and Johnson, 2008), and contingency theories (e.g., Fiedler, 1967) were developed, although these theories still paid little attention to cultural variables (Zepp, Eckstein, Khalid, and Li, 2009). The study therefore is anchored on Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002) which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.

According to Northouse (2007), Fiedler developed contingency theory by studying the styles of many different leaders who worked in different contexts, primarily military organizations. As a result, Fiedler was able to make empirically grounded generalizations about which style of leadership was best and which styles were worse for a given organizational context (Northouse,

2007). Fiedler categorized leadership as task motivated and relationship motivated. Task motivated leaders are concerned primarily with reaching a goal, whereas relationship motivated leaders are concerned with developing close interpersonal relationships. Fiedler's Contingency Model was used to help determine a leader's level of leader-member relations, task structure and position power (Northouse, 2007).

According to Chance and Chance (2002), contingency theory produces practical application for school leaders. The Chances' believed that understanding contingency theory will help school leaders in several ways. First, this theory helps to identify outside variables that impact a school. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Most importantly, Contingency theory matches leadership styles with the needs of the school and consider relationships among teachers' personalities and attitudes (Chance & Chance, 2002).

Hanson (1979) applied the Contingency Theory to education by identifying five subsystems of overall school systems as leadership, students, teaching, guidance, and maintenance. Each of these subsystems involves interactions among task, structure, technology, and people. Technical, cultural, political, and economic forces were identified as impacting the total school system. Hanson (1979) indicated that educational institutions often place tight constraints on various subsystems by applying standard operation procedures that result in responses that ignore turbulent issues. This calls for a skilled principal to apply prerequisite leadership styles to realize quality results in the school. This model had been used to determine head teachers leadership styles effectiveness in schools (Okumbe, 1998). It is therefore appropriate because it advocates for the teacher to use appropriate leadership styles depending on the situation. According to Hoy, (2006) the contingency theory states that leadership effectiveness is said to be dependent upon many variables. Therefore the theory argues that a specific trait under a particular situation makes a particular leader

2.9. Empirical Studies in Leadership Styles

Autocratic and democratic leadership styles are often talked about in a political context, however they manifest themselves in everyday life as well. Political, community and business leaders come in many different varieties. Researchers have found that there are two main leadership types: autocratic, in which authority resides in a single person; and democratic, in which the people under a leadership's authority have a say in their organization's direction. A third type of leadership, called delegative, is more characteristic of rulers who let their followers make their own decisions without any guidance (Jeremy and Bradley, 2009).

In the beginning of the 19th century, psychologist Kurt Lewin and his research team set out to characterize various styles of leadership. In Lewin's study, school children were assigned to one of three groups. Each group had a leader characterized as autocratic, democratic, or delegative. The children were instructed by the leader to complete an arts and crafts project. Researchers observed the children's behavior in response to the varying leadership styles. In 2009, organizational psychologists Richard L. Daft and Andrew Pirola-Merlo revisited Lewin's study to explain how autocratic, democratic and delegative leadership styles continue to be relevant (Jeremy and Bradley, 2009).

Autocratic Leadership: Autocratic or authoritarian leaders create a strict divide between the one giving the orders and those expected to follow them. As such, autocrats tend to make decisions independently, which can result in abuse of power and make their followers feel excluded. Lewin found that creativity decreased under autocratic leadership. Daft and Pirola-Merlo (2006) identify the autocratic leadership style as ruler-centered. Authority is centralized and power is derived from being in strict control of situations. In an organizational context, employees are not asked for their input. In a political setting, constituents would simply be expected to follow the leader's demands. This style may be used exclusively by a leader, or it may be employed when there is little time to make decisions or consult others.

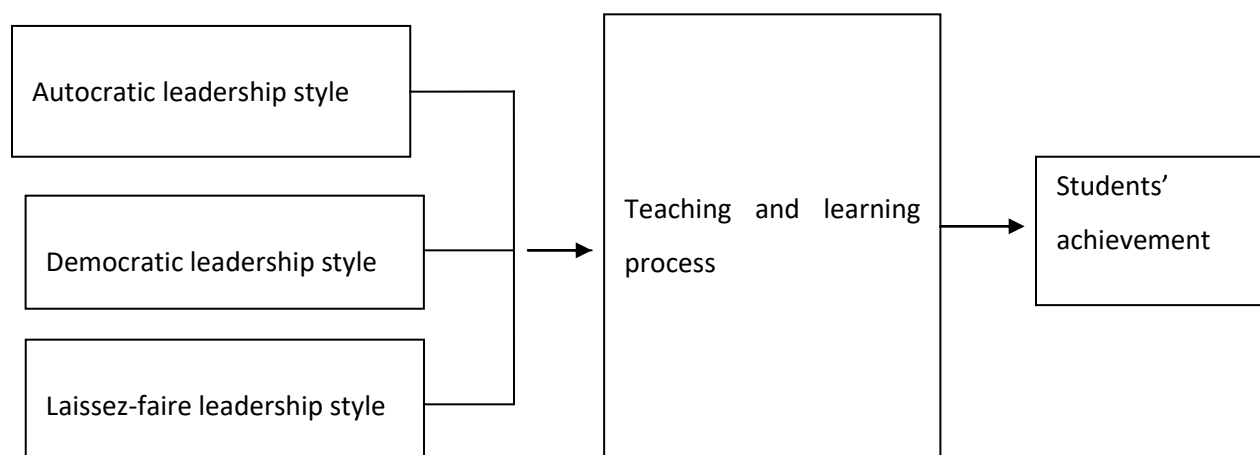
Democratic Leadership: Lewin discovered that democratic leaders are generally more effective than autocrats. Democratic leaders offer guidance to their team members and seek their input on

making decisions. In Lewin's study, the children in the democratic group had less output than the authoritarian group but their work was of higher quality. Daft and Pirola-Merlo's work furthers this insight, noting that democratic leaders encourage group members to participate but retain final say-so over important matters. This style creates balance, helps team members feel valued and aligns more with Western democratic governments.

Laissez faire Leadership: The final form of leadership identified by Lewin and his team is called "Laissez faire leadership." However, Laissez faire leaders do very little in the way of "leading." Laissez faire leadership is often called delegative because the leader offers almost no guidance to group members. In Lewin's study, the children in the Laissez faire group were the least productive. They had no direction and therefore no real output. However, Daft and Pirola-Merlo note that Laissez faire leadership can be effective if group members are qualified in their field. Similarly, laissez-faire policies are often advocated in economics on grounds that free trade functions best with minimal government interference.

2.10. Conceptual Framework

Figure 2.2: Influence of principals' leadership styles on students' achievements



The principal has his own leadership styles. He interacts with the teachers and students in the school to produce the leadership style. The achievement of students from school over a given period of time depends so much on the impact of various leadership styles, originating from principals. These leadership styles influence the achievement of students directly or indirectly.

Principals at school play a vital role of making the student achieve quality results at school. They do this by using a blend of leadership styles which in turn influence students' achievement. This conceptualization highlights the complexity of leadership styles influencing achievement of students; most of these independent variables are interrelated and influence each other.

The post positivism philosophical paradigm supports the use of situational leadership theory in the conceptual framework of this review to help define the elusiveness of leadership. Post positivism philosophy suggests teacher realities are based on their personal experiences (Knipp & Mackenzie, 2006). Situational leadership theory is part of the conceptual framework as seen through the lens of post positivism.

This philosophical paradigm supports the need for leaders to know how teachers define reality in the school culture. Authentic leadership is determined by the followers, not the leaders (Bhindi, Hansen, Rall, Riley, & Smith, 2008). With this knowledge, a school leader can take actions to impact school capacity which in turn, may result in student learning gains. What follows is research on situational leadership theory as applied to transformational and transactional leadership styles. Effective leadership is determined by the selection of the leadership style appropriate to the needs of the followers. School capacity is impacted by the style of leadership. Student learning gains are a result of school capacity, teacher capacity and teacher-focused leadership within the conceptual framework of situational leadership theory

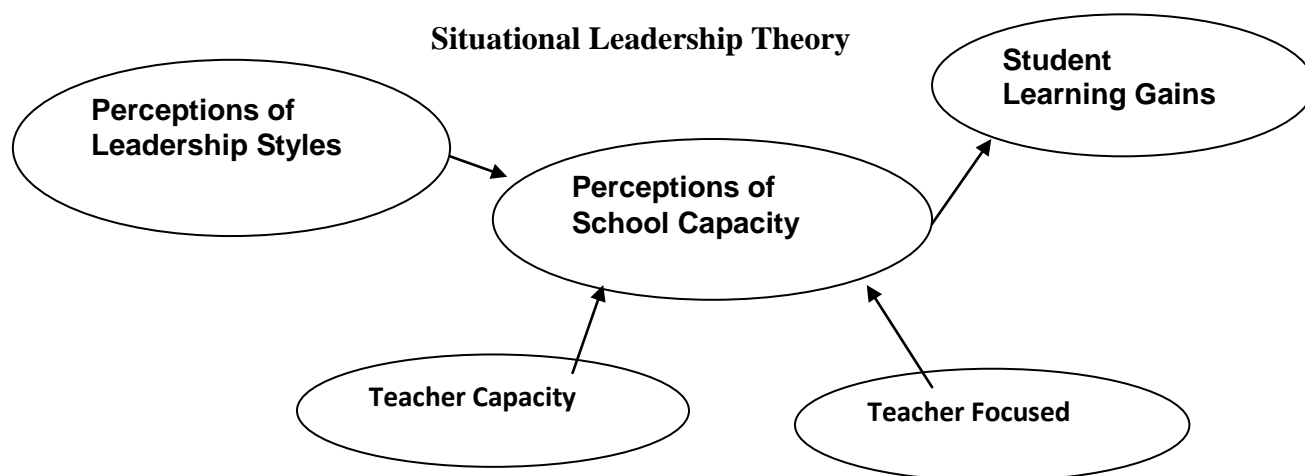


Figure 2.3 Leadership Style, School Capacity and Student Achievement Conceptual Framework

The framework illustrates the importance of the situational leadership theory in relation to student learning gains and leadership styles. School organizations are productive when leaders exercise a greater level of adaptability in school leadership decisions (Wang, 2001). Leaders utilize transformational or transactional leadership styles to manage mediating variables in the educational settings. Educational administrators have multiplicity roles which require a mode of adaptability of leadership behaviors (Blanchard & Hershey, 2001). Principals' leadership decisions impact school capacity and thereby indirectly effect student learning gains.

2.11. Private Education in Ethiopia

The existence of non-government schools in Ethiopia began to surface by the advent of Christian missionaries in 1906 (Solomon, 1997). However, the first official recognition of the non-government schools, including the private ones appeared in the 1940s by Proclamation 1943, Article 27 (Getachew and Lulseged, 1996). Following that, Decree Number 2 of 1944, issued on 21 Nehassie, 1936 and in accordance with the provision of Article 23. C of amendment Number 2 order Number 16 of the 1966, the second Proclamation was passed in September 1973.

Accordingly, the then Ministry of Education and Fine Arts provided the first clear and detailed regulation on nongovernment schools; defining private, mission and community schools with terms and Conditions for operation in Meskerem 1966 (Ministry of Education and Fine Arts, 1973). Unfortunately, this regulation was short lived as a result of Proclamation Number 54, 1975, which outlawed the existence of private schools in Ethiopia (Getachew and Lulseged, 1996; Seifu, 2000). This policy ordered the confiscation and nationalization of all private schools transferring their management and ownership to the public ownership. After twenty years, the Transitional Government of Ethiopia (TGE) allowed the establishment and operation of private schools in 1995. The Council of Ministers as per Article 4 (2) of the definition of Powers and Duties of the Prime Minister, under the Council of Ministers' Pursuant to Proclamation Number 2/1991 issued a new regulation entitled the "Licensing and Supervision of Private Educational Institutions" in Ethiopia (TGE, 1995, Council of Ministers, Regulations Number 206/1995). This policy has opened the door for the re-emergence of private institutions in Ethiopia, particularly in big urban center

3. RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the methodological issues related to the study. It will start off by presenting the research design which the study utilized. It will also elaborate on the sample and sampling strategies adopted in the current study before moving on to the instruments used in the study and the justification for the selection of such instruments. It will also present data collection procedures and ethical issues which were considered in the current study.

3.1. Description of the study area

Dire Dawa Administration was one of the two chartered cities in Ethiopia. It was located in the eastern part of the country enclosed by the Somali Regional State and the Oromia Regional State. It was found at a distance of 515km from Addis Ababa and 311km from Djibouti. It has 9 urban Kebeles and 38 surrounding rural Kebeles. The administration has an estimated area of 128,802 hectares and a population of 607,321. It is a grouped in the Qolla and semi-Qolla climatic zone. The north eastern part of Dire Dawa was relatively sparsely populated lowland exhibiting agro-pastoral and pastoral system, and the south eastern part of the administration comprises of the escarpment with mixed farming system. It lies between 1000 to 2000 meters above sea level. The average monthly temperature is 24.8 degree Celsius. The average annual rainfall amounts to 604 mm (<http://www.dire.dawa.gov.et/>). There are 12 Secondary Schools, 7 Preparatory Schools and 108 primary Schools in the region. Among these 12 Secondary Schools 7 Secondary Schools and 3 Preparatory Schools are government Schools While 5 Secondary Schools and 4 Preparatory Schools are private schools. From 108 primary schools, 68 of them are government while the rest 40 were privately owned Schools.

3.2. Research Design

The purpose of this research was to assess the dominant leadership styles practiced and to identify the leadership styles preferred by teachers in the secondary schools of dire dawa. To achieve these objectives a descriptive survey research method was used. The survey method was selected for this particular study as it was found to be an appropriate technique for collecting information and opinions from a large number of respondents

3.3. The Research Method

The method employed in this research was both quantitative and qualitative methods. Since the research is survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, et al., 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study.

3.4. Sources of Data

The data were collected from primary sources. The primary data sources were principals, vice-principals, department- heads, teachers, unit -leaders, PTA heads and student council chairmen who were selected from private and public secondary schools of Dire Dawa City Because the selection of the respondents as primary source of data was purposefully based on the expectation that they might have better information and experience regarding the practice of leadership styles in targeted schools.

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Target Population

Population is a group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. Based on this, in Dire Dawa there were 10 Government secondary schools (GSSs) (having 453 teaching staff) and 10 privet secondary schools PSSs (having 123 teaching staff). Among the 10 Government secondary schools (GSSs), 3 of them were preparatory schools (grade 9 to grade 12) having 291 teaching staff, while the rest 7 schools were the first cycle secondary school (grade 9 to grade 10) having 191 teaching staff. On the other hand, among the 10 privet secondary schools (PSSs), 4 of them were preparatory schools (grade 9 to 12), having 66 teaching staff, while the rest 6 schools were the first cycle secondary

schools (grade9 to !0) having 57 teaching staff. Therefore, the target population of the study was 1 which will include 6 principals, 15 vice principals, 6 PTA member heads, 86 teachers, 54 department heads, 13 unit leaders, 5 student council heads and 5 external supervisors which were selected from the three Government secondary schools (GSSs) and three private secondary schools of Dire Dawa City.

3.4.2. Sample Size and Sampling Techniques

The sample size was determined from the given population which the researcher consider appropriate to get sufficient information. There were 10 Government secondary schools in Dire Dawa. Among these, 3 government secondary schools (30%) of the schools, namely: Dire dawa comprehensive secondary school, Sabian senior secondary school and Afeteissa secondary school and the three private secondary schools Madernur secondary school, addis hiwot secondary school and Alfalah secondary schools were selected for the sample of this study by using simple random sampling technique. These six secondary schools had 361 teaching staff. Hence, out of the 344 teachers in six secondary schools, 86 (27%) of them were selected by using simple random sampling. This technique was used when we have a population that is distributed across a wide area and dividing the population into along geographic boundaries so that randomly selected schools measure all units within sampled schools. Because, the researcher had believed that adequate information can be obtained from the 27% of the total population of the teachers in the sample. Besides to these, the 57 department heads, 15 unit leaders, 15 vice principals and the 6 principals were the sample of the study.

Therefore, the total sample sizes from the three government secondary schools were 121 in numbers. 3 parent teachers' association (PTA) heads and 9 unit leaders were selected using purposive sampling technique and that of private secondary schools sample was 91 in This technique was "the logic and power of purposeful sampling lies in selecting information-rich cases for an in depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research". 25 department heads, 3 principals, 9 vice principals, 3 student council heads and 3 external supervisors from public secondary schools were selected by available sampling techniques and research".

32 department heads, 3 principals, 6 vice principals, 3 student council heads and 3 external supervisors were also selected from private secondary schools by Availability sampling technique.

Three inclusion criteria were used to determine the sample. (1) The school had to be at least five years old at the time of collecting data for this study. (2) The school should have had the same principal for two years at the time of collecting data for this study. (3) Both the government-funded public and private secondary schools participated in the study.

Table 1 Distribution of the Population and Sample

Respondents	Govmt/public Schools (dire dawa,sabian & afteissa)	Private schools (Adiss Hiwot, Mader Nur & Al-felah)
Principals	3	3
Vice principals	9	6
Unit leaders	9	6
Department heads	25	32
Teachers	66	35
PTAheads	3	3
Student council chairmen	3	3
Supervisors	3	3
Total	121	91
Grand total	212	

3.6. Data Gathering instruments

The researcher employed data collection tools such as a questionnaire for the quantitative phase and a focus group interview for the qualitative phase in order to obtain an in-depth understanding of the responses to questions asked during the quantitative phase of this research. Details of the data collection instruments are explained in the following sub-sections.

3.6.1. Questionnaire

Questionnaire was one of the most important tools to which the researcher used to get primary data from the respondents. The questionnaire was designed specifically to serve for the accomplishment of the objectives of the study. The instrument that was used for data collection for this study is questionnaire developed by the researcher. The questionnaires were made up of three sections; the first section (A) had open-ended statement that elicited background information on the respondents' job designation (head teacher or teacher) and demographic data of respondents. The second section (B) (1st objective – 4th objectives) comprised items on the teachers perceptions towards the influence of principals leadership styles in secondary schools practiced leadership styles (Democratic, Autocratic, or Laissez- faire) of which had 15 statements for each basic objectives

These items were used to ask the head teachers to indicate a degree to which they agree or disagree with the statement. It described their behaviour; by ticking any of the five Likert scale of 1= 'strongly disagree', 2= 'disagree', 3= 'neutral', 4= 'agree' and 5 'strongly agree'. For the second third, fourth objective, the researchers put the second section. This section covered head teachers skills and comprised three parts, A, B and C with 18 items on *curriculum* and *instructional leadership* and these items were structured on a four point scale of: to very great extent (4), to great extent (3), to low extent (2), and to very low extent (1). Part B consisted of 14 items on the curriculum and instructional leadership competencies needed by head teachers. Items in Part C there was structured on a 4-point scale namely of very highly needed (4), highly needed (3), just needed (2), and not needed (1) respectively.

The fourth section or section "D" addressed the perceptions of teachers regarding the leadership styles, the different factors that could influence teachers' job performance and the professional levels of teachers in terms of whether they were "graduate teachers," "proficient teachers," "highly accomplished teachers" or "lead teachers." This section also included open-ended questions. The questionnaire with its various parts was designed and administered to assess the perceptions of participants regarding the effect of leadership style on the job performance of teachers. The collected information can then be used to work out recommendations to address

3.6.2. Interviews

Semi-structured interview was prepared and applied to 5 principals, 5 PTA heads and 5 student councils chairmen were expected to be interviewed but 5 principals, 4 PTA heads and 4 student councils chairmen were interviewed on six to eight different types of questions each in the public and private secondary schools because they were limited in number and data could easily be managed. This would help the researcher to counter check the information obtained by questionnaire. During the interview, the researcher used audio tapes to record the responses of the respondents and transcribed to ensure the accuracy of data.

In addition to the questionnaire, semi-structured interview method of data collection in this research was used for those interviewees from secondary schools 5 PTA heads, 5 principals, 5 external supervisors and 5 students' council heads for the purpose of exploring their opinion and experiences through audio recording. The interview was conducted to get deep information and ideas with PTA heads, Principals, students council heads, external supervisors were mainly focused on the perception of teachers towards principal leadership styles in secondary schools of Dire Dawa and issues on the involvement of teachers shouldering responsibility in teaching-learning according to the current educational policy. It was important to keep the interview moving forward, and how to achieve this needs to be anticipated by the interviewer, for example by being clear on what one wishes to find out, asking those questions that was elicit the kinds of data sought, giving appropriate verbal and non-verbal feedback to the respondents during the interview

3.6.3. Focus Group Discussion

Focus Group Discussion was conducted after using the interview and questionnaire stated above. The purpose of FGD was to develop a detailed and deep understanding about the topic under study. In addition to this, it was highly effective method for listening to the responses and opinions of the respondents. This FGD was organized for a group of 5 teachers from each 5 secondary schools by systematic random sampling for being the sample size are more than 25 teachers.

They are totally 25 teachers to capture their views regarding their perceptions towards their school leaders' leadership styles and its relation to school performance which contributes to student achievement in secondary schools of dire dawa.

3.7. Procedures of Data Collection

Before beginning the data collection process, the researcher first obtained approval and notification. After approval, the researcher then acquired five data collectors from each targeted schools to conduct the research study. The data collectors from the targeted schools selected were then given orientation about the research ethics, questionnaire items and to aware the importance of their continued cooperation in the study. Participation in the research study was voluntary for all participants, and the information collected was kept confidential. There were no known compliances from participation in the study.

Questionnaire administered to participants were kept secret and unnamed. The researcher gave each data collectors an envelope in which to place a questionnaire ,and all data collected exclude any identifying information such as names of teachers /and or principals. Hard copy data from questionnaires was kept in secured ways.

The study utilized school leaders' leadership style questionnaire to measure the beliefs of the teachers' perception about their leaders' practice of leadership styles. The school leaders' leadership style questionnaire consists of 30 likert type items that identified and measured autocratic, democratic and liaise-faire leadership styles and another 30 likert type questionnaire to identify the leadership style(s) preferred by teachers of private and public secondary schools. Subsequently the teachers completed the teachers' leadership style preference questionnaire to identify the leadership style preferred. Also, teachers completed the school leaders' leadership style questionnaire to identify their perception about their school leaders' practices of leadership style(s).Demographic data from all participants was collected through the completion of demographic information.

The researcher also interviewed principals, vice principals, PTA heads and student council chairmen to identify the leadership style practiced by the school leaders. Focus group discussions were conducted with a group of respondents having 5 members in 5 secondary schools (25

teachers) in sample of both Government and private secondary schools and half a day was taken for document analysis in each sample school. Data collection procedures were carried out in three phases in this study. The researcher administered, collected, and analyzed results from the specified sample population from each school data collectors

3.8. Pilot Testing

The researcher carried out pilot study before the actual administration of the instruments. It was done to test reliability and validity of the instruments. According to Yogesh (2006), a pilot study is important in testing the validity of the research instruments and to ensure clarity of the language used. Since piloting does not need a big sample, the researcher randomly selected one government secondary school and one private secondary school. The number of respondents was taken from each secondary schools were 20 in number. The schools used in the pilot were not among the six selected finally sampled.

3.8.1 Validity

To ensure the validity, first of all, the instruments had been submitted to the experts working in Dire Dawa Administration education bureau, for comment and Based on their comments, necessary modification was be made on the instrument. Then, the modified instrument had been submitted to the advisors for comment and approval. The comment and the suggestion were obtained from the advisors were taken into consideration and the necessary modifications were made.

3.8.2. Reliability

He added that reliability refers to whether an instrument is consistent, stable and free from error, despite fluctuations in test taker, administrator or conditions under which the test is administered. Besides to these, he stated that reliability is a necessary but insufficient condition for validity in research; reliability is a necessary precondition of validity, and validity may be a sufficient but not necessary condition for reliability. Therefore, the pilot test had been conducted to secure the reliability of the instruments with the objective of checking whether or not the items included in the instrument could enable the researcher to gather relevant information. Besides to this, the

purpose of pilot test was to make necessary amendment so as to correct confusing and ambiguous questions. For the realization of this objective, pretesting of instrument was made on one government secondary school (10 teachers 1 principal, 2 vice principals, 1 unit leader, 2 department heads, 1 PTA head, 1 student council head and 1 external supervisor from each secondary school the Mari yam safer and Bisrate secondary school), which were not selected as sample schools, prior to its delivery to the participants of the schools involved in the study. The method had been used to check the reliability of the instrument the Cronbach's Alpha model was used. The responses obtained from of the pilot test were statistically computed by the SPSS version 20. The Cronbach's Alpha model was used for analysis of the result of the pilot test.

Table 2: Reliability Statistics

No	Description if the Item	Reliability Coefficient (α)
1	most practiced leadership styles in your school	0.70
2	perceived leadership styles in your school	0.904
3	challenges of affecting the effective implementation of appropriate leadership styles in your school	0.918
4	Overall Reliability	0.82

To assess whether the 20 items that were summed to create the predominately practice leadership styles score formed a reliable scale, Cronbach's alpha was computed. As we can see from the above table, the reliability coefficient for the 20 items was 0.70, which indicates that the items form a scale that has satisfactory internal consistency reliability. Similarly, the reliability coefficient for the teachers perception towards school leadership styles was 0.904, indicated good internal consistency, and the 0.918 alpha for the 20 challenges scale indicated also very good internal consistency. The overall reliability coefficient, Cronbach's alpha (α) was 0.82 and indicates that the questions in each construct were measuring a similar concept.

3.9. Methods of Data Analysis

Both quantitative and qualitative techniques of data analysis were used in this study.

3.9.1. Analysis strategy for the quantitative component of the research

After the collection of data through questionnaire the raw data was classified and tabulated depending on the kind of question to make it easily manageable and understandable. After it was tabulated, the issue would be analyzed and interpreted based on the kind of question by using descriptive statistical tools and comparing means, It helps to identify the dominant leadership styles practiced in public and private secondary schools, the personal characteristics of the respondents, such as sex, age, educational level and position of work, work experience and marital status. This method of analysis would help the researcher to easily identify the characteristics of respondents. However, the data gathered to compare the significant difference between the leadership styles of the two kinds of secondary schools were analyzed by using descriptive statistics and independent sample t-test. The analysis of quantitative data was done by using SPSS version 20.

3.9.2. Analysis strategy for the qualitative data

The data gathered through interview from the principals, Vice principals, supervisors, PTA-heads and student council chairmen of the public and private secondary schools were analyzed by interpretation and using narration and used a focus group interview in order to triangulate data from the other sources (closed and open-ended questions of the questionnaire). The data gathered from the respondents using a focus group interview were interpreted and analyzed using thematic analysis in order to extract the required information as a thematic analysis is the most used form of qualitative analysis finally, the researcher produced a brief summary report on the transcripts of the focus group discussions using all six steps mentioned.

3.10. Ethical Considerations

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

4. RESULTS AND DISCUSSION

4.1. Respondents' Profile

The study was conducted in three public and three private secondary schools leaders' practice of leadership styles in Secondary Schools of dire dawa city. It was studied among 44 public school leaders, 46 private school leaders, 57 public school followers (teachers) and 32 private school followers (teachers). Table 2 below showed that the data were collected from 57 teachers' and 44 school leaders of public secondary schools. From the private secondary schools, 46 school leaders' and 32 teachers responded to the questionnaire. The questionnaires were likert scale type with 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree which showed the degree to which the respondents agree or disagree on the leader's practice of leadership styles. The major characteristics of the respondents of public and private secondary schools in the survey were presented in tables 3, 4 and 5 respectively.

Table. 3. Respondents' distribution

Respondents	Govmt/public Schools (dire dawa,sabian & afteissa)		Private schools (Adiss Hiwot, Mader -Nur & Al-felah)	
	Expected	Responded	Expected	Responded
Principals	3	3	3	3
Vice principals	9	9	6	6
Unit leaders	9	7	6	6
Department heads	25	22	32	28
Teachers	66	57	35	32
PTA heads	3	3	3	2
Student council chairmen	3	2	3	3
Supervisors	3	3	3	3
Total	121	106	91	83

Interviews were also conducted for principals, Vice principals, supervisors, PTA heads and students councils chairmen of public and private secondary schools. There were 6 principals,

PTA heads and 6 students' council chairmen in both kinds of secondary schools. But 6 principals, 5 PTA heads, 4 supervisors and 5 students' council chairmen were interviewed.

Table 4. Sex and age distribution of respondents

Variables	Leaders		Teachers				PTA heads				Students council chairmen					
	Public schools		Private schools		Public schools		Private schools		Public schools		Private schools		Public schools		Private schools	
Sex	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	40	91	38	82.6	47	82.5	28	87.5	2	66.7	2	100	2	100	2	66.7
Female	4	9	8	17.4	10	17.4	4	12.5	1	33.3	--	--	--	--	1	33.3
Total	44	100	46	100	57	100	32	100	3	100	2	100	2	100	3	100
age																
15 -25	23	52.3	8	17.4	27	47.4	3	9.4	--	--	--	--	2	100	3	100
26 -35	15	34.1	19	41.3	14	24.5	12	37.5	1	33.3	--	--	--	--	--	--
36 -45	6	13.6	14	30.4	16	28.1	11	34.4	2	66.7	2	100	--	--	--	--
46 -55	--	--	5	10.9	--	--	6	18.8	--	--	--	--	--	--	--	--
Total	44	100	46	100	57	100	32	100	3	100	2	100	2	100	3	100

As indicated in table 4 above, 91% of public and 82.6% of private secondary schools leaders were males, whereas, only 9.0% of public and 17.4% of private secondary schools leaders were females. Also in 66.7% PTA heads in Public and 100% PTA heads Private secondary schools were males and 100% public and 66.7% private secondary school students' council chairmen were males. This revealed that most leaders' secondary schools were males. Similarly, 87.5% of

private and 82.5% of public secondary school teachers was males where as 12.5% of private and 17.5% of public secondary schools teachers were females. This showed that not only school leaders' positions but also teaching staff positions of dire dawa city were male dominated. When we observed the age distribution of respondents, the age distribution of most respondents was between 26 and 35 for private secondary school respondents and between 15 and 35 years of age for public secondary school respondents .i.e. 41.3% of private secondary schools leaders and 37.3% of private schools teachers' age were between 26 and 35 but 52.2% of public secondary school leaders and 47.4 % of public secondary school teacher's age was between 15 and 25. Where as the ages of PTA heads were between 36 and 45 and the ages of students council members were between 15 and 25.

Table 5 .Qualification and experiences of respondents

Variables	Leaders				Teachers				PTA heads				Students council chairmen			
	Public schools		Private schools		Public schools		Private schools		Public schools		Private schools		Public schools		Private schools	
	No	%	No	%	No	%	N	%	N	%	N	%	N	%	N	%
Qualification							o		o		o		o		o	
MA/MED/MSC	16	36.4	14	30.4	8	14	5	15.6	-	-	-	-	-	-	-	-
BA/BED/BS C	30	68.2	32	69.6	49	86	26	81.3	-	-	-	-	-	-	-	-
Diploma	-	-	-	-	-	-	1	3.1	1	33.3	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	2	66.7	2	100	2	100	3	100
Total	44	100	46	100	57	100	32	100	3	100	2	100	2	100	3	100
Years of service																
≤ 5	-	-	-	-	-	-	2	6.3	3	100	2	100	2	100	3	100
6 -15	10	22.7	3	6.5	11	19.3	5	15.6	-	-	-	-	-	-	-	-
16-20	21	47.7	11	24	26	45.6	7	21.9	-	-	-	-	-	-	-	-
21-25	9	20.5	29	63	11	19.3	1	50	-	-	-	-	-	-	-	-
≥ 26	4	9	3	6.5	9	15.8	2	6.3	-	-	-	-	-	-	-	-
Total	44	100	46	100	57	100	32	100	3	100	2	100	2	100	3	100

As shown in table 5 above, the qualification distribution of respondents revealed that the majority of school leaders 69.6% were first degree holders in private secondary schools and 68.2% of public secondary school leader's were also first degree holders. Again 86% of teachers in public and 81.3% private secondary schools were first degree holders. But 33.3% of public and 100% private secondary schools PTA heads were diploma holders. This indicated that there were no much variations in qualifications between school principals and teachers. Moreover, the majorly of PTA heads and students council chairmen were unqualified. This influences the practice of appropriate leadership style for a given situation.

Concerning years of service, 63% of private secondary school leaders were in the service year's category of between 21 and 26 years where as 47.7% of the public secondary school leaders were in the service year's category of between 16 and 20 years. The half of teachers in private secondary schools (50%) were again in the service year's category of between 21 and 25 years where as the majority (45.6%) of public secondary schools teachers' years of service were between 16 and 20. This showed that the large share of total sample below 5 years of service lacked experience of various school leadership practices more than 10 years of service due to their low level of development.

Table 6. Field of specialization of respondents

Variables	Leaders response				Teachers response			
	Public school		Private school		Public school		Private school	
Area of specialization	N	%	N	%	N	%	N	%
EDPM	4	9	1	2.2	-	-	-	-
N. Science	13	29.5	15	32.6	34	59.6	12	37.5
S. Science	18	40.9	11	23.9	8	14.0	14	43.8
Language	9	20.5	19	41.3	15	26.3	6	18.8
Others	-	-	-	-	-	-	-	-
Total	44	100	46	100	57	100	32	100

Table 6, reveals very critical issue in the study, where 90.9% of public and 97.8% of private school leaders were subject specialists, not qualified in the field of school leadership. This may

indicate that the dire dawa city had no concern about assignment based on professional background. Moreover, the other angle of study discovered that 97.8% of private secondary school respondents and 90.9% of public secondary school leaders were leading the school without having the required knowledge and skills necessary for them to be effective in their school leadership or management.

In sum, the data from table 3, table 5 through table 6 indicated the characteristics of the majority of dire dawa city secondary school leaders and teachers. Along these, variables showed that there was no major difference between private and public secondary schools, which enabled the researcher to conclude that age, sex, qualification, experiences, profession and training assignment affect the schools practice of leadership styles, hence the school leaders were purposely selected and assigned from the staff.

4.2. The most commonly practiced Leadership Style by school leaders in Secondary Schools of dire dawa city.

The leadership styles of heads of public and private secondary schools were discussed in this topic by using percentage analysis. The details of the analysis were given in the following tables. For the purpose of study to identify the most common leadership styles practiced by private and public secondary schools leaders in dire dawa city, 15 leadership factors were selected, 5 for autocratic, 5 for democratic and 5 for Laissez- faire leadership styles and presented to respondents to be rated on five point rating scale. The questionnaires were designed and made up of section elicited information on demographic data of respondents. Other section comprises items on influence of different Leadership Styles (Democratic, Autocratic, Laissez- faire). These items asked the teachers to indicate a frequency that best describes their behaviour; by ticking any of the five (5) Likert scale. To balance the answers teachers were also asked to describe their school leaders' leadership style. The leadership styles of secondary schools principals were discussed in this topic by using percentage analysis. The details of the analysis were given in the following tables. For the purpose of study to identify the most common practiced leadership styles of secondary schools leaders in Dire Dawa Administration Council, 15 leadership factors

were selected, 5 for autocratic, 5 for democratic and 5 for Laissez-faire leadership styles and presented to respondents to be rated on five point rating scale, as strongly agree=5, agree=4, neutral=3, disagree=2 to strongly disagree=1. Average mean ($x \leq 2.5$ implied not practiced, $2.6 \leq x \leq 3.5$ showed fairly practiced leadership style where as average mean ≥ 3.5 implied most practiced leadership style.

4.2.1. Practice of autocratic leadership style

Responses of public and private secondary schools leaders and followers in situations where autocratic leadership style would be practiced were shown in the tables 7, 8, 9, 10, 11 and 12 below. The situations (factors) were non participatory planning and decision making, ignoring followers' suggestion, telling without follower's consideration, task orientates, using position Power to order subordinates, believing in punishment to accomplish school objectives, and situations that make followers seek security. From tables 7,8, 9, 10, 11and 12 to identify the respondents who agreed on practice of autocratic leadership style the researcher depended only on the sum of responses' frequency and percentage of agree and strongly agree for the given items. Table 7.Provides leaders' response on autocratic leadership style.

Table 7 .Leaders Response for Autocratic Leadership style

Statements	sch ool s	responses											
		STD		Disagre e		Neutral		Agree		SA		A+SA	
		No	%	No	%	No	%	No	%	No	%	No	%
.I often retain decision making authority with in my department or team	PU	12	27.3	7	15.9	5	11.4	15	34.1	5	11.4	20	45.5
	PR	5	10.9	11	23.9	4	8.7	18	39.1	8	17.4	26	56.5
I do not consider suggestions made by my followers as I do not have them	PU	12	27.3	5	11.4	-	-	13	29.4	14	31.8	27	61.4
	PR	6	13	7	15.2	4	8.7	16	34.8	13	28.3	29	63
I tell my followers what has to be done and how to do it	PU	18	40.9	---	---	---	---	4	9.1	22	50	26	59.1
	PR	6	13	3	6.5	8	17.4	20	43.5	9	19.6	29	63
when the followers make a mistakes, I tell them not to ever do that again.	PU	--	---	1	2.3	13	29.5	17	38.6	15	34.1	32	72.7
	PR	7	15.2	11	23.9	-	-	13	28.3	15	32.6	28	60.9
New hires not allowed making any decisions unless it is approved by me first	PU	13	29.5	9	20.5	-	-	15	34.1	7	15.9	22	50
	PR	7	15	5	10.9	3	6.5	9	19.6	20	43.5	29	63
Total	PU	55	125	22	50	18	40.9	64	145	63	143	127	288
	PR	31	67.4	37	80.4	19	41.3	76	165	65	141	141	306

A+SA=agree +strongly agree, STD=strongly disagree, PR=private, PU=public

Table 7 Item 1, showed that 20(45.5%) of public and 26(56.5%) of private secondary schools respondents agreed that they often retained decision making authority within their department or team. Table 7 item 2, showed that (61.4%) of public and 63% of private secondary schools respondents agreed that they did not consider suggestions made by their followers as they do not have the time for them.

According to the responses for item 3, 26 (59.1%) of public and 29(63%) of private secondary schools respondents agreed that they told their followers what had to be done and how it would be done.

According to the responses for item 4, in the table 7, when a follower made a mistake 32(72.7%) of public and 28(60.9%) of private secondary schools respondents agreed that they told them not to ever do that again and made a note of it. Also responses of item 5, in the table 7, showed 22(50%) of public and 29(63%) of private secondary schools respondents agreed that new hires were not allowed to make any decisions unless it was approved by leaders first.

According to table 7, public secondary school leaders' responses about their own practice of autocratic leadership style was $\geq 50\%$ for all items except items 1 and from total responses 53.6% of responses showed agree. This showed that 53.6% of leaders in public secondary schools believed that they were practicing mostly autocratic leadership style. Also table 7 showed from total respondents 57.1% of private secondary schools respondents believed that their leadership style was mostly autocratic.

Table 8. Private Secondary Schools teachers' response for autocratic leadership style

Statements	responses												mean	Std
	STD		Disagree		Neutral		Agree		SA		A+SA			
	No	%	No	%	No	%	No	%	No	%	No	%		
School leaders always retain the final decision making authority with in departments or team	8	25	6	18.8	-	-	14	43.8	4	12.5	18	56.3	4.46	0.49
School leaders do not consider suggestions made by followers as they do not have time for them	2	6.3	5	15.6	1	3.1	12	37.5	12	37.5	24	75	4.57	0.47
School leaders tell their followers what has to be done and how to do it	-	-	-	-	11	34.4	16	50	5	15.6	21	65.6	4.68	0.44
When someone makes a mistake, school leaders tell them not to ever do that again and make a note of it	1	3.1	7	21.9	-	-	9	28.1	15	46.9	24	75	4.25	0.47
New hires are not allowed to make any decisions unless it is approved by school leaders first	5	15.6	2	6.3	3	9.4	17	53.1	5	15.6	22	68.8	4.65	0.49
Total	16	50	20	62.6	15	46.9	68	212.5	41	181.2	109	68.14	4.52	0.47

SDA=strongly disagree, DA=disagree, AG=agree, SAG=strongly agree

N.B. For tables 7 and 8, since the questionnaire responded by teachers to identify their perception about their leaders' practice of leadership style was similar in content to that of their leaders' questionnaire in table 7, thus the researcher discussed the sum of frequency of agree and

strongly agree only for items that were responded $\leq 50\%$ and the total responses. According to table 8, teachers' response about their leaders' practice of autocratic leadership style in private schools was $\geq 50\%$ for all items and in average 68.14% of respondents agreed. This showed that 68.14% of followers in private secondary schools perceived that their leaders were mostly practicing autocratic leadership style.

Table 9. Public secondary schools teacher's response for autocratic leadership style

Statements	responses												mean	Std
	STD		Disagree		Neutral		Agree		SA		A+SA			
	F	%	F	%	F	%	F	%	F	%	F	%		
School leaders always retain the final decision making authority with in departments or team	8	14	2	3.5	-	-	31	54.4	16	28.1	47	82.5	3.98	1.20
School leaders do not consider suggestions made by followers as they do not have time for them	-	-	1	1.8	-	-	34	59.6	22	38.6	56	98.2	4.46	0.51
School leaders tell their followers what has to be done and how to do it	-	-	-	-	-	-	41	71.9	16	28.1	57	100	4.45	0.52
When someone makes a mistake, school leaders tell them not to ever do that again and make a note of it	7		-	-	-	-	31	54.4	19	33.3	50	87.7	3.86	1.03
New hires are not allowed to make any decisions unless it is approved by school leaders first	6	10.5	3	5.3	-	-	27	47.4	20	35.1	47	82.5	4.37	1.23
Total	21	36.8	6	10.5	-	-	164	287.7	93	163.2	514	90.2	4.22	0.90

SDA=strongly disagree, DA=disagree, AG=agree, SAG=strongly agree

Table 9, showed that teachers' response about their leaders' practice of autocratic leadership style in public secondary schools was $\geq 50\%$ for all items and from total respondents 90.2% of respondents agreed. This showed that 90.2% of public secondary school teachers perceived that their leaders were mostly autocratic Public and private secondary school leaders' and followers response on their own practice and preference of autocratic leadership style. (Summary of tables 7, 8 and 9)

Table 10. Practice of autocratic leadership style

Statements	responses											
	STD		Disagree		Neutral		Agree		SA		A+SA	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Public secondary school leaders' response on their own practice of autocratic leadership styles	55	24.8	22	9.9	18	8.1	64	28.8	63	28.4	137	61.7
2. Private secondary School Leaders Response on their own practice of Autocratic Leadership style	31	13.6	37	16.2	19	8.3	76	33.3	65	28.5	141	61.8
3. Private Secondary Schools followers' response on their leaders' autocratic leadership style.	16	10	20	12.5	15	9.4	68	42.5	41	25.6	109	68.1
4. Public secondary schools follower's response on their leader's practice of autocratic leadership style.	21	10.5	33	16.5	-	-	93	46.5	53	26.5	146	73

In table 10 item 1, public Secondary schools leaders responses showed that 137 (61.7%) of them were practicing autocratic leadership style where as 18 (8.1%) of the leaders were responded undefined for their practice of autocratic leadership style and 77 (34.7%) disagreed for their

practice of autocratic leadership style. In addition to this, table 10 item 2, showed Private secondary School Leaders Response on their own practice of autocratic leadership style. It showed that 141 (61.8%) of private secondary school leaders agreed that they were practicing autocratic leadership style but 19(8.3%) were undefined for their practice of autocratic leadership style. The rest respondents 68(29.8%) of private Secondary School leaders were disagreed for their practice of autocratic leadership style.

Table 10 item 3, showed followers' response on Private Secondary Schools leaders' practice of autocratic leadership style. Private school teachers response on their leaders practice of autocratic leadership style showed that 36(22.5%) of the leaders disagreed but 109(68.1%) of teachers agreed for their leaders practice of autocratic leadership style. Similarly, Table 10 item 4, showed that Public secondary school teacher's response on their leader's practice of autocratic leadership style. It depicted that 54(27.0%) of the teachers disagreed for their leaders practice of autocratic leadership style but 146(73.0%) of teachers agreed.

4.2.2. Practice of democratic leadership style

Responses of public and private secondary schools leaders and followers in situations where democratic leadership style would be practiced were shown in the tables 11, 12 and 13 below. The situations(factors) were Participatory planning, considering suggestions and visions of followers when appropriate, working with followers, using leadership power to help followers' grow, allowing followers exercise self direction and creativity to solve organizational problems. From tables 11, 12 and 13 to identify the respondents who agreed on the practice of democratic leadership style the researcher depended only on the sum of responses' frequency and percentage of agree and strongly agree for the given items those showed democratic situation. Look at table 11 in the next page.

Table 11. Leaders' response on democratic leadership styles

Statements	schools	responses											
		STD		Disagree		Neutral		Agree		SAG		AG+SAG	
		F	%	F	%	F	%	F	%	F	%	F	%
1. Most of the time I try to include one or more followers in determining what to do and how to do it. However, I maintain the final decision making authority.	PU	7	15.9	6	13.6	-	-	25	56.8	6	13.6	31	70.5
	PR	12	27.9	9	20.9	-	---	10	23.3	12	27.9	22	51.2
2. I often ask for followers ideas and input on upcoming plans and projects	PU	4	9.1	13	29.5	2	4.5	11	25	14	31.8	25	56.8
	PR	3	6.5	23	50	-	---	10	21.7	9	19.6	19	41.3
3. Under crises condition, I call a meeting to get my followers advice	PU	6	13.6	7	15.9	6	13.6	21	47.7	5	11.4	26	59.1
	PR	12	26.1	9	19.6	-	---	17	37	8	17.4	25	54.3
4. when I want to create an environment where the followers take an ownership of the project, I allow them to participate in the decision making process	PU	4	9.1	1	2.3	2	4.5	20	45.5	17	38.6	37	84.1
	PR	8	17.4	15	32.6	1	2.2	11	23.9	11	23.9	22	47.8
5. I ask my followers for their vision of where they see their jobs going and then use their vision where appropriate	PU	13	29.5	9	20.5	-	-	15	34.1	7	15.9	22	50
	PR	7	15	5	10.9	3	6.5	9	19.6	20	43.5	29	63
Total	PU	34	15.4	36	16.3	10	4.5	92	41.6	49	22.2	141	63.8
	PR	42	18.8	61	27.2	4	1.8	57	25.4	60	2.7	117	52.2

PU =public, PR =private, AG+SAG=Agree+ strongly agree, STD=strongly disagree, SAG=strongly agree

According to the response of public secondary school leaders in table 11, most respondents agreed on their own practice of democratic leadership style because responses for most items were $\geq 50\%$. Thus public secondary school leaders of Dire dawa city include one or more followers in determining what to do and how to do it, consider followers suggestions, under crises condition they call a meeting and get followers advice, they allow followers to participate in decision making process, most of the time public secondary school leaders try to include one or more followers in determining what to do and how to do it, however, they maintain the final decision making authority. But they do not ask their followers for their vision of where they saw their jobs going and then use their vision where appropriate. The total percentage of responses showed that 63.8% of public secondary school leaders believed that they were practiced democratic leadership style.

According to the response of private secondary school leaders in table 11 they agreed on items 1,3and5 for their own practice of democratic leadership style because their percentage of responses for most items was $\geq 50\%$. Thus, they asked their followers for their vision of where they saw their jobs going and then use their vision where appropriate, But the response for items 2 and 4 were $\leq 50\%$. This showed that most of the time the private secondary schools leaders they seldom asked for followers ideas and input on upcoming plans and projects; when they wanted to create an environment where the followers took an ownership of the project, they did not allowed them to participate in the decision making process; The total percentage of responses showed that 52.2% of private secondary school leaders believed that they were practicing democratic leadership style.

Table12. Followers Response on private school leaders' Democratic leadership style

variables		items					Total
		Q1	Q2	Q3	Q4	Q5	
Q1.School leaders like to use their leadership power to help followers grow							
Q2.School leaders always try to include one or more followers in determining what to do and how to do it.							
Q3.School leaders ask for followers ideas and inputs on upcoming plans and projects							
Q4.School leaders make followers know how to use creativity and ingenuity to solve organizational problems							
Q5.School leaders make followers exercise self direction if they are committed to the objectives.							
SDA	F	3	7	16	8	3	37
	%	9.3	21.8	50	25	9.3	23.1
DA	F	20	8	15	7	17	67
	%	62.5	25	46.8	21.9	53.1	41.8
Neutral	F	-	-	-	-	-	-
	%	-	-	-	-	-	-
AG	F	3	2	6	12	4	27
	%	9.3	6.3	18.8	37.5	12.5	18
SAG	F	7	5	3	8	2	25
	%	21.9	15.6	9.4	25	6.3	15.6
AG+SAG	F	10	7	9	20	6	52
	%	31.25	21.9	28.1	62.5	18.8	32.5
Mean		2.6	2.44	2.59	2.12	2.87	2.6
Standard dev.		1.0	1.01	1.11	1.01	1.09	1.0

SDA=strongly disagree, DA=disagree, NE =Neutral, AG=agree, SAG=strongly agree

Table 12, showed that followers' response in percentage about their leaders practice of democratic leadership style was $\leq 50\%$ and from total respondents' 32.5 % agreed. The total percentage of responses showed that 32.5% of private secondary school followers perceived that their leaders were practiced democratic leadership style.

Table 13. Teachers Response on public secondary schools Democratic leadership style

<p>1. School leaders always try to include one or more followers in determining what to do and how to do it. However, they maintain the final decision making authority</p> <p>2. School leaders ask for followers ideas and inputs on upcoming plans and projects</p> <p>3. When things go wrong and school leaders need to create a strategy to keep a project the leaders call a meeting to get their leaders advice</p> <p>4. School leaders want to create an environment where the followers take ownership of the project. They allow followers to participate in the decision making process</p> <p>5. School leaders ask followers for their vision of where they see their going and then use their vision where appropriate</p>							
variables		items					Total
		Q1	Q2	Q3	Q4	Q5	
SDA	F	44	37	22	9	45	157
	%	77.2	64.9	38.6	15.8	78.9	55.1
DA	F	28	29	14	26	27	124
	%	49.1	50.9	24.6	45.6	47.4	43.5
Neutral	F	2	1	-	-	-	3
	%	3.5	1.7	-	-	-	2.6
AG	F	4	13	1	8	25	108
	%	7	22.8	1.8	14	43.9	37.9
SAG	F	29	4	6	15	3	57
	%	50.9	7	10.5	26.3	5.3	20
AG+SAG	F	33	17	7	23	28	108
	%	57.9	29.8	12.3	40.4	49.1	37.9
Mean		2.6	2.69	2.94	2.4	2.65	2.37
Standard dev.		1.03	1.06	1.114	1.24	1.50	1.046

SD=Strongly Disagree, DA=Disagree. NE =Neutral, AG =Agree, SAG=strongly agree

According to table 13, followers' response for all items about their leaders practice of democratic leadership style in public secondary schools were $\leq 50\%$ and in average 37.90% agreed. The total

percentage of responses showed that 37.90% of public secondary school followers perceived that their leaders were practiced democratic leadership style.

Table 14. Practice of democratic leadership style

Statements	STD		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
1. Public Secondary Schools leaders 'response on their own practice of democratic leadership styles	28	14.65	42	21.98	19	9.94	28	14.65	74	38.74
2. Private Secondary School leaders Response on their own practice of Democratic leadership style	30	15.87	53	28.04	7	3.7	64	33.86	35	18.51
3. Followers Response on private school leaders' Democratic leadership style	61	21.78	107	38.21	7	2.5	35	12.5	70	25
4. Followers Response on public secondary school leaders' Democratic leadership style styles	76	30.76	85	34.41	-	-	55	22.26	31	12.55

In table 14 item 1, Public secondary schools respondents of Dire dawa city secondary schools showed that in average 102(53.40%) of public secondary school leaders agreed that they were practicing mostly democratic leadership style where as 70(36.63%) of respondents disagreed for their practice of democratic leadership style. But 19(9.94%) of public secondary school leaders in Dire dawa city were neutral or undefined for their practice of democratic leadership style.

According to table 14 item 2, Depicted Private Secondary School leaders Response on their own practice of Democratic leadership style. From private secondary school leaders 99(52.37%) of

respondents agreed or believed that they were practicing democratic leadership style but 83(43.91%) of respondents disagreed for their practice of democratic leadership style in private secondary schools in Dire dawa city. Also 7(3.7%) responded that they were not defined or neutral for their practice of democratic leadership style in Dire dawa city.

Table 14 item 3, Private school teachers response on their leaders practice of democratic leadership style showed that 168(59.99%) of the leaders disagreed for their practice of democratic leadership style but 105(37.5%) of teachers agreed for their leaders practice of autocratic leadership style.

Table 14 items 4, depicted Public school teacher's response on their leader's practice of democratic leadership style showed that 152(65.17) % of the leaders disagreed for their leaders practice of democratic leadership style but 86(34.81) % of teachers agreed for their leaders' practice of democratic leadership style.

4.2.3. Practice of laissez-faire leadership style

Table 15, Contained responses of public and private secondary schools leaders and followers in situations where laissez - faire leadership styles would be practiced. Such as decision making in major issues was participatory, for a major decision to pass in school or department it might have the approval of members of the majority, to get information out, leaders send it by letter very rarely was a meeting called, leaders allowed followers to determine what needed to be done and how it would be done. Leaders expected more from followers, delegate tasks, each individual defined his or her jobs, sharing leadership power to followers, and followers have right on determining organizational objectives, believing in followers as they could lead the expected responsibility. Look at table 15 in the next page.

Table15. Leaders' response on laissez-faire leadership styles

Statements	sch ool s	responses											
		STD		Disagree		Neutra l		Agree		SA G		AG+SAG	
		F	%	F	%	F	%	F	%	F	%	F	%
1.Decision making in major issues is participatory	PU	15	34. 09	11	25	-	-	7	15.90	11	25	18	40.90
	PR	25	54. 34	3	6.5	1	2.2	9	19.56	6	13. 04	15	32.60
2. I allow my followers to determine what needs to be done and how to do it	PU	-	-	27	61. 36	5	11. 36	10	11.72	2	4.4 5	12	27.27
	PR	11	23. 91	4	8.6 9	-	-	22	47.82	9	19. 56	31	67.39
My followers know more about their jobs than me, so i allow them to carry out the decisions to do their job	PU	9	20. 45	18	40. 90	5	11. 36	8	18.18	4	9.0 9	12	27.27
	PR	1	2.1 7	23	50	4	8.6 9	6	13.04	12	26. 08	18	39.13
Followers have the right to determine.	PU	17	38. 63	6	13. 63	1	2.2 7	18	40.90	2	4.5 4	20	45.45
	PR	13	28. 26	10	21. 73	7	15. 21	12	26.08	4	8.6 9	16	34.78
Each individual is responsible for defining their job	PU	5	11. 36	23	52. 27	-	-	8	18.18	8	18. 18	16	36.36
	PR	7	15. 21	8	51. 17	-	-	17	36.95	12	26. 08	29	63.04
Total	PU	57	24. 78	85	38. 63	6	2.7 2	51	23.18	27	12. 27	78	35.45
	PR	46	20	72	31. 30	8	3.4 7	65	28.26	27	11. 73	90	39.13

PU= public school, PR = private school, SDA=strongly disagree, DA=Disagree, SAG+AG=strongly agree +Agree.

According to the response of public secondary school leaders in table 15, from total respondents 78(35.45)% of respondents agreed on their own practice of laissez-faire leadership style and their responses for most items were $\leq 50\%$. That means decision making in major issues was not participatory, for a major decision to pass in their school or department it might not had the approval of members of the majority, to get information out, they did not send it by letter very often was a meeting called. According to the leaders response, followers did not know more about their jobs than leaders, so they did not allow them to carry out the decisions to do their job, they did not delegate tasks, each individual was not responsible for defining their job, they did not like to share their leadership to their followers, followers had no the right to determine their own organizational objectives, their followers could not lead themselves just as well as they can. But they allowed their followers to determine what was needed to be done and how to do it.

According to the response of private secondary school leaders in the table 15, they agreed on items 2 and 5 for their own practice of laissez-faire leadership style because their percentage of responses for items 2 and 5 was $\geq 50\%$ but percentages of responses for items 1, 3 and 4 were ≤ 50 . This implied that 39.13% of private secondary school leaders agreed on their own practice of laissez-faire leadership style

Table 16. Private secondary schools Teachers' response on Laissez-faire leadership style

Q1. School leaders and followers always vote whenever a major decision has to be made Q2. school leaders allow their followers to determine what needs to be done and how to do it Q3. Each individual is responsible for defining their jobs Q4. School leaders like share their leadership power with their followers Q5. Followers have the right to determine their own organizational objectives							
variables		items					Total
		Q1	Q2	Q3	Q4	Q5	
SDA	F	44	37	22	9	45	157
	%	77.2	64.9	38.6	15.8	78.9	55.1
DA	F	28	29	14	26	27	124
	%	49.1	50.9	24.6	45.6	47.4	43.5
Neutral	F	2	1	-	-	-	3
	%	3.5	1.7	-	-	-	2.6
AG	F	4	13	1	8	25	108
	%	7	22.8	1.8	14	43.9	37.9
SAG	F	29	4	6	15	3	57
	%	50.9	7	10.5	26.3	5.3	20
AG+SAG	F	33	17	7	23	28	108
	%	57.9	29.8	12.3	40.4	49.1	37.9
Mean		2.6	2.69	2.94	2.4	2.65	2.37
Standard dev.		1.03	1.06	1.114	1.24	1.50	1.046

SDA=strongly disagree, DA=disagree, NE =Neutral, AG=agree, SAG=strongly agree

Table 16, showed that teachers' response about their leader's practice of laissez-faire leadership style was $\leq 50\%$ and from all respondents 37.9% of respondents agreed. This showed that only 37.9% of teachers perceived that their leaders were laissez-faire.

Table 17. Public secondary schools teachers' response on Laissez-faire leadership style

Q1. School leaders and followers always vote whenever a major decision has to be made Q2. school leaders allow their followers to determine what needs to be done and how to do it Q3. Each individual is responsible for defining their jobs Q4. School leaders like share their leadership power with their followers Q5. Followers have the right to determine their own organizational objectives							
variables		items					Total
		Q1	Q2	Q3	Q4	Q5	
SDA	F	44	37	22	9	45	157
	%	77.2	64.9	38.6	15.8	78.9	55.1
DA	F	28	29	14	26	27	124
	%	49.1	50.9	24.6	45.6	47.4	43.5
Neutral	F	2	1	-	-	-	3
	%	3.5	1.7	-	-	-	2.6
AG	F	4	13	1	8	25	108
	%	7	22.8	1.8	14	43.9	37.9
SAG	F	29	4	6	15	3	57
	%	50.9	7	10.5	26.3	5.3	20
AG+SAG	F	33	17	7	23	28	108
	%	57.9	29.8	12.3	40.4	49.1	37.9
Mean		2.6	2.69	2.94	2.4	2.65	2.37
Standard dev.		1.03	1.06	1.114	1.24	1.50	1.046

SDA=strongly disagree, DA=disagree, NE =Neutral, AG=agree, SAG=strongly agree

Table 17, showed that followers' response for all items about their leaders practice of laissez-faire leadership style in public secondary schools were $\leq 50\%$ and 37.9% of respondents agreed. This showed that only 37.9% of perceived that their leaders were practiced laissez-faire leadership style.

Table18. Practice of laissez-faire leadership style

Statements	responses											
	STD		Disagree		Neutral		Agree		SAG		A+SA G	
	F	%	F	%	F	%	F	%	F	%	F	%
1.Public secondary schools leaders' response on their own practice of laissez-faire leadership styles	209	44.46	141	30	7	1.4	88	18.72	25	5.31	109	23.19
2. Private Secondary Schools leader's response on their own laissez-faire leadership style practice	261	34.8	312	41.6	11	1.46	83	11.06	72	9.6	261	34.8
3.Followers Response on Private secondary schools leaders' laissez-faire leadership style	31	6.59	22	4.68	28	5.95	213	45.31	177	37.65	31	6.59
4.public secondary schools followers response on laissez-faire leadership practice	--	--	34	4.53	41	5.46	309	41.2	392	52.2	701	90.33
5.Private secondary school followers' response about laissez-faire leadership style preference	31	6.59	22	4.68	28	5.95	213	45.31	177	37.65	390	82.80
6.PublicSecondary School teachers' response about their laissez-faire leadership style preference	--	--	34	4.533	41	5.46	309	41.2	392	52.2	701	90.33

Table 18 item 1, showed that 109(23.19%) of public secondary schools leaders were agreed for their practice of laissez-faire leadership style in Dire dawa city Secondary Schools where as 350(44.76%) of the public secondary schools leaders were disagreed for their practice of laissez-faire leadership style but 7(1.48) % were undefined or neutral for their practice of laissez-faire leadership style.

Similarly table 18 item 2, Showed that 261(34.8%) of Private Secondary School leaders were believed that they were practicing laissez-faire leadership style but 573(76.40%) of respondents disagreed for their practice of laissez-faire leadership style where as 11(1.46%) was neutral or undefined for their practice of laissez-faire leadership style.

Table 18 item 3, Depicted Private school teachers response on their leaders practice of laissez-faire leadership style and it showed that 53(11.27%) of the teachers disagreed for their practice of laissez-faire leadership style but 390(82.96%) of teachers agreed for their leaders practice of laissez-faire leadership style.

Similarly, table 18 item 4, Public school teacher's response on their leader's practice of laissez-faire leadership style showed that 34 (4.53%) of the leaders disagreed for their leaders practice of laissez-faire leadership style but 701(90.33%) of teachers agreed for their leaders' practice of laissez-faire leadership style.

Table 17 item 5, from private school respondents 390(82.97) % preferred practice of laissez-faire leadership style. But 28(5.95%) of the respondents were neutral or undefined. Whereas 53(11.27%) of the respondents disagreed to prefer laissez-faire leadership style to democratic and autocratic leadership styles. This showed that private secondary school respondents prefer laissez-faire leadership style to autocratic and democratic leadership styles.

Also table 18 item 6, showed that from Governmental school teachers' response, 701(93.4%) strongly preferred practice of laissez-faire leadership style to autocratic and democratic leadership styles. But 34(4.5%) disagree on it and 41(5.46) % undefined respondents.

4.2.4, Dominant leadership style(s) in public secondary schools

The most common leadership style(s) practiced in public secondary schools were identified by using frequency of responses and percentage. (Summary of table 11, item 1and 2; table 14, item 1and 2, and table 18, item 1and 2

Table 19. The dominant leadership style(s) in public secondary schools

Leadership styles	Descriptive statistics		Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	M	SD	F	%	F	%	F	%	F	%	F	%
Autocratic	3.28	1.29	92	18.4	74	14.8	7	15	138	27.6	130	26
Democratic	3.52	1.25	58	11.6	85	17	3	7.8	172	34.4	148	29.6
Laissez-faire	2.66	1.39	144	28.8	124	24.8	7	15	91	18.2	72	14.4

M= mean, SD = Standard deviation

Table 19, Showed that 268(53.6%) of public secondary schools heads agreed that their practice of leadership style was autocratic. Average mean leadership score of leader's response also showed that public school leaders practiced autocratic leadership style with average mean of 3.28 and standard deviation of 1.29 but 27.7% of heads responded undefined or neither agreed nor disagree for their practice of autocratic leadership style.

According to table 19, from all public secondary schools respondents 320 (64%) of respondents agreed for their own practice of democratic leadership style. It was highest percentage of all leadership styles practiced in public secondary schools in Dire dawa city which means democratic leadership style was the most practiced leadership style in public secondary schools in Dire dawa. Average mean leadership score of leaders' response also showed that public school leaders practiced mostly democratic leadership style with average mean of 3.52 and standard deviation of 1.25.

Table 19 also showed that the public Secondary Schools leader's response on their own practice of laissez-faire leadership style. From all respondents 163(32.6%) of public secondary schools

respondents agreed on their own practice of laissez-faire leadership style. It was the least percentage which means laissez-faire leadership style was least practiced of all the three leadership styles in public secondary schools in dire dawa city. Average mean leadership score of leader's response also showed that laissez-faire leadership style was least practiced leadership style with average mean of 2.66 and standard deviation of 1.39.

From table 19, it can be concluded that the autocratic, democratic and laissez-faire leadership styles were practiced by Dire dawa Secondary schools leaders but democratic leadership style was the most dominant leadership style practiced by leaders of public Secondary Schools.

4.2.5. Dominant leadership styles in private secondary schools

The most common leadership styles practiced by private secondary schools heads in dire dawa were identified by using frequency and percentages of leaders' response in the table 20 below. (Summary of table 10, item 1 and 2 table 20, item 1 and 2, and table 15, item 1 and 2).

Table20. Dominant leadership styles in private secondary schools

Leadership styles	Descriptive statistics		Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	M	SD	F	%	F	%	F	%	F	%	F	%
Autocratic	3.47	1.36	52	13.6	65	17.1	19	5	127	33.4	90	23.6
Democratic	3.13	1.33	61	16.0	107	28.1	7	1.84	128	33.6	70	18.42
Laissez-faire	2.7	1.30	81	21.3	130	34.2	7	1.82	118	31.1	39	10.2

M = mean, SD = Standard deviation

Table 20, Showed that 217(57%) of private Secondary school respondents or secondary school leaders were agreed on autocratic leadership style. It was the highest percentage of respondents in private Secondary Schools. This showed that democratic leadership style was the most practiced leadership style in private secondary schools. Average mean leadership score of leaders' response also showed that in Private secondary schools autocratic leadership style was practiced moderately with average mean of 3.47 and standard deviation of 1.36.

Table 20, also showed that from all private Secondary schools respondents 198(52.1%) of respondents agreed on their own practice of democratic leadership style. Thus, in private schools democratic leadership style was less practiced than autocratic leadership style. Average mean leadership score of leader's response also showed that Private school leaders practiced mostly autocratic leadership style with average mean of 3.13 and standard deviation of 1.33.

Table 20, also showed that private school leaders were also practicing laissez-faire leadership style because 157(41.31 %) of respondents agreed that they were practicing it. Average mean leadership score of leaders' response also showed that in Private secondary schools laissez-faire leadership style was least practiced with average mean of 2.7 and standard deviation of 1.3. According to table 20, in dire dawa private Secondary Schools autocratic, democratic and laissez-faire leadership styles were on practice with different degrees as autocratic leadership style was the most dominant leadership style, democratic leadership style was more dominant where as laissez-faire leadership style was the least dominant one.

Hence, table 19 and table 20 showed that the heads in public and private Secondary Schools were practicing all the three types of leadership styles in different degrees, however private schools were more autocratic or task oriented where as public schools were more democratic and more laissez-faire than private schools in Dire dawa city administration council.

Table 21; Mean scores of leadership styles of public and private Secondary School leaders

Descriptive statistics	Institution					
	Public			Private		
	autocratic	Democratic	Laissez-faire	Autocratic	Democratic	Laissez-faire
Mean	3.28	3.52	2.66	3.47	3.13	2.7
Standard deviation	1.299	1.25	1.39	1.36	1.33	1.305

Average mean of both school leaders response showed that Private school leaders practiced mostly autocratic leadership with average mean of 3.47 and standard deviation of 1.36 where as public schools leaders practiced mostly democratic leadership style with average mean of 3.52 and standard deviation of 1.25. Even if autocratic leadership style was most dominant leadership style in private secondary schools, there was also practice of democratic and laissez-faire

leadership styles; democratic with average mean of 3.13 and standard deviation of 1.33, laissez-faire with average mean of 2.7 and standard deviation of 1.305. But the public schools leaders' response showed that the most dominant leadership style practiced by public secondary school leaders was democratic leadership style with average mean of 3.52. Even though democratic leadership style was dominantly practiced by public secondary schools leaders in Dire Dawa city, there was also practice of autocratic and laissez-faire leadership styles; autocratic with average mean of 3.28 and standard deviation of 1.299, laissez-faire with average mean of 2.66 and standard deviation of 1.39.

Table 22. Difference in leadership styles of school leaders

To see the comparative leadership styles of the leaders of public and private Secondary Schools, independent sample t-test was employed, and the results are as follows.

Variables	Institution	N	M	SD	SED	t-value
Autocratic democratic Laissez-faire	PU	44	3.157	1.32	0.288	0.188
	PR	46	3.107	1.34		

$DF=N_1+N_2-2 = 86$, $DF =$ Degree of Freedom, $N =$ Number of Sample, $M =$ Mean, $SD =$ Standard Deviation, $SED =$ Standard Error or Difference

The results of the t-test given in table 22 assuming equal variance for the groups show t-value of 0.188, which was not significant at $P(< 0.05)$ level. It indicated that there was no significant difference in the practiced leadership styles of heads in public and private Secondary schools. The mean score for heads in public secondary school was 3.157 and that of the private counterpart is 3.107 whereas the standard deviations are 1.32 and 1.34 respectively. From the mean value, it can be interpreted that the public and private Secondary School heads were practicing autocratic, democratic and laissez-faire leadership styles with no significant difference.

The public secondary school leaders were also interviewed on five different questions and the responses from the heads were as follows. The responses from the head of Dire Dawa, Sabean and Afete Issa Secondary Schools (public secondary schools) coincide with agreed data for the

democratic and laissez-faire leadership styles. They said that they gave a full freedom to his employees and every worker was autonomous on the work he/she was working. He also said that workers were delegated to make decisions concerning what they were doing any time it is needed. Even planning and decision making were not made by the heads themselves and ideas that may be beyond them were decided in PTA, staff meetings, education office of region and so on . These decisions were made always as a need arises. He had shown me the documents as evidence. The documents contain issues that were decided by the management of the Diredawa comprehensive Secondary School. These leaders who had signed on the document were, the principal himself, the academic vice principal, administrative vice principal, unit leaders, department heads and the finance and material supply head. He also said that he had a friendly relationship with his subordinates and contacts them mostly informally. But he also contacts them formally when there was a need. He also said that he was completely laissez-faire and democrat to his subordinates. He motivates his subordinates by giving a full freedom on their job.

The heads or the leaders of private secondary school were also interviewed. They replied as they gave consideration to task but also to employees. Especially the head of Mahader-Nur Secondary School explained that to achieve work done, employees should be on work on a given time and place. "They should have good communication with their supervisors" he said. Decisions were made by discussing with the management. The management bodies includes the academic vice principals and administrative bodies of the school. He also had expressed his consideration for task. "The Secondary School is here because there is task" he said. Our main objective is task. However, to achieve our objective people should be on work. For me, he said both things cannot be separated. On the contrary, he had explained that the salary increment for teachers could be made only after performance evaluation was made. They used it as motivation to teachers. A teacher who did not get a good mark in the performance evaluation could not get the increment in his/her salary. He also had shown me the teachers' documents for which they made an increment in salary and for those increment of salary was not made. The head contacts his subordinates both formally and informally.

The leaders of Adis-Hiowt secondary school also raised the same issues and additionally he said that their secondary school motivates workers even by giving incentives that even though the objective of the secondary school was profit, they also gave a consideration to the employees. He said that every department prepares an annual plan. Depending on the plan they perform what expected of them and after discussing this issue, he gave me a sample plan that was made in the year 2018 by the natural and social science department of the secondary school. They both also raised that they contact their subordinates both formally and informally but they did not allow any worker to do the way they like. However, even though the private Secondary school leaders perceive themselves as they were democrat leaders, their subordinates did not agree that they were democrat.

The private secondary schools PTA heads were also interviewed and the responses were as follows. The PTA head of Adis-Hiyowt secondary school (private) replied that he visited the school whenever the principals invited him and rarely did he visit the school by his own program, also he said that the principal was collaborative with his teachers who were hard workers and also he communicates with us in most of school issues. He also said that to solve problems the school leaders according to their position power that means, home room teachers, unit leaders, department heads, principals, students' council, and PTA discuss together and come to the conclusion or concerning the type of problem one of the school leaders may solve the problems. He also said that mostly the principals, vice principals and unit leaders solved most of the problems without participating us. The school problem was the teacher's replacement. When a teacher missed class for more than three days he would be replaced by other teachers and most workers were temporary. The PTA head of Al-falah secondary school (private) said that most of the time the school manager and the principals invited us to visit and participate on the school issues. He also said that we have monthly meeting program to discuss on the monthly plan of the school. As he said the principal was collaborative with teachers and us who work hard and try to create good environment for teaching and learning purpose. The PTA head of Al-falah also said that when a problem arises in our school, we, the school PTA and other school leaders discuss to solve those problems except about teachers salary improvement.

' Major school problem that frequently reported was teacher's job security because the manager of the school replaces teachers without any discussion with teachers to be replaced and for that the school manager has his own school guide line which was approved by regional education Bureau'. The public secondary school PTA heads were also interviewed and the responses were provided as follows

The PTA heads of dire dawa, Sabeen and Afete-Issa secondary schools (public secondary schools) replied that there was a prepared monthly plan for meeting to discuss on schools teaching and learning process. But it was not implemented as planned and the principal were calling us for meeting when he needed us. The leader was collaborative and he worked with us, teachers, vice principals and unit leaders to improve students result and to solve school problems. For most of the school decisions to pass it needed mostly group decisions, and also during school activities the principals and the vice principals plan it out and provide for us to approve. But sometimes we ourselves can plan. According to the PTA head of dire dawa secondary school, problem solving. Involves concerned bodies. Such as unit leaders, department heads, principals, vice principals, PTA and school board committees depending on the types of problems. According to the PTA responses private school were more autocratic than public schools. Students' councils from both schools were also interviewed to identify the leadership style practiced by private and public secondary schools of dire dawa city.

The public secondary schools (Dire dawa, Sabeen and Afete-Issa) Secondary School students' council's chairmen replied that the principals prepare the plan and provide the plan to be improved and implemented by members of the school and he invited us most of the time to participate and comment on the school plan. Sometimes the leaders ask us what to be improved and how to improve it. When a student missed his class for more than a week and came after a week .principals and unit leaders made me ask for the students' problem and if the problem was solvable they can solve the problem or they try to solve the problem with the student's parents and PTA. Thus they participated us in some school decision making processes. The principals ask the students council for what to be improved and plan it for improvement and communicate with vice principals, unit leaders, department heads and PTA for the plan to be implemented. Also students' council had its own plan taken from the schools strategic plan.

The major school problems according to the public secondary schools students' councils the teachers' absenteeism from classes. When the students tell to principals about the teachers' absence to classes the principals said you would have make up classes but the teachers would not be punished. Because of that some teachers would not finish the full portions of the given text on a given time.

The private (Adiss-Hiyot and Al-falah) secondary school students' council chairmen replied that most of the time school principals plan the school activities and tell us to implement it. But they ask us about school problems to be improved and they plan on it. Mostly they participated in students discipline issues and not in other school issues. Also he said that there was no known problem in their instructional activities.

The following literatures support the t-test results that showed both types of schools practiced autocratic, democratic and laissez-faire leadership styles depending on the situation.

4.2.6. Teachers perception about their heads leadership style

Table.21, Summary of public and private secondary school teacher's response about their leader's practice of leadership style. Summary of table 14, item 3 and 4; table 20, item 3 and 4, and table 19, item 3and 4.

Table 23. Teacher's perception about their heads leadership style

Variables	Schools	N	M	SD	SDA		DA		NE		AG		SAG	
					F	%	F	%	F	%	F	%	F	%
Autocratic	Public(PU)	57	3.85	1.12	48	6.6	33	4.4	22	2.93	314	41.86	318	42.4
	Private(PR)	32	4.23	0.82	31	6.6	46	9.8	-	0	169	36	224	47.65
Democratic	Public(PU)	57	2.72	1.23	141	18.8	281	37.4	-	0	267	35.6	61	8.13
	Private(PR)	32	2.43	1.12	123	26.17	191	40.6	-	0	123	26.1	28	5.95
Laissez-faire	Public(PU)	57	2.16	1.11	261	34.8	312	46.1	11	1.46	83	11.06	72	9.6
	Private(PR)	32	2.22	1.17	209	44.46	141	30	7	1.4	88	18.7	25	5.31

N=Number of respondents, M=average mean, SD=standard deviation, SDA=strongly disagree DA=disagree, NE=neutral, AG=agree=SAG=strongly agree.

Table 23, Showed teacher's response on Private and public Secondary Schools leaders' practice of leadership style. In the table 23 above, Private school teachers response on their leaders practice of autocratic leadership style showed that 77(26.5%) of the leaders disagreed for their leaders practice of autocratic leadership style but 393(83.65%) of teachers agreed for their leaders practice of autocratic leadership style. The average mean and standard deviation of teachers responded was 4.23 and 0.82. It also showed that most private secondary school teachers agreed that their leaders were practicing autocratic leadership style. Since their Mean score ≥ 3.5 .

Table 23, also showed the public school teacher's response on their leader's practice of autocratic leadership style. It depicted that 81(11%) of the teachers disagreed but 632(84.26%) of teachers agreed for their leaders' practice of autocratic leadership style. The average mean and standard deviation of teachers responded was 3.85 and 1.12. It also showed that private schools leaders were mostly practicing autocratic leadership style (mean ≥ 3.5). Even if, both secondary schools practiced autocratic leadership style private secondary schools were more autocratic (Mean=4.23) than public secondary schools (Mean=3.85).

For democratic leadership practice table 23, also showed that Private school teachers response on their leaders practice of democratic leadership style as 314(66.9%) of the teachers disagreed but 151(32.12%) of teachers agreed for their leaders practice of democratic leadership style. The average mean and standard deviation of teachers responded was 2.43 and 1.12. It also showed that private schools leaders were not practicing democratic leadership style (Mean ≤ 2.5). Also table 23 showed Public school teacher's response on their leader's practice of democratic leadership style. It showed that 422(56.26%) of the leaders disagreed for their leaders practice of democratic leadership style but 328(43.73%) of teachers agreed for their leaders' practice of democratic leadership style. It depicted that public schools leaders were moderately practicing democratic leadership style. The average mean and standard deviation of teachers responded was 2.72 and 1.23. ($2.5 \leq$ Mean average ≤ 3.5).

According to the table 23, teachers' responded percentage and mean average scores on their leaders practice of autocratic, democratic and laissez-faire leadership styles in secondary schools of dire dawa showed that, autocratic leaderships style was the most dominant leadership style

practiced in both public and private secondary school but private secondary schools leaders were more autocratic than public secondary schools leaders.

4.2.7. Difference in teachers' perception about their leaders leadership style

In order to get an overall view of the leadership practices in public and private Secondary Schools in dire dawa city t, the total leadership scores of follower's perception in public and private Secondary Schools were identified and compared.

In order to get an overall view of the leadership practices in public and private Secondary Schools in dire dawa, the total leadership scores of follower's perception in public and private Secondary Schools were compared using independent sample t-test. The results obtained are given in table 23 below

Table 24. Difference in teachers' perception about their heads leadership styles

Schools	N	M	SD	F	SIG	T	SIG(2-tail)	MD	SED	95% confidence level	
										L	U
PU	57	3.00	1.107	0.127	19.8	0.205	-0.255	0.217	-0.039	0.198	-0.43
PR	32	3.04	0.98	0.144							

PU = public schools, PR = private schools, $DF=N_1+N_2-2=120$, DF =Degree of Freedom, N =Number of Sample, M =mean, SD =Standard Deviation, SED =Standard Error of Difference, sig =significance level. L =lower level, U =upper level.

The results given in table 24 above, Showed the t-value of (0.255) assuming equal variance between the groups which is not significant at $p (\leq 0.05)$ level. It showed that there was no significant difference between private and public secondary schools teacher's perception on response about their leader's practice of autocratic, democratic and laissez-faire leadership styles. This implied that both schools teachers perceived their leaders practice of leadership style as autocratic with the mean average leadership score of the teachers of public Secondary Schools as ($m=3.00$) ($SD=1.07$) and the mean average leadership score of the teachers of private Secondary School as ($m=3.04$) ($SD=0.98$).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section, first a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. Lastly, some possible recommendations are made on the basis of the findings of the study.

5.1. Summary

The present study was designed to compare leadership styles practiced in public and private secondary schools in dire dawa and to identify the leadership styles preferred by teachers in both types of schools. It was a survey study which was delimited to the leadership styles of heads with respect to the practice of autocratic, democratic and laissez faire leadership styles. To compare the leadership styles practiced by both types of schools the following specific questions were raised. These were:

1. What is the most common leadership style(s) practiced by Government secondary school leaders of dire dawa city?
2. What is the most common leadership style(s) practiced by private secondary school leaders of dire dawa city?
3. Is there any difference in leaders' practice of leadership styles between Government and Private secondary schools of dire dawa city?
4. What is the leadership style(s) preferred by teachers of government and private secondary schools of dire dawa city?
5. How do teachers in secondary schools perceive the leadership styles of their school principals of dire dawa city administration?

The target population of this study consisted of 46 private and 44 public secondary schools leaders and 57 public and 32 private secondary school teachers and totally 90 secondary school leaders and 89 secondary schools teachers were participated in the study. Also 6 principals, 5 PTA heads and 5 students' council chairmen were interviewed. To conduct this study both qualitative and quantitative data were used. Quantitative data were collected using questionnaire where as the qualitative data were collected using interview from principals, supervisors, PTA

leaders and students' council chairmen to supplement the quantitative data. Quantitative data were collected on the personal characteristics of respondents; leaders' leadership style, the teachers' perceptions towards the practiced leadership styles and teachers preference of leadership style(s). The quantitative data were analyzed using frequency, percentages and independent samples t-test by using SPSS version 20.0. The data collected through interview were analyzed using narration. Independent sample t-test was employed to compare the mean scores of public and private secondary schools leadership styles. From this study the following major findings have been drawn.

1. Characteristics of the respondents

Regarding the educational qualification for schools leaders position 98% of private and 60% of public secondary schools of dire dawa did not graduate in educational leadership which is preferred for school principals, most of served as school leaders not more than five years.

BRQ1. Common Leadership Styles Practiced In Governmental Secondary Schools

Most respondents of public secondary school leaders having higher percentage of democratic leadership style, 262(52.4%) and a higher mean score of 3.52, believed that the public secondary schools leaders were mostly practicing democratic leadership style whereas most private secondary schools leaders (respondents) agreed that they were practicing autocratic leadership style having a higher percentage for autocratic leadership style, i.e. 217(57%) and a higher mean score of 3.47. The result of the t-test showed that there was no significance difference between the practiced leadership styles of public and private secondary schools leaders. Hence, it could be concluded that both public and private secondary schools were practicing autocratic, democratic and laissez faire leadership styles.

BRQ2. Common leadership styles practiced in private secondary schools

According to the teachers responses percentage and mean average scores on their leaders practice of autocratic ,democratic and laissez faire leadership styles in secondary schools of dire dawa, Autocratic leaderships style was the most dominant leadership style practiced in both

public 632(84.26%) and private 393(83.65%) secondary schools in dire dawa and private schools leaders were more autocrats with mean leadership score of 4.23 and with standard deviation of 0.82 than public secondary schools leaders whose mean leadership score was 3.85 with standard deviation of 1.12.

BRQ3. Difference in leaders' practice of leadership styles between Government and Private secondary schools

This study had also analyzed the overall leadership styles of public and private secondary schools leaders. The results of the t-test showed t-value of 0.188, which is not significant at $P(<0.05)$ level. It indicates that there was no significant difference in the practiced leadership styles of leaders in public and private Secondary schools.

BRQ4. Leadership styles preference by teachers in Private and Government secondary schools.

Public secondary school teacher's response of dire dawa city secondary schools showed that 701 (93.4%) of respondents preferred practice of laissez faire leadership style to autocratic and democratic leadership styles. But 606(80.76) % of respondents preferred democratic leadership style to autocratic and laissez faire leadership styles. The rest 416(55.46) % of teachers preferred practice of autocratic leadership to democratic and laissez faire leadership styles. The average mean of governmental secondary schools respondents that preferred the three common types of leadership styles were 4.38 for laissez faire, 3.95 for democratic and 3.24 for autocratic with standard deviation of 1.63, 0.87 and 0.7. Thus, the laissez faire leadership style was the most preferred leadership style by governmental Secondary school teachers in dire dawa with highest percentage and average mean leadership score.

The private school teacher's response showed that 390(82.96) %of respondents preferred laissez faire leadership style. Whereas, 344(73.11) % preferred democratic leadership style. But the rest 110(23.4) % preferred autocratic leadership styles. The average mean of private Secondary School teachers (respondents) that preferred laissez faire was 4.11, democratic 3.80 and 2.35 for autocratic leadership styles with standard deviation of 1.30 for autocratic, 1.02 for democratic and

1.05 For laissez faire. From private secondary school follower's response in dire dawa city secondary Schools, it could be judged that most teachers preferred laissez faire leadership styles to be practiced.

The mean leadership score for leaders in public secondary school was 3.157 and that of the private counterpart is 3.107 whereas the standard deviations are 1.32 and 1.34 respectively for public and private secondary schools of dire dawa city. The t-test results for secondary school leaders' response showed that the leadership styles practiced by the leaders of public Secondary Schools were not significantly different. Hence, it can be concluded that both the public and private Secondary School heads were practicing autocratic, democratic and laissez faire leadership styles with no significant difference.

This study had also analyzed the overall leadership styles of public and private secondary schools teachers' perception about their leader's practice of leadership styles. The results showed that the t-value of (-0.255) assuming equal variance between the groups which is not significant at $p (\leq 0.05)$ level. It showed that there was no significant difference between private and public secondary schools teacher's perception about their leader's practice of autocratic, democratic and laissez faire leadership styles. This implied that both schools teachers perceived their leaders practice of leadership style as autocratic with the mean average leadership score of the teachers of public Secondary Schools as (3.00) (SD=1.07) and the mean average leadership score of the teachers of private Secondary School as (3.04) (SD=0.98).

This study had also analyzed the overall leadership styles preferred by public and private secondary schools teachers. The results showed the t-value of (2.19) assuming equal variance between the groups which is not significant at $p (\leq 0.05)$ level. The t-test showed that there was no significant difference between private and public secondary schools teacher's response about their preference of leadership styles .This implied that both schools teachers preferred laissez faire leadership practice more than autocratic leadership style with the mean average leadership score of the teachers of public Secondary School as (3.88) (SD=1.07) and the mean average leadership score of the teachers of private Secondary Schools (3.46) (SD=1.14).

5.2. Conclusions

Conclusions were drawn on the bases of findings of the data analysis. The leaders' practice of autocratic, democratic and laissez faire leadership styles in public and private secondary schools were identified and compared in secondary schools of dire dawa city.

The conclusions were: Autocratic, democratic and laissez faire leadership styles were practiced by dire dawa city Secondary schools leaders but democratic leadership style was the most dominant leadership style practiced by leaders of public Secondary Schools.

In dire dawa city, private Secondary Schools leaders practiced autocratic, democratic and laissez leadership styles in different degrees as autocratic leadership style was the most practiced or dominant leadership style, democratic leadership style was moderately practiced where as laissez faire leadership style was the least practiced one.

According to the teachers response on their leaders practice of autocratic ,democratic and laissez faire leadership styles in secondary schools of dire dawa city, Autocratic leaderships style was the most dominant leadership style practiced in both public and private secondary schools .But private schools leaders were more autocrats than public secondary schools leaders.

From public and private secondary school follower's response in Secondary schools of dire dawa, it could be concluded that in both secondary schools most teachers preferred laissez faire leadership styles to autocratic and democratic leadership styles.

According to the t-test results the overall leadership styles of the leaders of public secondary schools were not significantly different from those in private secondary schools at 0.05 significance level. Teacher's perception of leadership styles practiced by the leaders of public secondary schools was in contrary to the public secondary schools leaders' perception but it is similar for private secondary school leaders. That means private secondary school teachers perceived their leaders as autocrats which is similar to their leaders own response.

But public secondary school teachers perceived their leaders practice of leadership as autocratic in opposite to their leaders own response. It will be better if other comparative researches are conducted on leadership practice of both types of schools in the city.

5.3. Recommendations

The findings of this study allow some recommendations to be made for enhancing practice of leadership styles of school leaders. The school administrators will use these recommendations to initiate actions that will enhance the practice of leadership styles in private and public secondary schools of dire dawa city. The following recommendations are based on the results of this study.

1. Principals should be aware of how their leadership styles affect the school climate negatively or positively and should improve their leadership styles. And higher officials of the city educational bureau administration level may support school principals to apply the three kinds of leadership styles based on the situation to achieve educational objectives effectively.
2. For public secondary schools to enable teachers do their work effectively, the leaders need to be encouraged to practice democratic and laissez faire leadership styles more than they practiced before or earlier.
3. The teachers in private secondary schools preferred laissez faire leadership styles more than democratic and autocratic leadership styles. Whereas, the leaders believed that they were practicing autocratic leadership and teachers perceived their leaders practice of leadership style as autocratic. Therefore, with this situation, Private secondary school leaders can practice democratic and laissez faire leadership styles more than they practiced before.
4. Most teachers of public secondary schools perceived their leaders practice of leadership style as autocratic but the leaders indicated that they had practiced democratic leadership style. Therefore this gap between school leaders and teachers of public secondary schools should be compromised.
5. The use of the autocratic leadership style should be discouraged among school principals as it could not bring a better job performance among teachers.
6. Principals of private and public secondary schools should be trained about leadership styles to communicate with their teachers, students and society.

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7. APPENDICES
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
Department of Educational Planning and Management

Dear respondents

I am conducting research on teachers' perception towards school leaders (Principals') leadership styles practice in secondary schools of Dire Dawa city Administration Council. The information provided will be used purely form academic research, and will be treated anonymously and privately. So I humbly request you to provide the information requested as candidly as possible. While your participation is required, it is greatly valued, and I hope you will take time from your schedule to share your perspective ideas through the provided closed ended and open ended questionnaire given below.

The researcher kindly requests you to provide with genuine information. This questionnaire consists of three parts. The first part is prepared to be filled by all respondents where as the second part is to be filled by school leaders while the third and fourth parts are prepared to be filled by teachers. It will be treated as confidential and used for academic purposes only.

The questionnaire results will be used as a basis for discussion. Please try to analyze school leaders Leadership styles in your context and complete the questionnaire, thick (√) one number from the given column. Participants will rate each of the statements on the five-point scales. For the analysis of responses, the researcher collapses the five categories into three, as follows:

You are kindly requested to share your experiences and suggestions. Thank you for your kindly cooperation in advance!

DIRECTIONS:

Please read each statement carefully and:

- ❖ Put a tick mark (✓) in the boxes provided.
- ❖ Write your brief response in the blank spaces.
- ❖ Give only a single answer to each item.
- ❖ No need to write your name in any part of the questionnaire.

PART-I Background Information

1.1 School _____

1.2 Sex: Male Female

1.3. Age: 15 -25 26-35 36-45 46 and 55

1.4. Qualification Diploma BA/BSC/BED M/MSC/MED

1.5 Area of your specialization: Educational leadership Natural Science
Social Science Language

1.6. Work Experience of the respondent

≤ 5 years 6-10years 11- 15 years 16-20 years 21-26
26 and above

1.9. From which institution are you? Public private

Part II: School heads leadership style survey questionnaire.

N.B. School leaders refers to principals, vice principals, unit leaders and department heads

Instructions

Leadership style survey to identify school leaders' practice of leadership style. This questionnaire contains statements about leadership style. Next to each statement, circle the number that represents the degree how strongly you agree or disagree about the statement by using the following scoring system: Be honest about your choices as there is no right or wrong answers it is only for your own self assessment.

Purpose: To identify school leaders' practice of leadership style in secondary schools of Dire Dawa City Administration council.

Direction: For each of the statements below, circle the number that indicates the degree to which you agree or disagree.

Key 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

table 1

Statements about school leader practices autocratic leadership style		1	2	3	4	5
1	I retain decision making authority with in my department or team					
2	I do not consider suggestions made by my followers as they do not have the time for them					
3	I tell their followers what has to be done and how to do it					
4	when followers make a mistakes, I tell them not to ever do that again and make a note of it					
5	New hires are not allowed to make any decisions unless it is approved by me first					
Statements about school leader practices democratic leadership style		1	2	3	4	5
1	Most of the time I try to include one or more followers in determining what to do and how to do it. However, I maintain the final decision making authority					
2	I often ask for followers ideas and input on upcoming plans and projects					
3	Under crises condition, I call a meeting to get my followers advice					
4	when I want to create an environment where the followers take an ownership of the project, I allow them to participate in the decision making process					
5	I ask my followers for their vision of where they see their jobs going and then use their vision where appropriate					
schools leader practices Laissez-faire leadership style		1	2	3	4	5
1	Decision making in major issues is participatory					
2	For a major decision to pass in my school or department it must have the approval of members of the majority					
3	To get information out, I send it by letter very rarely is a meeting called					
4	I allow my followers to determine what needs to be done and how to do it					
5	My followers know more about their jobs than me ,so i allow them to carry out the decisions to do their job					

Part .IV: Teachers Perception about their school leaders Leadership Style

Instructions: Read each item carefully and think about how often your heads practiced the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item that represents the degree how strongly you agree or disagree

Key: 1 = strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = strongly agree

Table 2

Teachers perceptions' towards their leaders practice of autocratic leadership style		1	2	3	4	5
1	School leaders always retain the final decision making authority with in departments or team					
2	School leaders do not consider suggestions made by followers as they do not have time for them					
3	School leaders tell their followers what has to be done and how to do it					
4	When someone makes a mistake, school leaders tell them not to ever do that again and make a note of it					
5	New hires are not allowed to make any decisions unless it is approved by school leaders first					
Teachers perceptions' towards their leaders practice of democratic leadership style		1	2	3	4	5
1	School leaders like to use their leadership power to help followers grow					
2	School leaders always try to include one or more followers in determining what to do and how to do it. However, they maintain the final decision making authority					
3	School leaders make followers know how to use creativity and ingenuity to solve organizational problems.					
4	School leaders make followers exercise self direction if they are committed to the objectives.					
5	School leaders ask followers for their vision of where they see their going and then use their vision where appropriate					
Teachers perceptions' about their leaders practice of Laissez-faire leadership style		1	2	3	4	5
1	School leaders and followers always vote whenever a major decision has to be made					
2	For a major decision to pass in school, it must have the approval of each individual or the majority.					
3	To get information out ,school leaders send it by letter ;very rarely is the a meeting called .Their followers are then expected to act up on the information					
4	School leaders allow their followers to determine what needs to be done and how to do it					
5	School leaders allow us to carry out decisions to do our job ,since they know about our level of commitment about our jobs					

PART.V**INTERVIEW QUESTION FOR PRINCIPALS, V/PRINCIPALS**

1. How do you go about setting goals in your school?
2. What do you do if teachers are unfriendly or evasive when you attempt to be friendly?
3. How do you deal with staff members who are unable to handle a particular task they have been given?
4. How do you introduce changes?
5. What do you do if team members seem to have lost focus and are self-satisfied?
6. Who are responsible for defining the school mission and communicating vision to school and stakeholders?
7. What challenges do you face in leadership practice and how often?
8. How do you overcome problems?

PART .VI**Interview Questions for External Supervisors**

Time of Interview:_____

Date:_____

Location:_____

Interviewer:_____

Interviewee:_____

Position, school of interviewee:_____

Number of years experience as a Supervisor: _____

Questions

1. What type of leadership styles are mostly exercised in the school you supervise?
2. In your view, what responsibilities do you expect from the school leaders to assure students academic achievements?
3. What are the main factors that affect school leaders' leadership style in the schools you supervise?
4. What are the possible solutions to overcome the perception of teachers towards school leaders' leadership styles in the school you supervise?
5. Which leadership styles and strategies seem to work best? In which circumstances in secondary schools you supervise?
6. Add if you have any idea or comment regarding the interview

Thanks for contribution.

PART. VII Interview Questions for parent teacher association heads /PTA heads

Time of Interview:_____

Date:_____

Location:_____

School Name-----

1. Background information

1.1. Age

1.2. Sex

1.3. Level of education

1.4. Year of experience

2. How often do you visit school for meeting and supervisions?

3. How do you look the cooperation of your school leader?

4. How often do you discuss and take measure on the issues concerning school improvement?

5. How do you solve school problems?

6. How does the school leaders participate you in decision making process?

Thanks for contribution.

PART .VIII**Interview questions with students' council heads**

Time of Interview: _____

Date: _____

Location: _____

School Name-----

1. Background information

1.1. Age

1.2. Sex

1.3. Level of education

1.4. Years of experience a) 1 b) 2

2. How often do school leaders participate you in planning school activities?

3. How often do you invited by your school principals to discuss about instructional issues?

4. How do you see your school principals' in participating you on decision making activities?

5. Do you have enough teaching learning materials, like text book, library, furniture, classroom, etc?

6. What are major school problems that are frequently appeared in this school?

7. How do you resolve those problems?

Thank you

PART.IX**FGD leading questions for the teachers**

This FGD will be designed to get ideas that school teachers are commonly discuss what they were experienced about their school leaders leadership style over a time. It helps the researcher to arrive on commonly agreed ideas of the teachers'. The FGD may take approximately 40min. to 1hour .To make the discussion smooth and clear it will be held by English language which is used in most activities in the school. Therefore questions which are given below are not interpreted while FGD will be held by English language.

Give your responses for the following questions

1. Which leadership style is dominantly practiced by your school leaders to promote?
2. What are the main factors that affect school leaders' leadership style in your school?
3. What responsibilities do you expect from the school leaders to assure student academic achievements in your school?

Thank you