



HAWASSA UNIVERISTY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

THE INFLUENCE OF LEADERSHIP PRACTICES ON
SCHOOL PERFORMANCE IN GOVERNMENT SECONDARY
SCHOOLS OF CENTRAL SIDAMA ZONE, SIDAMA
NATIONAL REGIONAL STATE

BY

HUNDE HUMO HURISO

AUGUST, 2024

HAWASSA, ETHIOPIA

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PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS OF
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BY

HUNDE HUMO HURISO

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
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AUGUST, 2024

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**SCHOOL OF GRADUATE STUDIES
HAWASSA UNIVERSITY
ADVISOR’S APPROVAL SHEET**

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This is to certify that a thesis entitled “**The Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State**” submitted in partial fulfillment of the requirements for the Degree of **Master of Arts in Educational Leadership and Management**, the Graduate Program of the Department of **Educational Planning and Management**, and has been carried out by **Hunde Humo**, under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the department.

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We, understand as internal examiner read and evaluate the thesis done by **Hunde Humo** with entitled “**The Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State**” and approved the thesis edited after defense that it can be accept fulfilling the thesis requirement for the Degree of Master of Arts. Therefore, recommended that the student has fulfilled the requirements and complies with the regulation of the university hence hereby can submit the thesis to the department.

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We, the undersigned, members of the board of examiners of the final open defense by **Hunde Humo** have read and evaluated his thesis entitled “**The Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State**” and examined the candidate. This is, therefore to certify that the thesis has been accepted in partial fulfillment of the requirements for the Degree Master of Arts in **Educational Leadership and Management**.

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DECLARATION

I hereby declare that this MA thesis entitled as the “**The Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State**” is in my original work and that all sources of materials used for this thesis have been duly acknowledged. To the best of my knowledge and belief, the matter embodied in this thesis work has not been submitted earlier for award of any degree programs.

Hunde Humo
Name of Designate

Signature

Date

DEDICATION

I dedicate this thesis to my loved family who treats me with affection and love for their dedicated partnership in the success of my life.

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ABBREVIATIONS AND ACRONYMS

ESC:	Education Strategy Center
ESDP:	Education Sector Development Programme
GEQIP:	General Education Quality Improvement Package
MoE:	Ministry of Education
REB:	Regional Education Bureau
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WEO:	Woreda Education Offices
ZED:	Zone Education Department

ABSTRACT

School leaders employ a range of leadership styles that directly or indirectly impact school performance. However, there is always a debate among scholars about which leadership style is the most effective for school performance. The main purpose of this study is to examine the influence of leadership practices on school performance in secondary schools of Central Sidama Zone, Sidama National Regional State. The study employed a descriptive and correlational research design and mixed research methods. The target population of the study was 6 secondary schools of Central Sidama Zone; which includes 189 teachers, 78 school leaders, 6 cluster supervisors and 4 Woreda Education Office experts as the participants of this study selected by using simple random, census, purposive and available sampling techniques, respectively. Data were analyzed using descriptive statistics such as mean, frequency, and standard deviations and inferential statistics such as t-test, Pearson correlation coefficient, and regression analysis. The findings show that the leadership style practiced in the study schools was dominated by autocratic than another leadership style. The study explored and analyzed the relationship between leadership practices and school performance. The study found that participative, transformational and laissez-faire leadership styles have a positive impact on school performance but autocratic leadership styles were found to have negative impacts on school performance. Based on the findings of the study the researcher concluded that well-established school performance with a proper leadership style and participative leadership style has resulted in a high level of achievement in school performance. The correlation analysis further displayed that overall leadership styles: autocratic, laissez-faire, participative and transformational leaderships were good predictors of school performance and have a significant correlation. It was recommended that the Sidama REB, ZED and Woreda Education Office school leaders in collaboration with training institutes should provide training for current leaders on the concepts and practices of leadership styles and school performance; encourage the adoption of leadership strategies by school leaders as participative style, facilitating annual forums and experience sharing programs among school leaders; and conducting further studies on issues related to leadership styles and school performance.

Keywords: Leadership, Leadership Practices, Leadership Style, School Performance

CHAPTER ONE

INTRODUCTION

This part of the thesis contains background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1 Background of the Study

Leadership has become the most powerful approach to bring about school performance or student outcomes (Bush, 2020). Leaders influence the performance of students' achievement, especially in low achieving schools. The growth of school-based governance in many countries over the past two decades has meant more influence for the school and therefore a greater role for the school principals, as powers and responsibilities have gradually been transferred from local or national levels to the school. This has inevitably led to a growth in the importance of the school principal's individual role as leader and therefore a greater interest in leadership as a key factor in school effectiveness and improvement (Harris, 2008 cited in Denok, Nani, Retno, and Jeni, 2020).

As defined by Northouse (2018) states leadership is an influence process that assists groups of individuals toward goal attainment of schools. For the last two decades, the study of leadership has been gaining traction from researchers and has become the main focus of multiple schools. However, amongst the past studies conducted on the leaders or principals of educational institutions, a study review indicated that educational leadership in Asia was still in its infancy and more empirical studies were required for leadership research in African settings (Harris, Jones, Adams, and Cheah, 2018; Walker & Hallinger, 2015). As such, it is imperative to research the characteristics and quality of leadership, particularly the impacts on job performance in educational organizations.

Besides, leadership refers to the process of influencing and guiding others towards the achievement of a common goal or vision (Northouse, 2018). Simply put, leadership is the ability to inspire, motivate, and empower individuals or groups to work collaboratively and effectively. Nizarudin (2017), stated that leadership encompasses a wide range of skills, traits,

and behaviors, including decision-making, communication, strategic thinking, empathy, and vision setting which are quite key for every leader.

The leadership styles of school leaders, such as principals, teachers and supervisors are significant in making an efficient academic performance of the school. For efficient academic activities, programs, and performances leaders should assemble to create effective programs for academic excellence that is only possible if they have the ability to acquire effective leadership styles. Effectiveness of schools falls at the hands of effective school leadership as assisted by the relevant stakeholders. It is obvious that school principals play the key role in making school leadership as effective as possible. School principals apply different styles or skills of leadership including autocratic, laissez-faire, democratic, and transformational (Agere, 2019).

According to Denok *et al.*, (2020) finding shows that the leadership style has a positive and significant impact on school performance. These findings are in line with and in accordance with the results of previous studies by Achmadi *et al.*, (2020); Cahyono (2020); Fahmi (2020); which states that leadership style has a positive and significant effect on schools performance, meaning that leadership will encourage an increase in schools performance.

Regardless of the transformation, the quality of education still remains largely deficient. The problem is partly attributed to ineffective school leadership and unqualified principals (Mengesha & Tessema, 2019). Several secondary schools still fall short in performance, not only because of fund deficiency or inadequate resources, but also poor leadership. Without effective leadership, situations become out of control and performance cannot be achieved in schools. Leadership is the legitimate authority to run and transform an organization by directing human resources, and articulating the vision and mission.

However, to conduct such legitimate authority, principals need to know how, when and where to apply leadership styles in order to achieve a desired outcome. Secondary school principals have leadership responsibilities to build a positive learning culture. In doing so, however, principals may need to apply leadership styles appropriately in order to increasingly use a range of approaches for the evaluation and assessment of students, teachers, school leaders,

schools and education systems. These are used as tools for understanding better how well students are learning for providing information to parents and society at large about educational performance and for improving school, school leadership and teaching practices (Fransua, 2019). The researchers identified only few studies that addressed the relationship between leadership practices and school performance in secondary schools. The problem of effectively implementing leadership practices was still one of the several challenges in the secondary schools of Central Sidama Zone. Therefore, this study was tried to assess the influence of leadership practices on school performance in government secondary schools of Central Sidama Zone, Sidama National Regional State.

1.2 Statement of the Problem

Although it is the policy of the MoE to improve the quality of education, school performance remains poor. Curriculum developers, policymakers and school managers endeavor to improve school performance by providing instructional materials and other school facilities but their effort is not satisfactory without principals' leadership training (Boonla & Treputtharat, 2014).

According to Dawit (2016) the school that low performing schools are characterized by inadequate school facilities, lack of active participation of students, parents and the school community in teaching-learning process; poor over all school atmosphere in terms of organizational policies, procedures, and strategies or rules and regulations and student to student interaction. They also argue that a school principal must have the knowledge of the organization, and see the organization as a system. This can be done by declaring a vision and mission, encouraging employee involvement in various school activities, designing the specific objectives, challenging and measuring to inform about changes in the organization to the subordinates.

Effective leadership practices of school principals play a great role in making school effective. Effective principals understand what good teaching is and they recognize it as a critical factor in successful instructional programming. The quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective. School principals are expected to create successful, creative, confident and active teachers and students in their schools (MoE, 2012). This all require an effective leadership that is supported

by networks and collaborations made with a wide range of people towards best possible learning outcomes and well beings of all students.

Leadership plays an essential role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness does not guarantee. Leadership effectiveness is believed to be crucial for the overall success of any organization. Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effective school leadership is essential to improve the efficiency and equity of schooling for right implementation of curriculum. In line with this, Pont *et al.*, cited in Agere (2019) mentioned that school leadership has become a priority in education policy agenda internationally because it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school.

Various researches have been conducted in the country to look into school principals' leadership performance in secondary schools. Researches in topics such as practices and challenges instructional leadership (Addisu, 2013), the practice of educational leadership in government secondary schools (Indris, 2014), practice and problems of principals' leadership style and teachers job performance (Sushentu, 2012), practice and challenges of enhancing school leadership practices and school performance in secondary schools have been conducted at various levels and capacities (Fransua, 2019).

Federal and Regional reports also reveal that secondary schools are not meeting expectations placed by government and the public. For instance, the annual statistical abstracts of the MoE (2022; 2023) as well as Education Bureau of Sidama Region Statistical Annual Report (SREB, 2022; 2023) showed that the student learning outcomes of secondary school students is declining continuously. As a result, dropout and retention rates are also getting higher. According to the MoE (2022; 2023), secondary schools are performing below expected efficiency levels targeted in ESDP IV. The dropout rate in grade 9-12 was increased from 7% to 13.4% while the repetition rate was 2% versus to 3.7% in grade 9-12 (SREB Statistical

Annual Report, 2023). Similarly, in Central Sidama Zone secondary schools, the dropout rate in grade 9-12 was increased from 7.2% to 14% while the repetition rate was 2.4% verves to 3.8% in grade 9-12 (Central Sidama Zone Education Department Annual Report, 2023). This particularly shows the high dropout and repetition rate recorded starting from grade nine and became the worst at grade twelve. Perhaps, this scenario tells us to poor performance of schools.

Succinctly, the gap for the research also stemmed from the empirical evidence. Because, there is a research gap that have lack of providing available information on the relationship between leadership styles and school performance that aids school stakeholders to achieve the intended goal; and practice gap that the researcher observed from the above or aforementioned problem, which prompted the researcher to undertake the current study in the study area. The majority of the prior studies, on the other hand, differed from the current study in a variety of ways. The above researchers identified the following issues based on their findings: the practicing school leadership is insufficient; principals spend much of their time on administrative rather than academic issues, and a lack of collective responsibility for achieving objectives; teacher's participation in decision making in different leadership is unsatisfactory. Furthermore, the attempted study yielded inconsistent results, indicating the need for additional research.

The above studies, however, differ from this study in a variety of ways. Firstly, they did not pay attention to variables related to leadership practices and school performance. Secondly, the above researchers did not conduct their research with a correlation research design and regression model using quantitative research methods. Third, empirical studies' linking leadership practices with school performance in secondary schools of Central Sidama Zone was extremely rare. Thus, the researcher believes that the existing gap of the study site is considered to be filled through this study. These major reasons initiated the researcher to conduct this study. Therefore, the study was contributed its part to fill in such gaps on the issue under the influence of leadership practices on school performance in government secondary schools of Central Sidama Zone, Sidama National Regional State, Ethiopia.

1.3 Research Questions

Based on the above stated problem, the study addresses the following research questions:

- 1) To what extent is leadership practice effective in secondary schools of Central Sidama Zone as perceived by teachers and school leaders?
- 2) Is there a statistically significant relationship between leadership practices and school performance in secondary schools of Central Sidama Zone?
- 3) What are the major barriers influencing the effectiveness of leadership practices on schools' performance in the governmental secondary school of Central Sidama Zone?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The main objective of this study is to assess the influence of leadership practices on school performance in secondary schools of Central Sidama Zone, Sidama National Regional State.

1.4.2 Specific Objectives of the Study

- 1) To examine the extent of teachers and school leaders perception on performing leadership activities in secondary schools of Central Sidama Zone.
- 2) To see whether there is statistically significant relationship between leadership practices and school performance in secondary school of Central Sidama Zone.
- 3) To identify the major barriers influencing the effectiveness of leadership practices on enhancing school performance in secondary schools of Central Sidama Zone.

1.5 Significance of the Study

This study may have the following significance to address the influence of leadership practices on the school performance in secondary schools of Central Sidama Zone. Thus, the results of the study may have the following contributions:

- ✓ The study may initiate policy makers, students, teachers and school leaders to assess their school problems as well as school leaders' problem and take remedial actions on their work.
- ✓ As a result of this study, good experience could be gained from these selected schools and good ideas can be adapted to improve influence of leadership practices on the school performance and other responsible parties.

- ✓ Inevitably, this study may contribute to the growing body of research on antecedents to leadership styles by examining the three important leadership styles and its impact on school performance.
- ✓ Moreover, the findings and the recommendations of this study serve as additional source of information for those researchers interested to conduct further research on the issue.

1.6 Delimitation of the Study

The content has delimited to leadership style i.e. autocratic, laissez-fair, democratic and transformational style and school performance in secondary schools. Geographically, the study was delimited in the Central Sidama Zone, Sidama National Regional State. In Sidama National Regional State, there were four zones and one city administration. Among them, central Sidama zone comprising 6 woredas and 1 city administration among them three woredas namely: Arbegona, Shafamo, and Wonsho Woredas and Yirgalem City Administration was purposively selected; because the researcher experience as a cluster supervisor in the Arbegona woreda that helped him to sense the problem. Methodologically, this study was comprised descriptive and correlational research design and mixed research approach. Besides, this study was conducted a period between at October 2023- May 2024. This period was chosen according to academic time schedule.

1.7 Limitation of the Study

Research work cannot be free from any limitations. Hence, some of the limitations that faced the researcher in conducting this study were lack of experience, shortage of reference materials related to the study, and shortage of recent literature in the area of leadership styles and school performance. Another limitation was that most of the teachers and school leaders (principals, vice-principal, and department heads) were busy and had not enough time to respond to questionnaires and interviews. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. To overcome those limitations the researcher attempted to create a smooth relationship with the respondents. Nevertheless, the limitations possibly would not have a significant impact on the results of the study.

1.8 Definition of Key Terms

- **Government secondary school:** It refers to the school administrated by government with both financial and administratively and the school system established to offer second cycle school education for grade 9-12 (MoE, 2014).
- **Leadership practice:** Is the manner and approach or style of providing directions and implementing plans with stakeholders to achieve organizational objectives or goals (Lewin *et al.*, cited in Fransua, 2019).
- **Leadership style:** Refers to the behavior pattern that a person exhibits when attempting to influence the activities of others as perceived by those others (Berhane, 2021).
- **Leadership:** It is a process whereby an individual influences a group of individuals to achieve a common goal (Peter, 2010).
- **School performance:** It reflects in students as achievement of instruction, knowledge, intellectual stimulation, vision, affirmation, culture, order, visibility, communication and discipline (Jafari *et al.*, 2009).

1.9 Organization of the Study

This study was organized into five chapters. The first chapter deals with background of the study, statement of the problem with its basic questions, objectives, significance, delimitations of the study, limitation of the study, and operational definition of key terms. The second chapter presents review of related literature. The third chapter describes research design and methodology including the sources of data, the study population, sample size and sampling technique, data gathering tools, data collection procedures, method of data analysis, pilot test and ethical consideration. The fourth chapter deals with results and discussion. The fifth and final chapter presents summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study was mainly emphasized on the influence of leadership practices on school performance in secondary schools of Central Sidama Zone, Sidama National Regional State. Therefore, the review of the related literatures attempts to indicate definition and concept of leadership, leadership styles, leadership practices and challenges of leadership practices on school performance.

2.1 The Concept and Nature of Leadership

According to Yunas and Iqbal (2013), leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Leadership has existed for as long as people have interacted. And it is present in all cultures and society whatever the economic and social status is. Several educators, scholars, social workers and political orators have used the word leadership. It has been a topic of interest to historian and philosophers. Leadership is not an easy term to define precisely as many writers understand it in different ways. Despite conceptual confusion in the definitions of leadership among researchers, many scholars establish common areas of understanding around some comprehensive and representative definitions. Leadership has been defined in terms of traits, behaviours, influence, interaction patterns, role relationships, and occupation of an administrative position (Eneyew, 2018).

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. It is the process of making sense of what people are doing together so that people will understand and be committed. Leadership involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization. Leadership as the ability of an individual to influence, motivates, and enables others to contribute towards the effectiveness and success of the organization (Yukl, 2006).

To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives. In the study of leadership, it is important to have a concern about similarities and differences between leadership and management. Leadership is frequently seen as an aspect of management, with real leaders often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others even if they lack the managerial or administrative skills to plan, organize effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not (Wossenu, 2016).

Murugan (2015) attempted to pin down the significant difference between those two terms, as follows: Management cannot operate without formal organizational structure, where a manager directs people through the legitimate authority and he or she has to perform all the five function: planning, organizing, staffing, directing and controlling. But leadership can exist in both organized and not organized groups. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

2.2 Theories of Leadership

Theoretical concept of leadership concerning in the contemporary society. A leader is conceptualized as a change agent as well as initiator of actions. A leader's work is increasingly made complex because of the dynamic nature of social progress and fast advancement in many spheres of life. A number of theories have been proposed to shade light on the nature and meaning of leadership for a long period of time. Since the coming into existence of leadership, many studies have been conducted and various scholars, authors, educators, and others have said a lot about leadership on its various aspects such as duty of leaders and characteristics of effective leaders. According to Eneyew (2018) there are many theories by different researchers. These theories include:-

2.2.1 The Trait Theory

This theory focuses essentially on the characteristics of the individual. It sets out to identify and disunity, physical or psychological characteristics of the individual that relate to or explain the behaviour of leaders such as intelligence, self-confidence, capacity and persuasiveness etc. For long, behaviourists have suggested that certain traits are essential criteria includes – physical trait: height, weight, appearance, personality trait: dominance, self-assurance, aggressiveness etc. diligence traits: judgment and analytical competence. Hence, research into leadership in terms of trait theories focused mostly on identifying and comparing the physical, mental and psychological characteristics of individuals who remain followers. The assumption was that individual possessing appropriate trait such as enthusiasm and so on, will necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made.

2.2.2 The Behavioural Theory

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective leaders should possess to how effective leaders should behave resulting in the emergence of the behavioural approach to leadership studies. Developed in the traditions of the human relations, school of thought advocates of behavioural approach saw leadership as an aspect of behaviour at work. They therefore sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behavioural associated with effective leadership, behavioural theorists assume that individuals who display appropriate behaviour will emerge as leaders.

2.2.3 The Contingency Theory

This approach is a combination of the traits and situation approach. Fielder cited in Eneyew (2018) said that a combination of the trait and situation makes the contingency theory of leadership. Fielder's theory based on the research findings indicate to a large extent is any process in which the ability of a leader to exercise or influence depends upon the taste situation and the degree to which the leader's style, personality and approach fit the group. He also assumed that what make up a leader are not only the personality attributes but also the situation factors and the interaction between the leader and the situation.

2.2.4 Situational Factor Theory

Each type of leader behaviour works well in some situations but not in others. Two situational factors moderate the relationship between leader behaviour and subordinate outcomes. The two situational variables are subordinate characteristics and environmental forces. With respect to subordinate characteristics, the theory asserts that leadership behaviour will be acceptable to subordinates to the extent that subordinates see such behaviour as either an immediate source of satisfaction or as instrumental to future satisfaction. Subordinate characteristics are seen to partially determine the extent to which subordinates perceive a leader's behaviour as acceptable and satisfying.

2.3 School Leadership Styles

2.3.1 Transformational Leadership Style

According to William (2016) one frequently discussed theory is that of transformational leadership, first introduced by Burns in 1978. Transformational leaders change their organization's culture by inspiring a sense of mission and purpose about the importance of the group's work and stimulating new ways of thinking and problem solving. Transformational leaders inspire individuals within an organization to work harder and to strive for the highest levels of performance. Leadership is the process of influencing the subordinate, in which the subordinate is inspired to achieve the target, the group maintains cooperation and the established mission are accomplished with support from external groups. A study done by William (2016) on the effects of transformational leadership on teacher attitudes and student performance in Singapore found that transformational leadership had significant effects on students and teachers.

2.3.2 Authoritarian Leadership Style

The leader relies much more on exercising power and punishment. The leader makes almost all decisions regarding the activities of a group. In this style of leadership, the Subordinates, do what they are told to do. This style is based on the assumption that the leader derives power from the position they occupy and that the people are naturally lazy and unreliable. Members of the group or the system are treated as if they are machines, with no considerations for their basic human problems and needs. Thus, leaders try to influence their subordinates through negative motivation by criticizing them and imposing penalty so as to hide their

incompetency. The followers in this leadership style feel insecure and are usually afraid of the power position of their leader. Consequently, by the fear of different sanctions that range from scold to dismissal followers become silent when they face decision from above which they consider unfair and unwise. Studies found out that autocracy can create much hostility and aggression (Eneyew, 2018)

2.3.3 Bureaucratic Leadership Style

The bureaucratic leader believes more in very structured procedures and tends to bend over the pre-established structures to measure whether it is successful or not. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending such ways to the next level of authority. Universities, hospitals, banks and governments usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders who would like to speed up the process will experience frustration and anxiety when this style is used (Avery, 2014).

2.3.4 Charismatic Leadership Style

The charismatic leader leads by infusing energy and eagerness into their team members. A charismatic leader is someone who is often on the run. He/she are not someone who feels pleased with any type of stationary situation. This type of leader has to be committed to the organization for the long run. If the success of the project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes a company time and hard work to gain the employees' confidence back with other types of leadership after they have committed themselves to the magnetism of a charismatic leader (Kendra, 2015).

2.3.5 Democratic Leadership or Participative Leadership Style

The democratic leader listens to the team's ideas and studies them, but hold the responsibility to make the final decision Team players contribute to the final decision. Therefore, increasing people satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing that they were consulted and that they

contributed to the decision making process, minimizing resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or in the moment. However, unlike others a democratic leader gets results by leading discussions, asking questions to involve others, encouraging others to take responsibilities and asking for a vote to get a consensus or a majority decisions (Eneyew, 2018). However, no one style of leadership fits all situations. So it is useful to understand different leadership frameworks and leadership styles.

2.3.6 Situational Leadership Style

Situational theory hypothesize that no single best type of leadership style exists. Effective leadership is determined by the leader, the group being led and the tasks that are required to be completed. Situational Leadership theory includes four different leadership aspects: telling, selling, and participating and delegating. The telling style requires the leader to direct what subordinates are to do. The selling style has the leader selling the idea to subordinates while giving them independence and autonomy to complete the task (Hughes, 2012).

The participating style has the leader interacting with everyone about his ideas while he listens to feedback. The delegating style has the leader fully delegating tasks to subordinates and allowing them to work autonomously. Implementing situational leadership at workplace is simply learning the weakness and strength of each leadership style and how this knowledge can be applied in situations arising. Her research concluded that to be an effective leader, one needs to understand there is no single solution to manage followers at work or even one best leadership style to use for all followers. However there is a practical easy way to understand an approach which is situational leadership (Peterson, 2014).

2.4 School Leadership Effectiveness

McEwan (2003) stated that effective principals continuously reflect their school's vision and mission to teachers, students, parents and other concerned bodies. Similarly, Day *et al.*, (2011) also stated that school principals are responsible to help colleagues in order to develop shared understandings about the organization and its activities and goals that consider a sense of purpose or vision.

School headship is a key aspect in education system as it plays a crucial role in achieving intended goals of education. It is therefore, defined as a process whereby the school leader struggle to fulfill their position roles including the influence of his/her teachers to participate in the implementation of curricula, education programmes, school activities and improves students' academic performance (Gebreselassie, 2015). Thus, the successful implementation of education programmes, policies and strategic plans will always depend on effectiveness of leadership in schools. This is supported by Cyprès & Breckner (2013), who argued that "great schools do never exist apart from leaders."

A school leader is also recognized as chief executive in improving schools and achieving significant results in education. Effective school leader should be responsible, answerable, and committed to communicate the school vision, mission and goals, developing school strategic plans, monitor teachers, students teaching and learning activities, and motivating teachers and students by providing them with proper teaching and learning materials. Either, they are supposed to create conducive environment that teaching and learning can take place effectively (Rajbhandari, 2014). In order to meet the above aspects there should be critical leaders under specific nature and characteristics. With critical leaders in schools would allow a quick understanding of evaluating all situations as they appear, and thinking critically followers and their needs, communicating the intended results and anticipating the future performance.

2.5 School Leadership Practices

In today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often conflicting interests of parents, teachers, students, district officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. Although that job description sounds overwhelming, at least it signals that the field has begun to give overdue recognition to the indispensable role of and mounting demands on principals (Davis *et al.*, 2015).

As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices. In the executive summary of that report, the researchers said that leadership effects on student learning occur largely because leadership strengthens professional community; teachers' engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement (Wahlstrom *et al.*, 2010).

Scholars point out that principals play a pivotal role in the school settings (Leithwood & Jantzi 2018). In fact, some low-performing schools have been successfully turned around under strong principal leadership (Duke *et al.*, 2015). Therefore, it is logical to anticipate that the leadership of school administrators may be an important factor for school effectiveness. The lack of effective ways to select and build the capacity of promising school leaders may eventually undermine the performance of schools.

2.6 School Performance in Secondary Schools

School performance reflects the effectiveness and efficiency of the schooling processes. Effectiveness, in a general sense, refers to the accomplishment of the school's objectives, while efficiency indicates whether these objectives were accomplished in a timely and costly manner. Although these are school specific to some degree, school performance research focuses solely on objectives that schools, or a distinct type of schools, have in common. Therefore, school performance is achieved and demonstrated through work ability and work results that are not only done individually but also teamwork in organizations. Performance is the work achieved by a person in carrying out the tasks assigned to him, based on skills, experience, seriousness, and time (Cahyono, 2020).

More specifically, school performance is interpreted as a yearly adequate progress of successful school activities such as learning, productivity, working conditions, staff satisfaction, parent satisfaction and teachers' morale (Wahab *et al.*, 2015). As elucidated

above, school performance entirely depends on the type of leadership style a leader executes. This is primarily because the type of leadership style a leader demonstrates is considered to an important factor in improving organizational performance (Drewziecka & Roczniowska, 2018).

According to Fahmi (2020) performance is the result or output of a process. This means that if the performance is low then of course there are certain factors that cause a low level of activity/work carried out by someone. What is meant by teacher performance is a behavior or response that gives results that refer to what they do in the face of a task. Teacher performance can be seen from various aspects, including learning and professional development. In connection with the main task of the teacher, namely planning, implementing, and analyzing learning, the teacher's performance here will be focused on understanding teacher performance in the teaching and learning process.

According to Suheny (2020), Supriadi (2020) and Kadiyono (2020) teacher performance in the teaching and learning process is the ability or ability of teachers to create an educational atmosphere of communication between teachers and students that includes a cognitive, effective, and psychomotor atmosphere as an effort to learn something based on planning up to the evaluation and follow-up stages in order to achieve teaching goals. So based on the description above, it can be concluded that teacher performance is a form of teacher behavior or work in carrying out learning activities starting from planning learning, implementing learning and evaluating learning as a manifestation of the competencies each teacher has for each area of expertise.

Research on school performance shows that leaders of successful schools define success not only in terms of test and examination results, but also in terms of personal and social outcomes, pupil and staff motivation, engagement and wellbeing, the quality of teaching and learning and the school's contribution to the community. Successful heads improve pupil outcomes through their values, virtues, dispositions, attributes and competences as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context (Day *et al.*, 2010).

2.7 Challenges of Leadership Practice on School Performance

2.7.1 The School Based Factors

According to Yohannes (2015), the school based factors involve certain variables. These problems are resulted from inside and outside of the school, and which in turn caused for the lower performance of the school. Dropout: Means a person (pupil) who withdraws from course of education or one who dropped out school before achieving or completing his/her studies due to various reasons. Repetition: Refers to pupils who, in given year remain in the same grade and do the same work as in the previous year. Enrollment: refers to the state of being in enrolled or registered in the school to acquire some theoretical and practical knowledge through the teaching and learning process. Truancy: Absence of pupils from the school without or no reason of acceptable excuse is given or deliberate absence from the school on the part of the pupil without knowledge and the consent of the parents. Absenteeism: continual interruption of attendance in school. Educational wastage: The combined effect of repetition and dropout rates.

2.7.2 Technological Factors

These technological factors include new techniques for organizing, communicating and disseminating information that arise the following issues. The schools are neither organized nor funded in a way that enables them to keep up with changes in knowledge or changes in technology used to store and present such knowledge; and technological innovation has multiplied, available products are becoming outdated or in no time. Therefore, to cope up with the new environment, schools must change, innovative their products, processes and services accordingly. Otherwise they will be left out or fail shortly (Dawit, 2016).

In every school, both change and stability are constants. No school is static. They are stable in adhering to rules and daily routines while adopting small and big changes at the same time. Thus, as a principal, it is important that for he/she to know about what kinds of change that he/she is dealing with in his/her school setting (Dawit, 2016).

2.7.3 Poor Working Condition

There are three important aspects of this problem. These are physical, social and financial poor working conditions. The physical aspects of poor working conditions include old buildings,

poorly constructed buildings, noisy conditions caused by inadequate insulation and sound proofing, open- plan design, and external traffic noise. The social aspects of poor working conditions include difficult and frustrating staff relationships and poor communications, poor cooperation's between the staff and conflict between the departments. One major consequence of poor communications is a lack of support by colleagues of teachers with professional problem (Dawit, 2016).

2.8 Empirical Literature Review

Instructional leadership focus is an important pathway for teachers' professional improvement and student learning (Kaparou and Bush, 2015). Empirical studies have consistently affirmed the positive effects of principal leadership on teacher professional learning and the development of teacher professional community (Somprach *et al.*, 2017). This emerging body of research has yielded the proposition that 'principal leadership effects on teacher learning' are largely mediated by teacher attitudes (commitment, efficacy) that shape their motivation to engage in professional learning (Hallinger *et al.*, 2017). The importance of these findings lies in a related body of research that has established the contribution of teacher learning to school improvement and sustainable education reform.

However, there is a dearth of empirical evidence strengthening the positive relationship between instructional leadership practices and teachers' job performance. Nonetheless, an empirical study was conducted by Namutebi (2019) that examined the relationship between instructional leadership and lecturers' job performance. The study was analysed the way each dimension of the instructional leadership influencing the lecturers' job performance. The findings showed that lecturers' performance was at low levels as the three functions of instructional leadership, including departmental mission, instructional management and promoting a supportive teaching climate did not meet the expectations of the lecturers. A positive, significant relationship between instructional leadership practices and lecturers' job performance was also demonstrated in this study.

In addition to core leadership functions, the leadership team is responsible for supervising other teachers and assisting them personally and socially in professional aspects (Sudarjat *et al.*, 2015). Traditionally, the principal's primary role is supervision;

however, in a distributed leadership model, supervisory roles can be assumed by other senior or teacher leaders. Hence, supervision is a critical process that must be implemented methodically to ensure that teachers achieve educational goals effectively through a better learning process.

According to the research conducted by Sofi and Devanadhen (2015), transactional leadership was not found to have a direct impact on the performance of the school. This leadership style does not encourage creativity and innovation among the teachers and hence, the teachers do not perform as per the expectations of the school.

The study by Longe (2014) revealed that transactional leadership style has a positive impact on the school performance. The transactional leadership style helps in creating as well as sustaining the context in which school and human capabilities are maximized as the employees are always able to achieve the tangible and intangible rewards. This leadership style particularly helps in creating an environment that is optimal for performance and also articulates the compelling vision that enhances the overall school performance

Bhargavi and Yaseen (2016) also analyzed the impact of democratic leadership on organizational performance. As per their findings, democratic leadership positively affects the performance of the school as it provides opportunities to the employees to express and implement their creative ideas and take part in the decision-making process. This leadership style also prepares future leaders and helps the school in the long run.

Sougui *et al.*, (2015) also presented similar results which stated that the bureaucratic leadership style does not impact the employee as well as school performance significantly. This method is beneficial only when the tasks are to be done in longer time following a mentioned procedure.

2.9 Conceptual Framework of the Study

The conceptual framework in this study is based on the leadership practices and school performance. The independent variable is leadership practices and dependent variable is school performance. The conceptual framework in the study was mainly focused on the

leadership practices and school performance. Thus, the relationship of independent and dependent variables can be expressed and shown in the Figure 2.1.

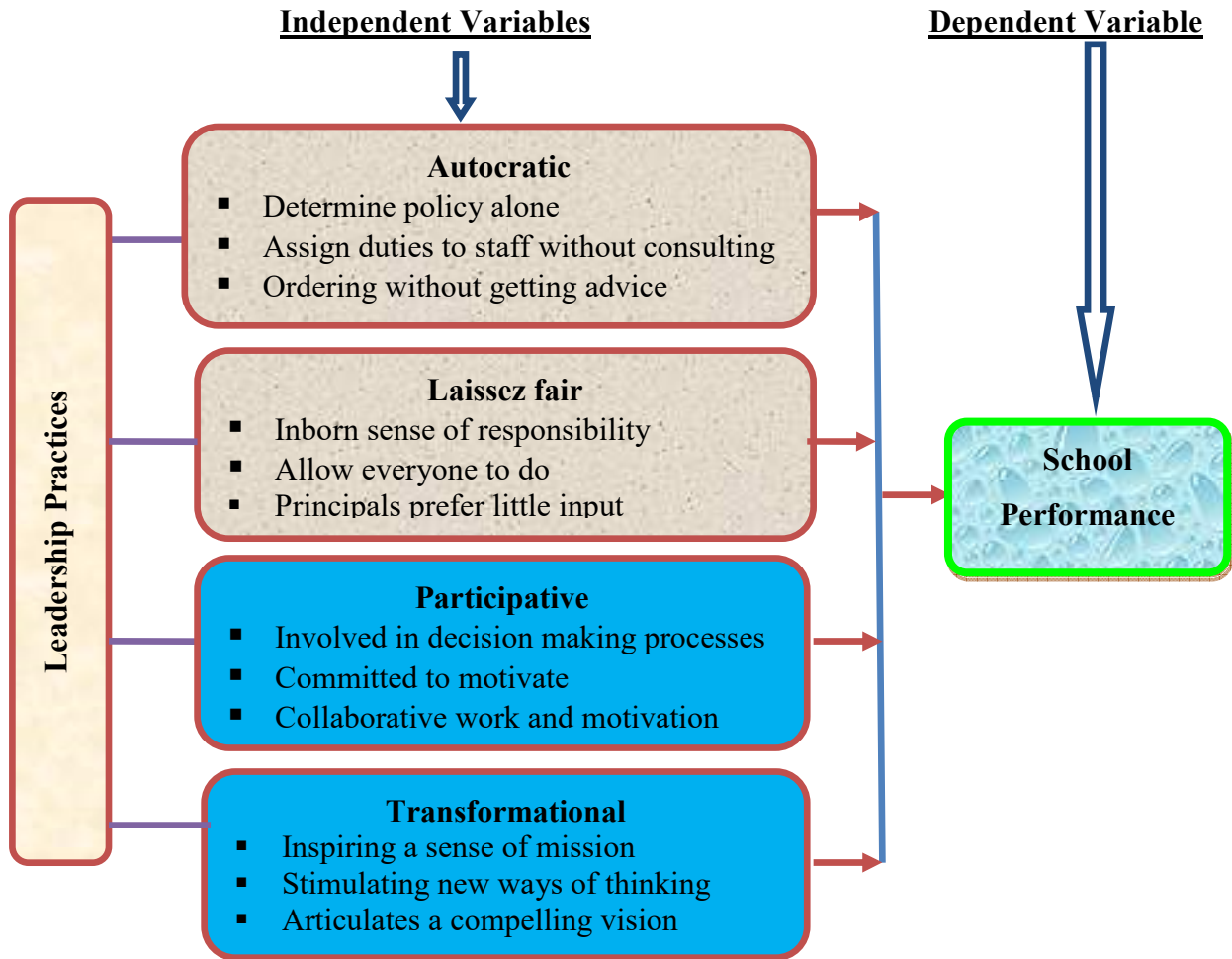


Figure 2.1: Conceptual Framework Constructed by the Researcher (2023)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter highlights on the pragmatists' views of research methodologies as basis of the study. It covers the research design, types and sources of data, target population, sample size and sampling techniques, data collection instruments, methods of data analysis, data collection procedure in relation with the influence of leadership practices on school performance in the secondary schools.

3.1 Research Design

The main purpose of this study is to assess the influence of leadership practices on school performance in government secondary schools of Central Sidama Zone. To achieve this objective the researcher used both descriptive survey and correlational research design. As stated by Leedy & Ormrod (2005), descriptive survey design involves acquiring information about one or more groups of people-perhaps about their characteristics, perceptions, opinions, or previous experience by asking those questions and tabulating their answer; hence, descriptive survey design to gather information about the past experience and recent status on the influence of leadership practices on school performance while correlational research design was applied to examine the significant relationship between leadership practices and school performance.

3.2 Research Method

In this study mixed (quantitative and qualitative) research approaches were used. Although the study is largely quantitative in nature, still both qualitative and quantitative approaches to data collection and analysis were employed because a study of this magnitude requires different methods that help in triangulation in order to support reliability of the findings.

The quantitative approach was employed in order to manage data from the closed questionnaires. This are aimed at examining the relationship between leadership practices and school performance in secondary schools because ascertaining the relationship requires strict mathematical techniques of analysis. As indicated by Punch cited in Fransua (2019) argues that quantitative methods are used because they tend to be relatively low in cost and time

requirements to enable a large quantity of relevant data to be amassed and subjected to statistical analysis techniques for greater representation.

3.3 Sources of Data

For this particular study, the researcher in order to get the overall picture of influence of leadership practices on school performance in secondary schools; both qualitative and quantitative types of data were collected from both primary and secondary sources of data.

3.3.1 Primary Sources of Data

Primary data was collected from woreda education office experts, cluster supervisors, school leaders (principals and department heads) and teachers.

3.3.2 Secondary Sources of Data

The secondary sources of data were used to strengthen the primary sources which were obtained from written minutes that show what leadership decisions were made in documents, annual reports, thesis, published, dissertation, and unpublished materials.

3.4 Target Population, Sample Size and Sampling Techniques

3.4.1 Target Population

A population is a complete set of units to be studied (Kothari, 2004). Population is any collection of specified group of human being or of non-human entities such as objects, educational institutions, time units, geographical areas, and price of items (Belay & Abdi, 2015). The target population of this study was selected woreda education office experts, cluster supervisors, school leaders (principals and department heads) and teachers. In this study, the researcher believes that they are the right source of information on the issue under investigation.

3.4.2 Sample Size and Sampling Techniques

According to Mugenda and Mugenda (2003), describe a sample size as a subject of the population which is representative. In addition to Orodho and Kombo (2000), state the sample should be proportionate to the target population is consider. From these populations sample was selected by using three sampling techniques. These techniques are simple random sampling techniques, available sampling techniques and purposive sampling technique.

Sampling is the process of selecting units (people) from a population of interest so that by studying the sample, may fairly generalize our results back to the population from which they were chosen. Mouton (2006) defines a sample as elements selected with the intention of finding out something about the total population from which they are taken.

The sample for the purpose of study was selected by using necessary sampling techniques. In supporting this, Gay and Arirasian (2003) state that in quantitative research method for large populations; a sample of 10% to 20% of the target population is frequently used. In the Sidama region there are four zones and one city administration; out of those, Central Sidama Zone was purposively selected. Next, in Central Sidama Zone there were six woredas and one city administration was existed; three woredas' namely: Arbegona, Shafamo, and Wonsho Woredas were selected by using simple random sampling technique and Yirgalem City Administration was purposively selected for this study. In selected woredas and city there are 12 secondary schools, out of those, researcher selected 6(50%) secondary schools by using simple random sampling technique. These selected secondary schools are Yaye, Bochesa, Shafamo, Wonsho, Yirgalem and Aposto secondary schools, respectively.

In cognizance of those secondary schools there are 360 teachers' out of those 189(52.5%) of the teachers, 78 school leaders out of those all 78(100%), 6 cluster supervisors out of those 6(100%) and 4 education office experts out of those 4(100%) were selected. The total population was 448; out of these 277(61.8%) participants were selected to participate in the study. In order to select samples from target population, the researcher applied simple random sampling techniques for selecting teachers and school leaders, cluster supervisors, and education office education experts was apply purposive sampling techniques.

To determine the sample size of the teachers' respondents for this study, the researcher used Yamane (1967) formula; $n = \frac{N}{1+N(e)^2}$ where: n= size of sample was calculated, N=360; number of population was studied and e=0.05; margin of error

$$n = \frac{N}{1+N(e)^2}; \quad n = \frac{360}{1+360(0.05)^2} \quad n = 189$$

Therefore, from the 360 teachers; 189 secondary school teachers were selected as sample by simple random sampling technique using lottery method. Alvi (2016) indicates that, simple random sample enables all individuals in the population to have an equal chance of being included in sample, free from subjectivity and personal error. The sample size of teachers in each school is proportional to the total sample size. In addition, school leaders and supervisors were selected by census and purposive sampling technique due to availability to get each of them for interview, respectively. Accordingly, 189 teachers and 78 school leaders were selected to fill questionnaire; whereas 4 education office experts and 6 cluster supervisors were selected for interview. The researcher was confident that the sample size of respondents gives a good representation of the target population.

Table 3.1: Population, Sample Size and Sampling Techniques

S. N	Name of Woredas and City	Name of Secondary Schools	Teachers' Respondents			School Leaders' Respondents			Cluster Supervisors			WEO Experts		
			N	n	%	N	n	%	N	n	%	N	n	%
1	Arbegona	Yaye	60	31	51.7	13	13	100	1	1	100	1	1	100
		Bochesa	45	24	53.3	13	13	100	1	1	100			
2	Shafamo	Shafamo	45	24	53.3	13	13	100	1	1	100	1	1	100
3	Wonsho	Wonsho	40	21	52.5	13	13	100	1	1	100	1	1	100
4	Yirgalem City	Yirgalem	120	63	52.5	13	13	100	1	1	100	1	1	100
		Aposto	50	26	52.0	13	13	100	1	1	100			
Total			360	189	52.5	78	78	100	6	6	100	4	4	100
Sampling Techniques			Simple random			Census			Purposive			Available		

Note: N= Total population, n = Sample size, %= Percentage

3.5 Data Collection Tools

3.5.1 Questionnaire

Questionnaire is the appropriate instrument to collect data from relatively large sample size. In this study, questionnaire was employed as primary tool for collecting data from teachers and school leaders. Close ended questionnaires were prepared in English language for respondents can easily understand it. The close-ended questions was structured along a five point rating Likert scale (Strongly Agree=5, Agree =4, Undecided=3, Disagree=2, or Strongly Disagree=1) likewise very high to very low. Because it helps the respondents to choose an option from the

given alternatives that best fit their responses. For anyone who collects factual information, opinions, and attitudes from teacher respondents using questionnaires at a low cost (Creswell, 2012).

Each questionnaire has two parts. The first part focus on personal details (general background), and the second part emphasize on the closed-ended items. Questionnaire was presented by grouping in to vital theme and identifies the respondents' view via the use of Likert scale. The questionnaire items were developed from literatures focusing on the basic research questions of the study. The data were collected by the data collectors (three enumerators). Training was given for data collectors for one day on the objective of the study, relevance of the study, confidentiality of information, respondent's right, informed consent and techniques of interview in the process of data gathering. The researcher was closely followed the data collection process throughout the data collection period. All field questionnaires were reviewed each night. At the morning session of the next day, errors were corrected and data collectors precede their work.

3.5.2 Interview

In addition to questionnaire, the researcher used interview as another instrument of data collection. This instrument is vital to collect data that can't be obtained using questionnaire. Leedy and Ormrod (2005) described that interview is a major tool in which a qualitative evaluator seek to understand the perceptions, feeling and knowledge of people in program through in-depth intensive interviewing. The interview question items were prepared in English for 6 cluster supervisors and 4 education office experts to make the communication understandable, the analysis clear and to make the results reliable.

3.6 Validity and Reliability of the Instruments

Before actual data collection, a pilot test was prepared. The aim of this pilot study was to test the reliability and to assess the validity of instruments. The draft questionnaire was administered to teachers and school leaders selected from the school identified for the purpose of a pilot test. Pilot test was carried out in Toshine secondary school and the questionnaire was distributed for 27 non-sample participants (19 teachers and 8 school leaders). Analysis was made for each item, to detect unclear and ambiguous statement. Finally, after the necessary

modifications had been made, the questionnaire was administered to the respondents identified in all sample schools.

3.6.1 Validity Check

One of the criteria of measuring instrument must meet is that of validity. According to Anastasia (2000) cited in Kosolo, (2006) validity of an instrument used in the accurate, true and meaningful right. In this study, survey items about the background information were reviewed for content and clarity by advisor. Hawassa University department of educational planning and management experts reviewed that questionnaire to ensure that the instruments comprehensively cover the items that it support to cover. A feedback on the instruments also was obtained from the student researcher's advisor. Moreover, to verify the content of validity of the instrument, the questionnaire with sufficient number of items addressing all objectives of the study was administered to 27 non-respondents (19 teachers and 8 school leaders) in Toshine secondary school. Finally, all accepted comments and feed backs were included in the final version of the instruments.

3.6.2 Reliability Test

Reliability has to do with the consistency or accuracy of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007). Based on the pilot test, the reliability of the instruments were compute by using SPSS (statistical package for social science) version 27 to see the reliability. Thus Cronbach Alpha as it was appropriate test for reliability of the instrument. Hence the instrument was found to be reliable as a statistical literature usually recommended a test result of 0.7 and above is reliable. Therefore, pilot testing was conducted in Toshine Secondary School which is not included in the sample schools. It was help to ensure that the non-respondents (n=27) understand what the questionnaire wants to address. Based on the result was obtained from the pilot study and the suggestion from the participants, the question for the interviewees were discarded.

To check how questionnaire challenge respondents the researcher prepared some questions and conducted pilot study before preparing the final copy for the whole respondents. Therefore, the questionnaires were pilot tested in selected secondary schools at 19 teachers and

8 school leaders. The result of the pilot testing was described by using Cronbach alpha. More specifically, Cohen *et al.*, (2007) suggested that Cronbach's alpha can be used on the basis of the following guidelines: $>.90$ = very high reliable; $.80-.90$ = highly reliable; $.70-.799$ = reliable; $.60-.69$ = marginally reliable; and $<.60$ = low reliable or unacceptable. The Cronbach's alpha's result in this study for 50 items was $.775$. It is acceptable because it found between $.70$ and $.799$. The following Table 3.2 shows questionnaires' was reliable and acceptable.

Table 3.2: Cronbach's Alpha Reliability Test Results

S.N	Type of Items	N ^o of Items	Reliability Coefficient
1	The extent of teachers' perception on performing leadership activities in schools	10	.740
2	Relationship between leadership styles and school performance in secondary school	30	.858
3	Major barriers influencing the effectiveness of leadership practices on enhancing school performance in secondary schools	10	.846
Overall Reliability Coefficient		50	.775

Source: Primary Data Output (2024)

3.7 Procedures of Data Collection

The researcher follows series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having the letters of authorization from Hawassa University for ethical clearance, the researcher directly go to selected woreda education office and the principals of respective schools for consent. After made agreement with the concern participants, the researcher introduce his/her objectives and purposes of the study. Then, questionnaires are administered to sample teachers and school leaders. On the other hand, the researcher conduct interview with cluster supervisors and woreda education office experts. In addition to this, some document analysis forms related to leadership practices influence on the school performance in the sampled secondary schools. Finally, the data collect through various instruments from multiple sources are analysis made.

3.8 Methods of Data Analysis

The gathered data was classified in the respective groups. Following that, the data of each group was arranged and organized in each tables and problem areas. Data obtained from open ended question items were used for interpreting the problem areas under consideration and suggestions. Both descriptive and inferential statistical techniques were employed on the basis of the basic questions stated and on the nature of the data collected. The data collected through questionnaire was tabulated and analyzed by using percentage, mean, standard deviation and t-test. All the data was computed using Statistical Package for Social Sciences (SPSS) version 27 and the percentage was used to interpret the characteristics of the respondents. Mean and standard deviations were used for organizing and summarizing sets of numerical data collected by Likert type scales in the questionnaire. These mean and standard deviation were used because they are generally considered as the best measures of a sample record on a particular measure (Best and James, 2004).

To this end, descriptions were made based on the results of the tables. In addition, independent sample t-test (t-value and p-value) is utilized to test significance differences of responses among teachers and school leaders and correlation and multiple linear regression model were used to see the relationship between leadership styles and school performance among secondary schools. The results that were obtained from the interviews were used for the purpose of triangulation with quantitative data. Finally, the study was analyzed and interpreted based on the item and the findings were presented in summary, conclusion and recommendation way. The information collected from the three data gathering tools were analyzed quantitatively in percentages, mean and weighted mean in order to check the influence of leadership practices on school performance in secondary schools. Both the data gained from the questionnaire and semi structured interviews were compared. In other words, the data was analyzed in an intermingled manner.

Based on the five point Likert rating scales from very high to very low or strongly agree to strongly disagree, the mean and weighted mean values [1.00-1.80) as very low, [1.80-2.60) as low, [2.60-3.40) as moderate, [3.40-4.20) as high and [4.20-5.00] as very high in demonstration of the items (Al-sayaad *et al.*, 2006 cited in Bassam, 2013). For the sake of analyses, very high and high indicate effective demonstration of each item, and moderate

presents neither positive nor negative agreement and similarly very low and low indicate ineffective demonstration of items in the schools. Finally, both the data gained from the questionnaires (open-ended) and semi-structured interviews were cross validated with the data obtained from document analyses. This was analyzed and reported through narrative description.

3.9 Ethical Considerations

Taking the severity of the ethical considerations in mind, this study was done with highest importance place on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents were emphasized to protect their privacy and the dignity (Cohen *et al.*, 2007). Thus, on the cover page of the survey questionnaire, the researcher clearly present how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intend risk; and their names and the names of their schools are kept anonymous.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data collected from different groups of respondents through questionnaires, and interviews. The main purpose of this study was to assess the influence of leadership practices on school performance in government secondary schools of Central Sidama Zone, Sidama National Regional State. Thus, the quantitative as well as qualitative analyses of data were employed in this study. The qualitative part was supposed to be corresponding to the quantitative analysis. In order to achieve this purpose, 267 questionnaires were distributed to 189 teachers and 78 school leaders. Moreover, 6 cluster supervisors and 4 WEO experts were interviewed belong to the qualitative data.

In analyzing the data, different statistical techniques and procedures were used. Initially, the data collected through close ended questionnaire were coded and entered into SPSS version 27 for analysis. Accordingly, descriptive statistics such as frequency count and percentage were computed for background characteristics of the respondents, whereas mean score and independent sample t-test value and p-value were computed to show the distribution and statistical response difference of the views of two groups of respondents up on the teachers' and school leaders' insight about the influence of leadership practices on school performance in the secondary schools.

To this end, a test of significance has been carried. Accordingly, if a calculated p - value is greater than .05 significant levels, there is no significance difference between the views of the two groups of respondents while the calculated p-value less than the .05 shows significant differences between the views of the two groups of respondents. Furthermore, to detect the significant relationship between influence of leadership practices and school performance in the secondary schools both correlation and multiple linear regression model were used.

4.1 Return Rate of the Questionnaire

In this particular study, total of 267 (189 teachers' and 78 school leaders') respondents were selected to complete the questionnaires. To this effect, 267 copies of questionnaires were distributed to teachers and school leaders. From these, 184 (97.4%) teachers and 74 (94.9%)

school leaders were properly completed and returned, and the rest 5 (2.6%) teachers' and 4 (5.1%) of school leaders' questionnaires were rejected because their responses were incomplete. Analysis was made based on returned questionnaires 184 (97.4%) for teacher and 74 (94.9%) for school leader respondents. According to Mugenda and Mugenda (2003), a response rate of 60% is good and a response rate of 70% or more is even better for social science research. Based on these assertions from renowned scholars, 258 (96.6%) return rate was very good for the study (Table 4.1).

Table 4.1: Questionnaires Return Rate

S.N	Respondents	Sample Size	Responses			
			Returned		Unreturned	
			<i>n</i>	%	<i>n</i>	%
1	Teachers	189	184	97.4	5	2.6
2	School leaders	78	74	94.9	4	5.1
Total		267	258	96.6	9	3.6

Source: Field Survey (2024)

4.2 Demographic Profiles of the Respondents

The demographical profile of respondents was presented below. The characteristics of respondents included the sex, age, their qualification and work experience as illustrated in the following Table 4.2 below.

Table 4.2: Demographic Characteristics of Respondents

S.N	Variables	Category	Respondents			
			Teachers (n=184)		School Leaders (n=74)	
			<i>n</i>	%	<i>n</i>	%
1	Sex	Male	141	76.6	66	89.2
		Female	43	23.4	8	10.8
2	Age group in years	20-25	45	24.5	17	23.0
		26-30	92	50.0	39	52.7
		31-35	29	15.8	12	16.2
		36 & above	18	9.8	6	8.1
3	Education level	Diploma	14	7.6	0	0
		1 st Degree	164	89.1	64	86.5
		2 nd Degree	6	3.3	10	13.5
4	Work experiences in years	0-5	75	40.8	19	25.7
		6-10	85	46.2	47	63.5
		11-15	16	8.7	5	6.8
		16 & above	8	4.3	3	4.1

Source: Field Survey (2024)

The sampled profile of the respondents indicates, out of teacher participants, majority (76.6%) of the teachers are male while the rest (23.4%) of them are females. On the other hand, concerning the sex distribution of sample school leaders also indicates the male respondents are significantly higher; constituting 89.2% and the remaining 10.8% of the respondents are females. This indicates that, there is big variation in the number of females and males holding teaching and leadership position in the sample schools. As survey result reveals the proportionate number of females lower than males at teaching profession and school positions in the sampled schools.

With respect to present age group distribution of the respondents, indicates that nearly half percent of teacher and school leader respondents are found in the age ranges of 26-30 years in the sampled schools. This indicated that a large number of teachers' and school leaders were relatively youth. Thus, they are capable to realize issues that related in the leadership position to enhance school performance in the Central Sidama Zone in Sidama Region.

As far as educational level was concerned, majority (89.1%) of teachers and (86.5%) of school leader respondents qualified by first degree. Whereas about 7.6% teachers were diploma holders which is below the standard set for secondary schools. The remaining few (3.3%) of teachers and 13.5% of the school leaders were qualified by master's degree. Thus, that the majority of teachers' and school leaders had first degree. From this, one can easily understand that, most of the respondents of the questionnaires were subject area graduates; even though a blueprint of teacher development program (MoE, 2007) has stated that the academic qualification required for the secondary school leaders is 2nd degree. Pristine and Thurston (1994) pointed out that the most popular measure of leader effectiveness is the extent to which the organization performs its tasks successfully and attains its goals. This shows that teachers' qualification in Central Sidama Zone in Sidama Region meet the standard set by MoE (2013) for general secondary schools.

As illustrated in Table 4.2, regarding work experience, majority (46.2%) of teachers and 63.5% of school leaders had 6-10 years' work experience followed by 40.8% of teachers and 25.7% of school leaders respondents had below 5 years' experience in the working area. The remaining both teachers and school leaders had 11-15 years' service which accounts nearly 8.7% and 6.8%, respectively. It could be possible to conclude that, in selected secondary schools, the majority of the teachers' and school leaders experiences were found between 5 up to 10 years. Thus, it is possible to say, the work experience ranges indicate that most respondents were nearly fresh and only a few were seniors. This implies that the majority of teacher respondents' were teenagers that help them to actively participate in the leadership practices on school performance in government secondary schools of Central Sidama Zone in Sidama Region.

4.3 Statistical Analysis of Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone

Descriptive statistics stands for the conversion of the raw data into useful information which can be interpreted to explain a group of dimensions (Brayman and Bell, 2003). The researcher used respondents (n=184) of teachers and (n=74) of school leaders responses from the questionnaire using SPSS version 27 for overall mean computation of each scale items. Moreover, in this part, the respondents were asked different questions concerning on assessing

the influence of leadership practices on school performance in governmental secondary schools in the study area. In structured close-ended questionnaire, respondents were asked to choice from five alternatives.

The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the mean and standard deviation scores. T-test was also computed to test the significant difference between the responses of the two groups of respondents (the teachers and school leaders). Item scores for each category were arranged under five rating scales. Thus, based on the responses obtained from the sample respondents and data organized as mentioned above, the analysis and interpretation of data were presented according to the information [1.00-1.80) is very low, [1.80-2.60) is low, [2.60-3.40) is medium, [3.40-4.20) is high, and [4.20-5.00] represents very high (Al Sayaad *et al.*, (2006) as cited in Bassam, 2013).

Standard deviation is widely used measurement of variability of diversity used in statistics of probability theory. It shows how much variation or “dispersion” there is the average (mean or expected value). A low standard deviation indicates that the data points tend to be very close to the mean; whereas a high standard deviation indicates that the data are spread out over large range of values. The sample mean is to show the majority of respondents as the best predictors of the population and hence to infer for the other (i.e. the teachers and school leaders in the particular study). In this paper, descriptive analysis was made by the data obtained from 184 teachers and 74 school leaders’ respondents by asking the structured close ended questionnaire.

4.3.1 The Extent of Teachers and School Leaders Perception on Performing Leadership Activities in Secondary Schools

This part deals with the presentation and interpretation of finding of the data that were collected from respondents concerning on the extent of teachers’ and school leaders perception on performing leadership activities in secondary schools. To answer this question, the respondents were asked in five Likert’s scale type (1= Very Low 2= Low 3= Medium 4= High 5= Very High); 184 teachers’ and 74 school leaders’ respondents were asked some relevant questions and the results were displayed mean and standard deviation results of the extent of teachers’ perception on performing leadership activities in the schools in Table 4.3.

Table 4.3: Responses on the Extent of Teachers and School Leaders Perception on Performing Leadership Activities in Secondary Schools

S.N	Extent of Teachers' and School Leaders Perception on Performing Leadership Activities	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	School leaders displays a sense of power and confidence	Teachers	2.50	1.02	2.55	-.664	.507
		School leaders	2.59	1.05			
2	School leaders shaping a vision of academic success for all students	Teachers	2.53	1.29	2.44	1.035	.302
		School leaders	2.35	1.21			
3	School leaders encourage teachers an increase in schools performance	Teachers	3.22	1.42	3.18	.352	.725
		School leaders	3.15	1.40			
4	School leaders empower teachers through training	Teachers	2.55	1.10	2.33	3.053	.003
		School leaders	2.11	.94			
5	Teachers are participated in making rules and regulations of school	Teachers	2.28	.78	2.29	-.283	.777
		School leaders	2.31	1.03			
6	Collaborative problem solving with staff and stake holders	Teachers	2.43	1.09	2.36	1.030	.304
		School leaders	2.28	.97			
7	Establish and maintain good interpersonal relationship with members in decision making	Teachers	1.73	.97	1.61	1.857	.064
		School leaders	1.49	.86			
8	Try to provide text books, teacher guides and other teaching materials	Teachers	2.19	.84	2.13	.977	.330
		School leaders	2.07	1.06			
9	Teachers are involved in school income generation and expenditure preparation (budget allocation)	Teachers	2.25	.89	2.16	1.401	.162
		School leaders	2.07	1.06			
10	Motivate teachers by providing recognition and appreciation	Teachers	2.11	.91	2.04	1.041	.299
		School leaders	1.97	1.02			
Grand Mean			2.38	.38			

If value in the Sig. (2-tailed or P) column is equal or less than 0.05, there is a significant difference in the mean scores on variables for each of the two groups. If p-value is > .05, there is no significant difference between the two groups. Likert scales: 1= Very Low 2= Low 3= Medium 4= High 5= Very High whereas Mean value [1.00-1.80) is very low, [1.80-2.60) is low, [2.60-3.40) is medium, [3.40-4.20) is high and [4.20-5.00] considered as very high.

Source: Field Survey (2024)

As portrayed in Table 4.3 of first item, whether school leaders displays a sense of power and confidence or not; in light of these the computed mean of teachers (M=2.50, SD=1.02) and school leaders (M=2.59, SD=1.05) rated low responses on the issue. The overall mean (2.55)

also shows that majority of respondents described low on the raised issue. This is proven by calculated t-test value ($t=-.664$, $p=.507$, $P>.05$). Therefore there is no significant difference between the teachers and school leaders with regard to the school leaders displays a sense of power and confidence in order to increase the school performance. An interview was also made with supervisors and WEO experts regarding the issue that they responded similarly with the response of the two groups respondents. One WEO experts (WEO₁) argued that:-

“School leaders did not displays a sense of power and confidence to increase the school performance and staffs did not have common understanding about the mission and goals of the school’s, they have common kind of learning to be achieved that can help the school and its efforts to improve students’ academic achievement. But this was not done in my school.”

Therefore, the survey finding indicates that school leaders poorly display a sense of power and confidence in order to increase the school performance in sampled schools.

Besides, as illustrated in the Table 4.3, item 2 regarding school leaders shaping a vision of academic success for all students. In this case, calculated mean of teachers ($M=2.53$, $SD=1.29$) and school leaders ($M=2.35$, $SD=1.21$) results showed that most of respondents rated low response. The overall mean (2.44) of respondents were rated low response. On the other hand, calculated t-test value ($t=1.035$, $p=.302$, $P>.05$) is confirmed that there is no significance difference between the opinions of teachers and school leaders toward item number 2 of Table 4.3. Accordingly, as the survey result depicts, majority of the respondents reported that there was a gap of school leaders shaping a vision of academic success for all students in schools.

The responses on item 3, Table 4.3, regarding to the school leaders encourage teachers an increase in schools performance; the calculated value of teachers were ($M=3.22$, $SD=1.42$) and school leaders ($M=3.15$, $SD=1.40$) were responded medium towards the raised issues. The overall mean (3.18) also shows that the majority of respondents medium on the raised issue. This is confirmed by the t-test values ($t=.352$, $p=.725$) i.e. $P>.05$. Therefore, there is no significance difference between the opinions of teachers and school leaders toward raised issue. Accordingly, most of the respondents reported that the school leaders were indifferent that whether to encourage teachers an increase in schools performance in the schools.

The 4th item in Table 4.3 deals with the issue whether empower teachers through training in schools or not. The computed mean and SD of teacher respondents were 2.55 and 1.10 responded low on the issue raised and the computed mean and SD of school leaders were 2.11 and .94 showed that respondents low towards on the issue raised. The overall mean value also is 2.33 which signify low in the scale criterion. On other hand, the calculated t-value ($t = 3.053$, $p = .003$, $P < .05$) there is significance difference between the opinions of teachers and school leaders toward item number 4 of Table 4.3. Accordingly, as the survey finding indicates it was difficult to conclude that the leaders empower teachers through training in schools.

The fifth items of Table 4.3 deals with teachers are participated in making rules and regulations of school. Accordingly the computed value of teachers ($M = 2.28$, $SD = .78$) and school leaders ($M = 2.31$, $SD = 1.03$) were rated low; on the other hand, the overall mean was 2.29 of total respondents were rated low on the raised issue. At the same time, the calculated t-test value ($t = -.283$, $p = .777$) the p-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and school leaders toward fifth item of Table 4.3. This implies that the teachers are rarely participated in making rules and regulations of school.

With regard to item 6 (Table 4.3), respondents were requested to rate the collaborative problem solving with staff and stake holders; the mean value 2.43 and 2.28 was obtained from both teachers and school leaders responses with average mean score 2.36 with ($SD = 1.09$; .97), respectively were rated low response on the raised issue. At the same time, the calculated t-test value ($t = 1.030$, $p = .304$) the p-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and school leaders toward 6th item of Table 4.3. Leaders are collaborative problem solving with staff and stake holders for the improvement of school performance is rated low response when computing with the mean set as low level.

With respect to item 7 of Table 4.3, the respondents were requested to rate establish and maintain good interpersonal relationship with members in decision making. The mean value (1.73 and 1.49) was obtained from both teachers and leaders responses with a 1.61 average mean score ($SD = .97$; .86), respectively were rated very low response on the raised issue. At

the same time, the calculated t-test value ($t=1.857$, $p=.064$) the P-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and school leaders toward 7th item of Table 4.3. Leaders to establish and maintain good interpersonal relationship with members in decision making for the improvement of school performance is rated very low performance when computing with the mean set as separation.

Item 8 of Table 4.3, the respondents were requested to rate leaders were try to provide text books, teacher guides and other teaching materials; the mean value 2.19 and 2.07 was obtained from both teachers and leaders responses with average mean score 2.13 with ($SD =.84$; 1.06), respectively rated low response on the raised issue. At the same time, the calculated t-test value ($t=.977$, $p=.330$) the P-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and school leaders toward 8th item of Table 4.3. Leaders were try to provide text books, teacher guides and other teaching materials for the improvement of school performance is rated low performance when computing with the mean set as demarcation. On the other hand, all the interviewed supervisors raised a leaders are did not provide text books, teacher guides and other teaching materials as one factor for the ineffectiveness of their leadership on school performance in selected secondary schools.

With item 9 (Table 4.3), the respondents were requested to rate concerning the teachers are involved in school income generation and expenditure preparation (budget allocation); the mean value 2.55 and 2.07 was obtained from both teachers and leaders responses with average mean score 2.26 with ($SD=.89$; 1.06), respectively rated low response on the raised issue. At the same time, the calculated t-test value ($t=1.401$, $p=.162$) the P-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and school leaders toward 9th item of Table 4.3. Teachers are involved in school income generation and expenditure preparation (budget allocation) for the improvement of school performance is rated low response when computing with the mean set as demarcation.

With regard to motivate teachers by providing recognition and appreciation, last item of (Table 4.3), the mean value 2.11 and 1.97 were obtained from both teachers and school leaders' responses with 2.04 average mean score with ($SD=.91$; 1.02), respectively rated low response on the raised issue. At the same time, the calculated t-test value ($t=1.041$, $p=.299$) the P-value that is greater than .05. Therefore, there is no significant difference between opinions

of teachers and school leaders toward last item of Table 4.3. Thus, as the survey result implies the school leaders' infrequently motivate teachers by providing recognition and appreciation in the sampled schools.

To conclude up Table 4.3, when the compared the extent of teachers' and school leaders perception on performing leadership activities in secondary schools, there was no significant variation observed in indicating their level of agreement for the items listed in the Table 4.3. Furthermore, the results of aggregate mean value ($M= 2.38$ and $SD=.38$) and t-test calculated for each items about response of the respondents confirmed that, in both teachers and school leaders responses low towards the teachers' perception on performing leadership activities in secondary schools. Moreover, statistically there were no significant differences between teachers and school leaders on the teachers' perception on performing leadership activities in secondary schools. This result was support of the previous studies by Leithwood *et al.*, (2019) studied the influence of school leadership on school outcomes within a framework of variables including rational, emotional, and organizational dimensions. They also discussed the effects of school leadership in a holistic structure. Hence, teachers' perception on performing leadership activities in secondary schools was low.

4.3.2 Relationship between Leadership Practices and School Performance in Secondary Schools of Central Sidama Zone

4.3.2.1 School Leadership Practices Applied in Secondary Schools

4.3.2.1.1 Autocratic Leadership Style Applied in Secondary Schools

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents concerning the autocratic leadership style applied in secondary schools. To answer this question, the respondents were asked some relevant questions and the results were displayed mean and standard deviation results of the autocratic leadership style applied in secondary schools in Table 4.4.

Table 4.4: Response on Autocratic Leadership Style Practices

S.N	Autocratic Leadership Style	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	School leaders determine policy alone	Teachers	3.78	1.25	3.68	1.151	.251
		School Leaders	3.58	1.18			
2	School leaders assign duties to staff without consulting	Teachers	3.97	1.12	4.02	-.697	.487
		School Leaders	4.08	1.14			
3	The leader is the chief judge of the achievement of teachers	Teachers	4.16	1.17	4.12	.433	.665
		School Leaders	4.09	1.08			
4	School leaders give rewards/punishment to motivate teachers to achieve school objective	Teachers	2.17	.92	2.07	1.513	.132
		School Leaders	1.97	1.06			
5	Interested only on ordering without getting advice and not accept comment	Teachers	3.88	1.37	3.94	-.595	.553
		School Leaders	3.99	1.31			
Grand Mean			3.57	.69			

Source: Field Survey (2024)

As it can be seen in Table 4.4, first item, respondents were requested to rate their extent about school leaders determine policy alone in school or not. In this regard, the computed mean score result for teachers (M=3.78, SD=1.25) and school leaders (M=3.58, SD=1.18) showed that the most of respondents rated agree on the issue raised. The overall mean (3.68) also shows that the majority of respondents agree level of extent on the question raised. This is confirmed by the t-test value (t=1.151, p=.251, P>.05). Therefore, there is no significance difference between the opinions of teachers and school leaders toward item number 1 of Table 4.4. Similarly, during interview session, among WEO experts and school supervisors, one of the cluster supervisors (CS₃) revealed that:-

“More relatively, the school leaders always determine policy alone in school. This determines the effectiveness and efficiency of school performance”

Therefore, based on the result of the data analysis and data obtained from interview, the finding indicates that school leaders always determine policy alone in school. This hinders the performance of the schools in the study area.

Besides, as it can be seen in Table 4.4, item 2, regarding school leaders assign duties to staff without consulting in school; the computed mean of teachers (M=3.97, SD=1.12) and school leaders (M=4.08, SD=1.14) rated agree response on the issue raised. Furthermore, the average

response of the respondents (4.02) also showed that school leaders always assign duties to staff without consulting in school. This is proven by calculated t-test value ($t=-.697$, $p=.487$, $P>.05$). Therefore there is no significant difference between the teachers and school leaders with regard to the school leaders assign duties to staff without consulting in school in school. Therefore, the survey result implies that school leaders often assign duties to staff without consulting in the sampled school.

On top of this, as observed Table 4.4, 3rd item, respondents were asked on whether the leader is the chief judge of the achievement of teachers in school or not; in light with this, the computed value of teachers ($M=4.16$, $SD=1.17$) and school leaders ($M=4.09$, $SD=1.08$); the overall mean value 4.12 lies in the scale table of agree level. This is proven by calculated t-test value ($t=.433$, $p=.665$) that is greater than the P-value of .05. Therefore, there is no significant difference between the teachers and school leaders with regard to issue raised. Therefore, the majority of survey result impels the school leaders always the chief judge of the achievement of teachers in school.

The responses regarding item 4, Table 4.4, discussing the school principals give rewards/punishment to motivate teachers to achieve school objective in schools; the calculated mean and SD of teachers are 2.17 and .92) and computed mean and SD of school leaders are 1.97 and 1.06), respectively. The overall mean (2.07) also showed that, the majority of respondents responded disagree level of agreement on the raised issue. The computed t-test values ($t=1.513$, $p=.132$) that P-value is greater than .05. Therefore, there is no significance difference between the opinions of teachers and school leaders toward question raised issue. Accordingly, the survey finding revealed that the school leaders sometime give rewards/punishment to motivate teachers to achieve school objective in the selected schools.

The responses regarding to last item (Table 4.4), the mean and SD of teachers are 3.88 and 1.37, respectively towards the interested only on ordering without getting advice and not accept comment in schools and the mean and SD of school leaders is 3.99 and 1.31, respectively. The overall mean (3.94) also shows that the majority of respondents were agree on the raised issue. This is confirmed by the t-test values ($t=-.595$) and ($p=.553$) that is P-value greater than .05. Therefore, there is no significance difference between the opinions of

teachers and school leaders toward question raised issue. Accordingly, the survey finding revealed that the school leaders always interested only on ordering without getting advice and not accept comment in schools.

In generally, the grand mean of the Table 4.4 depicts that the overall autocratic leadership style practices in secondary schools was 2.57 and a standard deviation of .69. The findings revealed that the autocratic leadership style was the most practiced leadership styles in secondary schools of Central Sidama Zone. In practical terms, the result suggests that the more the leaders are autocratic, the poorer the school performance becomes. This survey finding was line with the previous studies by Berhane (2021), avers that in autocratic leadership style, principals employ coercive force and oftentimes motivate teachers by threat in order to create a sense of obedience, but it results in resentment, humiliation, intimidation and eventually poor student achievement. In nature, the autocratic leadership style is not participatory and limited in scope. Besides, this survey finding was line with Yalçın & Ereş (2021) they noted that the most of time the school leaders especially principals were used autocratic leadership style to the activities of school level.

4.3.2.1.2 Laissez-fair Leadership Style Practices

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents and existing document concerning on the laissez-fair leadership style practices in secondary schools. To answer this question, the respondents were asked some relevant questions and the results were displayed mean and standard deviation results of the laissez-fair leadership style practices in secondary schools in Table 4.5.

Table 4.5: Responses on Laissez-fair Leadership Style Practices

S.N	Laissez-fair Leadership Style	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	Gives full responsibility and authority for the teachers	Teachers	2.64	1.04	6.65	-.051	.959
		School leaders	2.65	1.06			
2	The leaders leave subordinates alone	Teachers	2.63	1.01	2.66	-.297	.767
		School leaders	2.68	1.32			
3	In complex situations school principals let teachers work problems on their work	Teachers	2.70	1.20	2.87	-1.936	.054
		School leaders	3.04	1.44			
4	In most situations, principals prefer little input from the subordinates	Teachers	2.68	1.28	2.91	-2.643	.009
		School leaders	3.14	1.14			
5	As a rule, school leaders allow teachers to appraise their work	Teachers	2.68	1.24	2.75	-.843	.400
		School leaders	2.82	1.12			
Grand Mean			2.72	.65			

Source: Field Survey (2024)

The responses on first item (Table 4.5), regarding to the school leaders gives full responsibility and authority for the teachers. Computed mean value of teachers (M=2.64, SD=1.04) and school leaders (M=2.65, SD=1.06) were returned undecided on the raised issue. The overall mean (2.65) also shows that the majority of respondents reported that neither gives full responsibility nor authority for the teachers. This is confirmed by the t-test values (t=-.051, p=.959) i.e. P-value that is greater .05. Therefore, there is no significance difference between the opinions of two groups toward raised issue. Therefore, the result indicated that school leaders neither give full responsibility nor authority for the teachers in the schools.

Similarly, as presented in Table 4.5 (item 2) regarding to the principals leave subordinates alone in school level. In this case, computed mean of teachers (M=2.63, SD=1.01) and school leaders (M=2.68, SD=.99) showed that most of respondents rated neutral response. The overall mean (2.66) of respondents were rated neutral on the issues raised. On the other hand, calculated t-test value (t=-.297, p=.767, P>.05) is confirmed that there is no significance difference between the opinions of teachers and school leaders toward item number 2 of Table 4.5. Accordingly, the survey finding indicates that the schools furniture are not kept well and maintained as regularly. This result showed that schools principals leave subordinates alone at moderate level in schools.

As it can be seen in Table 4.5, 3rd item, regarding in complex situations school principals let teachers work problems on their work; the computed mean of teachers ($M=2.70$, $SD=1.20$) and school leaders ($M=3.04$, $SD=1.44$) were rated undecided response on the issue. The overall mean (2.87) also shows that the majority of respondents undecided on the raised issue. On other hand, calculated t-test value ($t=-1.936$, $p=.054$, $P>.05$). Therefore there is no significant difference between the teachers and school leaders with regard to in complex situations school principals let teachers work problems on their work. Therefore, as the survey result implies, majority of the respondents are in complex situations school principals let teachers work problems on their work was medium in the school.

The responses regarding item 4 (Table 4.5), in most situations, principals prefer little input from the subordinates; the calculated mean and SD of teachers were (2.68 and 1.28) and computed mean and SD of and school leaders (3.14 and 1.14) were lies on the undecided. The overall mean (2.91) also shows that the majority of respondents were undecided on the raised issue. The computed t-test values ($t=-2.643$, $p=.009$) that P-value is less than .05. Therefore, there is significance difference between the opinions of teachers and school leaders toward question raised issue. Accordingly, the survey finding revealed it was difficult to conclude in most situations, principals prefer little input from the subordinates in study area.

Last item of Table 4.5, respondents asked about whether as a rule, school leaders allow teachers to appraise their work in schools or not. In this case, the calculated value of teachers were ($M=2.68$, $SD=1.24$) and school leaders ($M=2.82$, $SD=1.12$); overall mean (2.75) respondents were rated undecided response. On the other hand calculated t-test value ($t=-.843$, $p=.400$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school leaders toward last item of Table 4.5. From this idea and the response of respondents it is possible to say that the as a rule, school leaders moderately allow teachers to appraise their work in schools.

In generally, the grand mean of the Table 4.5 depicts that the overall laissez-fair leadership style practices in secondary schools was 2.72 and a standard deviation of .65. This implies that, majority of respondents suggest that leaders were moderately used laissez-fair leadership style practices in secondary schools. This survey result was line with the previous studies by

Fransua (2019) on his study states that school leaders sometime applied laissez-fair leadership style practices in their schools. Laissez-faire leadership style lacks rigorous supervision; it only delegates tasks, jobs or activities without follow-up. Consequently, some leaders may lack responsibility and the necessary skills or knowledge to execute tasks, and this may lead to a declining school performance. Some principals explained that laissez-faire leadership style engenders high absence rates, delinquency, irresponsibility and poor performance.

4.3.2.1.3 Participative Leadership Style Practices in Schools

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents the participative leadership style practices used by school leaders in the schools. To answer this question, the respondents were asked in five Likert's scale type and the results were displayed mean and standard deviation results of the participative leadership style practices used by school leaders in the schools in Table 4.6.

Table 4.6: Responses on Participative Leadership Style Practices

S.N	Participative Leadership Style	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	Encourages and motivates teachers on participative decision making	Teachers	2.30	1.08	2.25	.683	.495
		School leaders	2.20	1.08			
2	School leaders need to help teachers for completing their work	Teachers	2.15	.92	2.15	.135	.893
		School leaders	2.14	.91			
3	The leaders help teachers find their passion	Teachers	2.27	1.09	2.12	2.045	.042
		School leaders	1.97	.91			
4	Interested on collaborative work and motivation	Teachers	2.21	.95	2.31	-1.407	.161
		School leaders	2.41	1.19			
5	School leaders guide without pressure	Teachers	2.24	.94	2.22	.271	.786
		School leaders	2.20	1.04			
Grand Mean			2.22	.59			

Source: Field Survey (2024)

As it can be seen in Table 4.6, first item, asked the respondents that the schools leaders encourages and motivates teachers on participative decision making to increase the school performance or not. In this regard, the computed mean score result of teachers (M=2.30, SD=1.08) and school leaders value (M=2.20, SD=1.08). The overall mean (2.25) also shows that the majority of respondents disagree on the question raised. On other hand, the calculated

t-test value ($t=.683$, $p=.495$, $P>.05$) confirmed that, statistically there is no significance difference between the opinions of teachers and school leaders toward item number 1 of Table 4.6. An interview was also made with supervisors and WEO experts regarding the issue that they responded similarly with the response of the two groups respondents. One of the cluster supervisors (CS₁) clearly indicates that:-

“Democratic leadership style is very important for a school to perform well, allowing teachers to feel a sense of ownership and an opportunity for potential release; it also helps bring changes, innovation and build two-way communication, trust, respect and commitment among stakeholders.”

Therefore, the finding indicates that both groups of respondents' and during interview session reported that schools leaders infrequently encourages and motivates teachers on participative decision making to increase the school performance in the selected secondary schools.

As it can be seen in Table 4.6 (item 2), regarding school leaders need to help teachers for completing their work; the computed mean of teachers ($M=2.15$, $SD=.92$) and school leaders ($M=2.15$, $SD=.97$) were rated disagree response on the issue raised. The overall mean (2.15) also shows that the majority of respondents responded disagree on the school principals need to help teachers for completing their work in schools. This is proven by calculated t-test value ($t=.135$, $p=.893$, $P>.05$); there is no significant difference between teachers and school leaders with regard to the school principals need to help teachers for completing their work in schools. Therefore, as a result showed, majority of respondents reported that school principals rarely need to help teachers for completing their work in schools.

As shown in Table 4.6, 3rd item, respondents were asked whether the leaders help teachers find their passion or not. Consequently, the computed mean value of teachers ($M=2.27$, $SD=1.09$) and school leaders ($M=1.97$, $SD=.91$) rated disagree response on the issue raised. The overall mean (2.12) of respondents rated disagree. On other hand, the calculated t-test value ($t=2.045$, $P=.042$) the P-value that is less than .05; statistically there is significance difference between the opinions of teachers and school leaders toward item 3 of Table 4.6. An interview was also made with WEO experts and school supervisors regarding to leaders unevenly help teachers find their “passion” in schools. Therefore, as a result showed, most of the respondents assured as leaders did not help teachers find their passion in schools.

As it can be seen in Table 4.6 (item 4), regarding to the leaders interested on collaborative work and motivation; the computed mean of teachers ($M=2.21$, $SD=.95$) and school leaders ($M=2.41$, $SD=1.19$) were rated disagree response on the issue raised. The overall mean (2.31) also shows that the majority of respondents disagree on the leaders interested on collaborative work and motivation in schools. This is proven by calculated t-test value ($t=-1.407$, $p=.161$, $P>.05$); there is no significant difference between teachers and school leaders with regard to the leaders interested on collaborative work and motivation in schools. Therefore, as a result showed, majority of respondents reported that school leaders did not interested on collaborative work and motivation in schools.

Similarly, as presented in Table 4.6, last item, regarding school leaders guide without pressure in schools. In this case, computed mean of teachers ($M=2.24$, $SD=.94$) and school leaders ($M=2.20$, $SD=1.04$) result showed that most of respondents rated disagree response. The overall mean (2.22) of respondents were disagree. On the other hand, calculated t-test value ($t=.271$, $p=.786$, $P>.05$) result is confirmed that there is no significance difference between the opinions of teachers and school leaders toward last item of Table 4.6. Accordingly, the finding indicates that school leader did not guide teachers without pressure in schools.

In generally, the grand mean of the Table 4.6 depicts that the overall participative leadership style practices used by school leaders in the schools was 2.22 and a standard deviation of .59. This implies that, majority of respondents were disagreed on the participative leadership style practices used by school leaders in the schools. This result was support of the previous study by Berhane (2021) his study finding reveals that principals rarely employ a democratic leadership style to involve school stakeholders for their ideas and contributions to make school-wide decisions.

4.3.2.1.4 Transformational Leadership Style Practices

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents concerning on the transformational leadership style practices employed by school leaders in the secondary schools. To answer this question, the respondents were asked some relevant questions and the results were displayed mean and standard

deviation results of the transformational leadership style practices employed by school leaders in the secondary schools in Table 4.7.

Table 4.7: Responses on Transformational Leadership Style Practices

S.N	Transformational Leadership Style	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	School leaders inspiring a sense of mission	Teachers	1.72	.94	1.76	-.555	.579
		School leaders	1.80	1.04			
2	Stimulating new ways of thinking	Teachers	1.36	.62	1.46	-2.063	.040
		School leaders	1.57	.95			
3	Spending much of his/her time in academic activities rather than administrative activities	Teachers	2.27	1.09	2.12	2.045	.042
		School leaders	1.97	.91			
4	Makes clear what one can expect to receive when performance goals are achieved	Teachers	1.68	.89	1.71	-.460	.646
		School leaders	1.74	.98			
5	Articulates a compelling vision of the future	Teachers	1.32	.53	1.42	-2.172	.031
		School leaders	1.51	.86			
Grand Mean			1.68	.50			

Source: Field Survey (2024)

As it can be seen in Table 4.7 (first item) asked the respondents that school leaders inspiring a sense of mission to increase the school performance or not. In this regard, the computed mean score result of teachers (M=1.72, SD=.94) and school leaders (M=1.80, SD=1.04). The overall mean (1.76) also shows that the majority of respondents strongly disagree on the question raised. On other hand, the calculated t-test value ($t=-.555$, $p=.579$, $P>.05$) confirmed that, statistically there is no significance difference between the opinions of teachers and school leaders toward item number 1 of Table 4.7. Therefore, the finding indicates that both groups of respondents' assured that schools leaders rarely inspiring a sense of mission to increase the school performance in secondary schools.

As it can be seen in Table 4.7 (item 2), regarding school leaders stimulating new ways of thinking; the computed mean of teachers (M=1.36, SD=.62) and school leaders (M=1.57, SD=.95) were rated very disagree response on the issue raised. The overall mean (1.46) also shows that the majority of respondents reported disagree on the school leaders stimulating new

ways of thinking in schools. This is proven by calculated t-test value ($t=-2.063$, $p=.040$, $P<.05$); there is significant difference between teachers and school leaders with regard to the stimulating new ways of thinking in schools. Therefore, as a survey result showed that it was difficult to conclude that school leaders did not stimulating new ways of thinking in schools.

As shown in Table 4.7, 3rd item, respondents were asked whether the leaders spending much of his/her time in academic activities rather than administrative activities or not. Consequently, the computed mean value of teachers ($M=2.27$, $SD=1.09$) and school leaders ($M=1.97$, $SD=.91$) rated disagree response on the issue raised. The overall mean (2.12) of respondents rated disagree. On other hand, the calculated t-test value ($t=2.045$, $P=.042$) the P-value that is less than .05; statistically there is significance difference between the opinions of teachers and school leaders toward item 3 of Table 4.7. An interview was also made with WEO experts and school supervisors regarding to leaders unevenly spending much of his/her time in academic activities rather than administrative activities in schools. Therefore, as a result showed, most of the respondents assured as leaders infrequently spending much of his/her time in academic activities rather than administrative activities in schools.

As it can be seen in Table 4.7 (item 4), regarding to the leaders makes clear what one can expect to receive when performance goals are achieved; the computed mean of teachers ($M=1.68$, $SD=.89$) and school leaders ($M=1.74$, $SD=.98$) were rated strongly disagree response on the issue raised. The overall mean (1.71) also shows that the majority of respondents strongly disagree on the leaders makes clear what one can expect to receive when performance goals are achieved in schools. This is proven by calculated t-test value ($t=-.460$, $p=.646$, $P>.05$); there is no significant difference between teachers and school leaders with regard to the leaders interested on collaborative work and motivation in schools. Therefore, as a result showed, majority of respondents reported that school leaders unevenly makes clear what one can expect to receive when performance goals are achieved in schools.

Similarly, as presented in Table 4.7, last item, regarding school leaders articulates a compelling vision of the future in schools. In this case, computed mean of teachers ($M=1.32$, $SD=.53$) and school leaders ($M=1.51$, $SD=.86$) result showed that most of respondents rated disagree response. The overall mean (1.42) of respondents were strongly disagree. On the

other hand, calculated t-test value ($t=-2.172$, $p=.031$, $P<.05$) result is confirmed that there is significance difference between the opinions of teachers and school leaders toward last item of Table 4.7. Accordingly, the finding indicates that school leaders did not articulate a compelling vision of the future in schools.

In generally, the grand mean of the Table 4.6 depicts that the overall transformational leadership style practices employed by school leaders in the secondary schools was 1.68 and a standard deviation of .50. This implies that, majority of respondents were strongly disagreed on the transformational leadership style practices employed by school leaders in the secondary schools. The result implies that the more the school leaders did not applied transformational leadership style, the better the school performance becomes. This result was support of the previous study by Berhane (2021) his study finding reveals that school leaders infrequently employed transformational leadership style practices in the secondary schools.

4.3.2.2 Improvement of School Performance

This sub topic deals with the presentation and interpretation of finding of the data that were collected from respondents and existing document concerning on the improvement of school performance in secondary schools. To answer this question, the respondents were asked some relevant questions and the results were displayed mean and standard deviation results of the improvement of school performance in the schools in Table 4.8.

Table 4.8: Responses on Improvement of School Performance

Item	Improvement of School Performance	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	Setting and communicating common educational goals, objectives, strategies and plans	Teachers	2.21	.72	2.28	-1.472	.142
		School leaders	2.36	.84			
2	Managing school resources (human, material and financial resources)	Teachers	2.45	1.32	2.36	.960	.338
		School leaders	2.28	1.12			
3	Collecting, analyzing and using data to identify school needs	Teachers	2.17	.86	2.29	-1.857	.064
		School leaders	2.42	1.22			
4	Using data to identify and plan for needed changes in the instructional program	Teachers	2.50	1.01	2.47	.382	.703
		School leaders	2.45	1.07			
5	Implementing and monitoring the school plan	Teachers	2.40	1.11	2.42	-.199	.842
		School leaders	2.43	1.07			
6	Using systems thinking to establish a clear focus on attaining student achievement goals	Teachers	2.12	1.02	2.06	.817	.415
		School leaders	2.00	1.17			
7	Promoting collaborative problem solving and open communication	Teachers	2.18	.86	2.28	-1.426	.155
		School leaders	2.38	1.24			
8	Creating conducive learning environment for all students including female and special needs students	Teachers	2.20	.89	2.27	-1.068	.287
		School leaders	2.34	1.12			
9	Monitoring, evaluating and providing solid feedback that teachers need for improving their practices	Teachers	1.49	.80	1.49	-.047	.963
		School leaders	1.50	.94			
10	Promoting student learning and/or achievement	Teachers	2.15	.91	2.23	-1.244	.215
		School leaders	2.31	1.07			
Grand Mean			2.20	.42			

Source: Field Survey (2024)

According to the data obtained from the two groups on item 1 (Table 4.8), which relates to setting and communicating common educational goals, objectives, strategies and plans, the mean value 2.21 and 2.36 was obtained from both teachers and leaders responses with 2.23 average mean score with (SD=.72; .84), result showed that most of respondents rated disagree response, respectively. On the other hand, calculated t-test value ($t=-1.472$, $p=.142$, $P>.05$) result is confirmed that there is no significance difference between the opinions of teachers

and school leaders toward 1st item of Table 4.8. Therefore, as a survey result reveals that most of the respondents the school leaders infrequently setting and communicating common educational goals, objectives, strategies and plans is rated low school performance when computing with the mean set as demarcation.

From the responses to item 2 of Table 4.8, which relates to the managing school resources (human, material and financial resources); the mean value 2.45 and 2.28 was obtained from both teachers and leaders responses with average mean score (2.36) with (SD= 1.32; 1.12) result showed that most of respondents rated disagree response, respectively. This is proven by calculated t-test value ($t=.960$, $p=.338$, $P>.05$); there is no significant difference between teachers and school leaders with regard to the managing school resources (human, material and financial resources). Therefore, as a survey result indicated, majority of respondents reported that school leaders rarely managing school resources (human, material and financial resources) in the sampled schools.

Regarding from the responses to item 3 (Table 4.8), respondents rated to collecting, analyzing and using data to identify school needs; the mean value (2.17 and 2.42) was obtained from both teachers and leaders responses with average mean score (2.29) with (SD= .86; 1.22) rated disagree response. On the other hand calculated t-test value ($t=-1.857$, $p=.064$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school leaders toward third item of Table 4.8. From this idea and the response of respondents reported that school leader unevenly collecting, analyzing and using data to identify school needs.

Item 4 of Table 4.8, respondents rated to the using data to identify and plan for needed changes in the instructional program, the mean value (2.50 and 2.45) was obtained from both teachers and leaders responses with a 2.47 average mean score with (SD=1.01; 1.07), respectively rated disagree response. On the other hand calculated t-test value ($t=.382$, $p=.703$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school leaders toward 4th item of Table 4.8. Therefore, as a survey result inferred using data to identify and plan for needed changes in the instructional program is rated low school performance when computing with the mean set as demarcation.

As portrayed in fifth item of Table 4.8, whether implementing and monitoring the school plan or not; in light of these the computed mean of teachers ($M=2.40$, $SD=1.11$) and school leaders ($M=2.43$, $SD=1.07$) rated disagree responses on the issue. The overall mean (2.42) also shows that majority of respondents reports disagree response on the raised issue. This is proven by calculated t-test value ($t=-.199$, $p=.842$, $P>.05$). Therefore there is no significant difference between the teachers and school leaders with regard to the implementing and monitoring the school plan. An interview was also made with supervisors and WEO experts regarding the issue that they responded similarly with the response of the two groups respondents. One cluster supervisor (CS_2) argued that:-

“School leaders did not implementing and monitoring the school plan to increase school performance in order to enhance students’ academic achievement and staffs did not have common understanding about the mission and goals of the school’s, they have common kind of learning to be achieved that can help the school and its efforts to improve students’ academic achievement. But this was not done in my school.”

Therefore, the survey finding indicates that leaders rarely implementing and monitoring the school plan in sampled schools.

Moreover, according to the data obtained from the two groups on 6th item in Table 4.8, related to using systems thinking to establish a clear focus on attaining student achievement goals, the mean value (2.12 and 2.00) was obtained from both teachers and leaders responses with average mean score (2.06) with ($SD=1.02$; 1.17), result showed that most of respondents rated disagree response, respectively. On the other hand, calculated t-test value ($t=.817$, $p=.415$, $P>.05$) result is confirmed that there is no significance difference between the opinions of teachers and school leaders toward 6th item of Table 4.8. Therefore, as a survey result reveals that most of the respondents the school leaders infrequently using systems thinking to establish a clear focus on attaining student achievement goals is rated low performance when computing with the mean set as demarcation.

From the responses to item 7 of Table 4.8, which relates to the promoting collaborative problem solving and open communication; the mean value (2.18 and 2.38) was obtained from both teachers and leaders responses with average mean score (2.28) with ($SD=.86$; 1.24) result shows that most of respondents rated disagree response, respectively. This is proven by

calculated t-test value ($t=-1.426$, $p=.155$, $P>.05$); there is no significant difference between teachers and school leaders with regard to the promoting collaborative problem solving and open communication. Therefore, as a survey result indicated, majority of respondents reported that school leaders poorly promoting collaborative problem solving and open communication in the sampled schools.

Regarding from the responses to item 8 (Table 4.8), respondents rated to creating conducive learning environment for all students including female and special needs students; the mean value (2.20 and 2.34) was obtained from both teachers and leaders responses with average mean score (2.27) with ($SD=.89$; 1.12) rated disagree response. On the other hand calculated t-test value ($t=-1.068$, $p=.287$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school leaders toward 8 item of Table 4.8. From this idea and the response of respondents assured that school leaders did not creates conducive learning environment for all students including female and special needs students in schools.

Item 9 of Table 4.8, respondents rated to the monitoring, evaluating and providing solid feedback that teachers need for improving their practices; the mean value (1.49 and 1.50) was obtained from both teachers and leaders responses with a 1.49 average mean score with ($SD=.80$; .94) rated strongly disagree response, respectively. On the other hand calculated t-test value ($t=-.047$, $p=.963$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school leaders toward 9th item of Table 4.8. Therefore, as a survey result inferred monitoring, evaluating and providing solid feedback that teachers need for improving their practices is rated very low school performance when computing with the mean set as demarcation.

As portrayed in last item of Table 4.8, whether promoting student learning and/or achievement or not; in light of these the computed mean of teachers ($M=2.15$, $SD=.91$) and school leaders ($M=2.31$, $SD=1.07$) rated disagree responses on the issue. The overall mean (2.23) also shows that majority of respondents reports disagree response on the raised issue. This is proven by calculated t-test value ($t=-1.244$, $p=.215$, $P>.05$). Therefore there is no significant difference between the teachers and school leaders with regard to the promoting student learning and/or achievement. An interview was also made with supervisors and WEO experts regarding the

issue that they responded similarly with the response of the two groups respondents. One WEO experts (WEOE₄) argued that:-

“School leaders did not promoting student learning environment in order to enhance students’ academic achievement due to inadequate use of instructional technology; poor communication, cooperation collaboration approaches; poor the school-community relationship and miss-use of school resources.”

Therefore, the survey finding indicates that school leader infrequently promotes student learning and/or achievement in sampled schools.

In general, the overall grand mean of Table 4.8 depicts that the overall improvement of school performance in the schools was 2.20 with standard deviation of .42. This implies that the majority of respondents assure that the overall performance of school was insignificantly poor in secondary schools of Central Sidama Zone in Sidama Region. This survey result was similar with the previous study by George (2021) states that there was low school performance in the secondary schools.

4.3.2.3 Result of Pearson Correlation

To see the relationship between leadership style practices and school performance correlation analysis was carried out; specifically, Person’s Correlations coefficients test was calculated to find the relationships between the two variables. The leadership style mean score of each three table shows and school performance in Table 4.9 was correlated used the Pearson’s Correlation. This gave a correlation coefficient (r) which showed the direction of association between the variables as summarized in Table 4.9 Pearson’s Correlation Coefficient was used to establish the relationship between school leadership style practices and school performance.

Table 4.9: The Relationship between School Leadership Styles and School Performance (A Matrix of Correlations)

S.N	Variables of the Study	1	2	3	4	5
1	School Performance	1				
2	Autocratic	-.134**	1			
3	Laissez-fair	.297***	.039	1		
4	Participative	.303***	.030	.148**	1	
5	Transformational	.288**	.048	.130**	.248***	1

Note: *** and ** represent significant at 1% and 5%, respectively.

Source: Model Output (2024)

When the correlation coefficients between the variables are examined, as shown in Table 4.9, the results of the correlation analysis revealed that there is a significant, positive and negative association between the independent variables (school leadership style practices) i.e. (autocratic, laissez-fair, participative and transformational) with dependent variable (school performance). This implies that autocratic leadership has very weak and negative correlation and significant related with school performance with $r=-.134$ at $P<.05$ whereas laissez-fair leadership style has weak and positive correlation with school performance with $r=.297$ at $P<.05$; participative leadership style has weak and positive correlation with school performance with $r=.303$ at $P<.05$ likewise transformational leadership style has weak and positive correlation with school performance with $r=.288$ at $P<.05$. This implies that there is a negative relationship between autocratic leadership style and school performance. In practical terms, the result suggests that the more the school leader is autocratic, the poorer the school performance becomes. In autocratic leadership style, leaders employ coercive force and oftentimes motivate teachers by threat in order to create a sense of obedience, but it results in resentment, humiliation, intimidation and eventually poor student achievement. In nature, the autocratic leadership style is not participatory and limited in scope. This means that a principal does not seek an input and participation from other stakeholders. This survey result was similar with the previous study by Wahab *et al.*, (2016) asserts that there was significant relationship between school leadership styles and school performance.

4.3.2.4 Result of Regression Model

To answer the third research question, the regression analysis was done, as indicated in the table below. This section presents overall regression model summary of the study.

Table 4.10: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	1.635	.181		9.023	.000
	Autocratic	-.093	.035	-.153	-2.675	.008
	Laissez-fair	.169	.037	.262	4.510	.000
	Participative	.176	.043	.245	4.114	.000
	Transformational	.030	.050	.036	.607	.544

a. Dependent Variable: School Performance

Table 4.10 presents the contribution of each independent variable to the prediction of dependent variable. The multiple regression analysis revealed that the four school leadership styles have much contribution as predictor variables. The output shows that the largest unstandardized value appears in the Beta Coefficients is .179, which means that participative leadership style about 17.9% on school performance, which is reported by school leaders exercised participative leadership style, the school performance was increased. The second higher predictor is laissez-fair leadership style which is about 16.9%. Autocratic leadership style is the least predicting role of school leaders which accounts -0.093; this reveals that when leaders more exercised autocratic leadership style, the performance of the school was declined. As model result depicts that transformational leadership style was not significant with the school performance in the study area. This result leads to the low performance of schools.

4.3.3 Major Barriers Influencing the Effectiveness of Leadership Practices on Enhancing School Performance in Secondary Schools of Central Sidama Zone

In this part designed to identify challenges that encounter during the effectiveness of school leadership practices on enhancing school performance in secondary schools of Central Sidama Zone. Therefore, the study had dealt with some of the factors supposed that affect during performing school leadership practices on enhancing school performance. Each of them was

described with Likert scale that ranges from strongly agrees to strongly disagree. Accordingly, the respondents provided their responses in the way summarized in Table 4.11.

Table 4.11: Major Barriers Influencing the Effectiveness of Leadership Practices on Enhancing School Performance in Secondary Schools of Central Sidama Zone

S.N	Items	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	Inadequate disciplinary policy at schools	Teachers	3.80	1.22	3.65	1.826	.069
		School leaders	3.50	1.17			
2	Inadequate allocation of school budget	Teachers	3.97	1.11	4.01	-.472	.637
		School leaders	4.04	1.17			
3	Inconsistent availability of educational materials	Teachers	4.19	1.12	4.10	1.135	.257
		School leaders	4.01	1.16			
4	High rates of students absenteeism	Teachers	4.32	1.02	4.38	-.839	.402
		School leaders	4.43	.98			
5	Poor academic performance of pupils	Teachers	3.95	1.33	3.96	-.149	.882
		School leaders	3.97	1.32			
6	Low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates	Teachers	3.96	1.24	4.03	-.802	.423
		School leaders	4.09	1.25			
7	Use of inappropriate instructional technology by staff and administration	Teachers	4.01	1.13	4.05	-.438	.662
		School leaders	4.08	1.24			
8	High students dropout rate	Teachers	3.65	1.30	3.87	-2.453	.015
		School leaders	4.08	1.24			
9	Poor quality buildings	Teachers	4.14	1.16	4.07	.888	.376
		School leaders	4.00	1.13			
10	Mismanagement of school resources	Teachers	4.15	1.09	4.16	-.066	.948
		School leaders	4.16	1.12			
Grand Mean			4.02	.57			

Source: Field Survey (2024)

As it can be seen in first item, Table 4.11, the mean and SD of teacher respondents are 3.80 and 1.22, and the mean and SD of school leaders are 3.50 and 1.17, respectively denotes inadequate disciplinary policy at schools to encounter during performing school leadership practices on enhancing school performance in secondary schools. This indicated that majority

of teachers and school leaders rated agree on the issue raised. This shows that, the calculated t-test value ($t=1.826$, $p=.069$) that is $P>.05$. Therefore, there is no significant difference between the responses given by teachers and school leaders towards issue of item 1 of Table 4.11. Therefore, it implies that the inadequate disciplinary policy at schools to encounter during performing school leadership practices on enhancing school performance in the schools.

In the same Table 4.11 of item 2, respondents were asked to check whether inadequate allocation of school budget affects the performing school leadership practices on enhancing school performance or not; in light with this, the computed value ($M=3.97$, $SD=1.11$) of teachers' respondents and ($M=4.04$, $SD=1.17$) of school leaders, respectively. The overall mean is 4.01; shows that the total respondents were agreed with the idea. The significance level ($p=.637$) is greater than .05, this indicates that there is no significance difference between the opinions of teachers and school leaders. Therefore, this survey result implies that inadequate allocation of school budget marks the performing school leadership practices on enhancing school performance in secondary schools.

Item 3 of Table 4.11 indicates, teachers and school leaders' respondents asked about their view on whether the inconsistent availability of educational materials or not. In these case, the computed value of ($M=4.19$, $SD=1.12$) of teachers and ($M=4.01$, $SD=1.16$) of school leaders respondents; the overall mean value was 4.10. This survey result depicted that respondents were agree response on the issue raised. In addition to this, the calculated t-test value ($t=1.135$, $p=.257$) is greater than the P-value of .05. Therefore, there is significant difference between the responses given by teachers and school leaders towards issues of item 3 of Table 4.11. Therefore, as a survey result depicts it inconsistent availability of educational materials weakens the performing school leadership practices on enhancing school performance in secondary schools.

As illustrated in Table 4.11, item 4, respondents were asked on whether the high rates of students absenteeism mitigates the performing school leadership practices on enhancing school performance in secondary schools or not; in light with this, the computed value ($M=4.32$, $SD=1.02$) of teachers and ($M=4.43$, $SD=.98$) of school leaders; the overall mean value was 4.38 lies on strongly agree response in the scale table. This is proven by calculated

t-test value ($t=-.839$, $p=.402$) which is $P>.05$. Therefore, there is no significant difference between the teachers and school leaders with regard to raised question 4 of Table 4.11. Most of the interviewee and document review reveals that high rates of students absenteeism mitigates the performing school leadership practices on enhancing school performance in schools. Therefore, one can say that high rates of students' absenteeism highly lessen the performing school leadership practices on enhancing school performance in the sampled schools.

The responses regarding 5th item, (Table 4.11), the mean and SD of teachers are 3.95 and 1.33, respectively towards the issues was raised agree. Similarly, mean and SD of school leaders is 3.97 and 1.32, respectively towards the issues was raised agree. The overall mean value is 3.96. This implies that the respondents were agreed on the poor academic performances of pupils minimize the performing school leadership practices on enhancing school performance. This is confirmed by the t-test value ($t=-.149$) and ($p=.882$) i.e. P-value is greater .05. Therefore, there is no significance difference between the opinions of teachers and school leaders toward item number 5 of Table 4.11. Accordingly, the finding reveals, most of respondents reported that poor academic performances of pupils minimize the performing school leadership practices on enhancing school performance in the study area.

As it can be seen in 6th item (Table 4.11), the mean and SD of teacher respondents are 3.96 and 1.24, and the mean and SD of school leaders was 4.09 and 1.25, respectively denotes low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates affects the performing school leadership practices on enhancing school performance in secondary schools. This indicated that majority of teachers and school leaders rated agree on the issue raised. This shows that, the calculated t-test value ($t=-.802$, $p=.423$) that is $P>.05$. Therefore, there is no significant difference between the responses given by teachers and school leaders towards issue of item 6 of Table 4.11. Therefore, it implies that the low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates affects the performing school leadership practices on enhancing school performance in secondary schools.

In the same Table 4.11 of item 7, respondents were asked to check whether use of inappropriate instructional technology by staff and administration or not; in light with this, the computed value ($M=4.01$, $SD=1.13$) of teachers' respondents and ($M=4.08$, $SD=1.24$) of school leaders, respectively. The overall mean is 4.05; shows that the total respondents agreed with the idea. The significance level ($p=.662$) is greater than .05, this indicates that there is no significance difference between the opinions of teachers and school leaders. Therefore, this survey result implies that use of inappropriate instructional technology by staff and administration affects the performing school leadership practices on enhancing school performance in the secondary schools.

Item 8 of Table 4.11 indicates, teachers' and school leader respondents asked about their view on whether high students dropout rate determines performing school leadership practices on enhancing school performance or not. In these case, the computed value of ($M=3.65$, $SD=1.30$) of teachers and ($M=4.08$, $SD=1.24$) of school leaders respondents; the overall mean value is 3.87. This survey result depicted that respondents were agree response on the issue raised. In addition to this, the calculated t-test value ($t=-2.453$, $p=.015$) is less than the P-value of .05. Therefore, there is significant difference between the responses given by teachers and school leaders towards issues of item 8 of Table 4.11. Therefore, as a survey result shows high students' dropout rate determines performing school leadership practices on enhancing school performance in secondary schools.

As illustrated in Table 4.11 (item 9), respondents were asked on whether the poor quality buildings mitigates the performing school leadership practices on enhancing school performance in secondary schools or not; in light with this, the computed value ($M= 4.14$, $SD=1.16$) of teachers and ($M=4.00$, $SD=1.13$) of school leaders; the overall mean value is 4.07 lies on agree response in the scale table. This is proven by calculated t-test value ($t=.888$, $p=.376$) which is $P>.05$. Therefore, there is no significant difference between the teachers and school leaders with regard to raised question 9 of Table 4.11. Therefore, one can say that poor quality buildings mitigate the performing school leadership practices on enhancing school performance in the sampled schools.

As illustrated in Table 4.11, last item, respondents were asked on whether mismanagement of school resources lessens the performing school leadership practices on enhancing school performance in the sampled schools or not; in light with this, the computed value (M=4.15, SD=1.09) of teachers and (M=4.16, SD=1.12) of school leaders; the overall mean value is 4.16 lies on agree level in the scale table. This is proven by calculated t-test value ($t=-.066$, $p=.948$) which is $P>.05$. Therefore, there is no significant difference between the teachers and school leaders with regard to raised last question of Table 4.11. Therefore, one can say that, the effect of problems related mismanagement of school resources lessens the performing school leadership practices on enhancing school performance in the sampled schools. On top of this, the finding gathered from supervisors and WEO experts about problems and challenges in relation to performing school leadership practices on enhancing school performance; among them one of the cluster supervisors (CS₄) argues that:

“Inadequately supply of the teaching aids and materials, lack of adequate training, and shortage of budget is the challenge against effectiveness of principals’ leadership style in improving schools performance.”

In general, when the compared challenges that encounter during performing school leadership practices on enhancing school performance in secondary schools, there was no significant variation observed in indicating their level of agreement for the items listed in the Table 4.11. Furthermore, the results of mean and t-test calculated for each items about perception of the respondents confirmed that, in both teachers and school leaders had agree responses towards challenges that encounter during performing school leadership practices on enhancing school performance in secondary schools. Moreover, statistically there were no significant differences between teachers and school leaders in challenges that encounter during performing school leadership practices on enhancing school performance in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The main objective of this study is to assess the influence of leadership practices on school performance in government secondary schools of Central Sidama Zone in Sidama National Regional State. The total respondents in this study were composed of 277; among whom 189 teachers, 78 school leaders, 4 WEO experts, and 6 cluster supervisors. School leaders and teachers gave their response through questionnaire, and interview. In order to attain the objective of the study, the following basic research questions were stated and answered.

- 1) To what extent leadership practice is effective in secondary schools of Central Sidama Zone as perceived by teachers and school leaders?
- 2) Is there a statistically significant relationship between leadership practices and school performance in secondary schools of Central Sidama Zone?
- 3) What are the major barriers influencing the effectiveness of leadership practices in secondary school of Central Sidama Zone?

To this effect, the both quantitative and qualitative research approaches were incorporated. The quantitative research approach was employed questionnaire prepared for teachers and school leaders whereas the qualitative research approach used an interview questions which prepared for cluster supervisors, and WEO experts. The data was collected from 6 sampled secondary schools. Accordingly, 267 copies of questionnaire were prepared and distributed for teachers and school leaders. From these distributed questionnaire copies, except 11, 258 (184 teachers and 74 school leaders) copies were returned. A close ended questionnaires and semi structured interview were used as major data collection instruments. Because of the information obtained through data gathering tools were analysed using descriptive nature of the study, descriptive statistics such as frequency, percentage, mean value and standard deviation were widely used to analyse quantitative data that were gathered through questionnaire. In addition, independent sample t-test (t-value and p-value) used to test significance of responses among secondary schools teachers and school leaders' likewise inferential statistics like correlation and multiple linear regression model was used to examine relationship between leadership styles and school performance in the secondary schools.

Moreover, the data gathered via interview and document were analysed by narration.

On the basis of analysis and interpretation of the data, it was possible to come up with the following major findings in relation to the basic research questions:

5.1.1 The Extent of Teachers' and School Leaders Perception on Performing Leadership Activities in Secondary Schools

According to items related to teachers and school leaders perception on performing leadership activities in secondary schools of Central Sidama Zone. The respondents were reported low on the raised issues. Depending on ideas, the following major findings were drawn:

- Majority of the respondents (M=2.55) assures that school leaders poorly display a sense of power and confidence in order to increase the school performance in sampled schools.
- Most of the respondents (M=2.44) argue that there was a gap of school leaders shaping a vision of academic success for all students in schools.
- Majority of the respondents reported that the teachers are rarely participated in making rules and regulations of school.
- Most of the respondents seeming that school leaders are collaborative problem solving with staff and stake holders for the improvement of school performance is rated low response when computing with the mean set as low level.
- Leaders to establish and maintain good interpersonal relationship with members in decision making for the improvement of school performance is rated very low performance when computing with the mean set as separation.
- Leaders were try to provide text books, teacher guides and other teaching materials for the improvement of school performance is rated low performance when computing with the mean set as demarcation.
- The instructional leaders provide incentive for teachers for the improvement of students' academic achievement is rated low performance when computing with the mean set as demarcation.

- Teachers are involved in school income generation and expenditure preparation (budget allocation) for the improvement of school performance is rated low response when computing with the mean set as demarcation.
- Most of the respondents argue that school leaders' infrequently motivate teachers by providing recognition and appreciation in the sampled schools.

In general, when the compared teachers and school leaders perception on performing leadership activities in secondary schools between teachers and school leaders, there was no significant variation observed in indicating teachers' perception on performing leadership activities. Furthermore, majority of respondents confirmed that, both teachers and school leaders had low view about teachers' perception on performing leadership activities in secondary schools.

5.1.2 Relationship between Leadership Practices and School Performance in Secondary Schools of Central Sidama Zone

5.1.2.1 Leadership Styles Practices

5.1.2.1.1 Autocratic Leadership Style Applied in Secondary Schools

Concerning to the items related to the autocratic leadership style applied in secondary schools, the respondents replied often response on the issues. Depending on thus ideas, the following major findings were drown:

- ✦ Majority of respondents replied that school leaders always determine policy alone in school. This hinders the performance of the schools.
- ✦ Majority of survey result impels the school leaders often assign duties to staff without consulting in the sampled school.
- ✦ Most of survey result impels the school leader is the chief judge of the achievement of teachers in school.
- ✦ Similarly, as the survey finding revealed that the school leaders rarely give rewards/ punishment to motivate teachers to achieve school objective in the selected schools.

- ✦ Majority of respondents and survey result induces that school leaders always interested only on ordering without getting advice and not accept comment in schools.
- ✦ In generally, as the findings revealed that the autocratic leadership style was the most practiced leadership styles in secondary schools of Central Sidama Zone.

5.1.2.1.2 Laissez-fair Leadership Style Practices

Depending on thus ideas, the following major findings were drown:

- Most of the respondents replied that school leaders neither give full responsibility nor authority for the teachers in the schools.
- As the survey result implies that schools principals leave subordinates alone at moderate level in schools.
- Similarly, both groups of the respondents reported that the in complex situations school principals let teachers work problems on their work was medium in the school.
- Most of the respondents replied that the as a rule, school leaders moderately allow teachers to appraise their work in sampled secondary schools.
- Finally, as the findings revealed that majority of respondents suggest that leaders were moderately used laissez-fair leadership style practices in secondary schools.

5.1.2.1.3 Participative Leadership Style Practices in Schools

Depending on thus ideas, the following major findings were drown:

- Majority of respondents reported that schools leaders infrequently encourages and motivates teachers on participative decision making to increase the school performance in the selected secondary schools.
- Most of the respondents assured that school principals rarely need to help teachers for completing their work in schools.
- Similarly, both groups of the respondents reported that the leaders did not help teachers find their “passion” in schools.
- Most of respondents assured that school leaders did not interested on collaborative work and motivation in schools.

- Accordingly, the finding indicates that school leader did not guide teachers without pressure in schools.
- In generally, majority of respondents were disagreed on the participative leadership style practices used by school leaders in the schools.

5.1.2.1.4 Transformational Leadership Style Practices in Schools

Depending on thus ideas, the following major findings were drown:

- ✚ Majority of respondents reported that schools leaders rarely inspiring a sense of mission to increase the school performance in secondary schools.
- ✚ Most of the respondents assured it was difficult to conclude that school leaders did not stimulating new ways of thinking in schools.
- ✚ Likewise, both groups of the respondents reported that leaders were infrequently spending much of his/her time in academic activities rather than administrative activities in schools.
- ✚ Most of respondents assured that school leaders unevenly makes clear what one can expect to receive when performance goals are achieved in schools.
- ✚ Accordingly, the finding indicates that school leaders did not articulates a compelling vision of the future in schools.
- ✚ In generally, as survey result implies, majority of respondents were strongly disagreed on the transformational leadership style practices employed by school leaders in the secondary schools.

5.1.2.2 Improvement of School Performance

Depending on thus ideas, the following major findings were drown:

- Most of the respondents the school leaders infrequently setting and communicating common educational goals, objectives, strategies and plans is rated low school performance when computing with the mean set as demarcation.
- Both groups of respondents' response conclude that school leaders rarely managing school resources (human, material and financial resources) in the sampled schools.

- Majority of respondents reported that school leader unevenly collecting, analyzing and using data to identify school needs.
- As a survey result inferred using data to identify and plan for needed changes in the instructional program is rated low school performance when computing with the mean set as demarcation.
- Majority of the respondents agreed that school leaders rarely implementing and monitoring the school plan in sampled schools.
- Most of the respondents the school leaders infrequently using systems thinking to establish a clear focus on attaining student achievement goals is rated low performance when computing with the mean set as demarcation.
- Majority of respondents reported that school leaders poorly promoting collaborative problem solving and open communication in the sampled schools.
- School leaders did not create conducive learning environment for all students including female and special needs students in schools.
- Monitoring, evaluating and providing solid feedback that teachers need for improving their practices is rated very low school performance when computing with the mean set as demarcation.
- Most of respondents reported that school leader infrequently promotes student learning and/or achievement in sampled schools.
- Generally, the overall grand mean ($M=2.20$) of the improvement of school performance in the schools was minimal. This implies that the majority of respondents assure that the overall performance of school was insignificantly poor in secondary schools of Central Sidama Zone in Sidama Region.

The correlation result showed that there is a significant relationship between all independent variables (leadership practices) i.e. (autocratic, laissez-fair, participative and transformational) with dependent variable (school performance). As a survey result implies that autocratic leadership has very weak, negative and significant correlation school performance likewise laissez-fair leadership style has weak and positive correlation with school performance whereas participative leadership style has weak and positive correlation with school performance similarly transformational leadership style has weak and positive correlation

with school performance in the study area. This implies that school leaders are autocratic and avoid participatory leadership styles. The finding also indicated that though inadequately practiced, all leadership styles had a significant association with school performance and can be explained by the school performance taken into consideration. Thus, these implied that improvement in school performance was either positively or negatively affects the practices of the leadership style in secondary school understudy.

The multiple regression results showed that the all except transformational leadership style practices i.e. autocratic, laissez-fair, and participative have significant influence on school performance. The output shows that the participative leadership style had largest effect on school performance, which is reported by school leaders excised participative leadership style, the school performance was increased. The second higher predictor is laissez-fair leadership style. Autocratic leadership style is the least predicting role of school leaders reveals that when leaders more exercised autocratic leadership style, the performance of the school was declined. As model result depicts that transformational leadership style was not significant with the school performance in the study area.

5.1.3 Major Barriers Influencing the Effectiveness of Leadership Practices on Enhancing School Performance in Secondary Schools of Central Sidama Zone

According to items related to challenges that encounter during the effectiveness of leadership practices on enhancing school performance in secondary schools were responds agreed on the raised issues. Depending on thus ideas, the following major findings were drown:

As per a result reveals that, majority of teachers and school leader respondents agreed that the high rates of students absenteeism (M=4.38), mismanagement of school resources (M=4.16), inconsistent availability of educational materials (M=4.10), poor quality buildings (M=4.07), use of inappropriate instructional technology by staff and administration (M=4.05), low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates (M=4.03), and inadequate allocation of school budget (M=4.01) are the major challenges that determines the effectiveness of leadership practices on enhancing school performance in secondary schools.

5.2 Conclusions

Educational leadership is a nerve cell to schools and helps them to function well and achieve more. Its impact is significant for school performance. Therefore, principals need to change and adopt a viable leadership style. Leaders influence people's behaviors and thoughts and mobilize resources wisely. If there is no one to influence and mobilize, situations could take over control and things may go wrong. It is through leadership that both human and material resources find their way for utilization and realization of talents; without effective school leadership, all details of plans go astray or wrong. Of course, there are other factors that influence school performance significantly, but not as leadership does. The impact of leadership is far beyond instructional facilities, funds, community participation and other related factors. Therefore, using different leadership styles according to situations has a pivotal impact on the overall school values, because it is claimed that leadership has a huge impact not only on students' achievement, but also on the array of school situations.

Moreover, the findings of the study indicated that a school leaders were insignificantly exercised the leadership practices on enhancing school performance in the secondary schools of Central Sidama Zone. This indicated that school leaders did not influence teachers through continuous advice and follow up to increase the school performance hence this leads to decline students' academic achievement in the selected schools and there was a gap of school leaders shaping a vision of academic success for all students in schools. In addition to this, school leaders were highly excised autocratic leadership style in secondary schools. From this survey findings revealed that the autocratic leadership style was the most practiced leadership styles in secondary schools of Central Sidama Zone.

However, it has concluded that in autocratic leadership style, principals employ coercive force and oftentimes teachers motivate by threat in order to create a sense of obedience, but it results in resentment, humiliation, intimidation and eventually poor student achievement. In nature, the autocratic leadership style is not participatory and limited in scope. Consequently, some leaders may lack responsibility and the necessary skills or knowledge to execute tasks, and this may lead to a declining school performance. Some principals explained that laissez-faire leadership style engenders high absence rates, delinquency, irresponsibility and poor performance. But, school leaders rarely applied a participatory leadership style to involve

school participants for their ideas and contributions to make school-wide decisions. The result implies that the more the school leaders did not applied transformational leadership style, the better the school performance becomes. This might have been greatly to affect the students' academic achievement in the schools.

Furthermore, the correlation result showed that there is a negative and significant relationship between autocratic leadership style with school performance while there is a positive and significant relationship between laissez-fair, participative and transformational leadership style with school performance in the study area. The multiple regression results showed that the autocratic, laissez-fair, and participative have significant influence on school performance. As model result depicts that transformational leadership style was insignificant with the school performance in the study area.

In Central Sidama Zone, the secondary schools have other problems which hinders the leaders in performing leadership practices on enhancing school performance in secondary schools such as inadequate disciplinary policy at schools, inadequate allocation of school budget, inconsistent availability of educational materials, high rates of students' absenteeism, poor academic performances of pupils, low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates, use of inappropriate instructional technology by staff and administration, high students' dropout rate, poor quality buildings, and mismanagement of school resources in the schools.

5.3 Recommendations

The key outcomes of any school leaders were to achieve the academic students result in relation to regularly excised leadership styles at school level. Thus, this particular study was to assess the influence of leadership practices on the school performance in the secondary schools of Central Sidama Zone in Sidama Region. Based on the findings of this study, the researcher suggested some of the mechanisms in which school performance can be improved. Accordingly, in light of the findings and conclusions made above for this study, the following possible recommendations were suggested.

1. For the success to the effectiveness of educational leadership practices on school performance, the school leaders are advised to change the leadership style to improve the school performance in order to realize the academic students' achievement in the secondary schools.
2. Sidama REB and ZED provide leadership trainings for school leaders as an in-service program or in any possible ways to fill the gap and capacitate the school leaders and teachers.
3. WEO experts and the school leaders are advised to create awareness to provide teachers with current information and update them for the better school performance and academic achievement of the students in the school.
4. In study area, the leaders were more excised autocratic leadership styles. No single leadership style is appropriate at all times; because no leadership style is right all the time; sometimes it is more efficient and progressive, while sometimes it is deficient or inadequate. Therefore, school leaders should apply participatory, transformational and situational leadership styles accordingly more too effectively and efficiently enhance the school performance in order to get best academic achievement of the students in the school. This might help the school to meet challenges, catch up with the motion of change and function well.
5. The essence of leadership is what we call 'dynamic in process'. Its dynamism highly affects the vision, mission and goals of a school. School leaders need to learn its dynamism. Therefore, the ZED and WEO should offer continuous professional development workshops, seminars, conferences and journals to enhance school leadership.
6. School performance does not merely depend on leadership. There are also very important independent variables, such as parent and community involvement and participation. Therefore, principals should invite parents and communities to participate in important school matters so that they may feel a sense of ownership to contribute to school performance.

5.4 Implications for the Future Researchers

Although this research may have its contribution in understanding the effectiveness of educational leadership practices on school performance in Sidama Region, the outcomes of the study were not completed as was initially anticipated. Therefore, the researcher recommends that those who want to conduct further study on the effectiveness of educational leadership practices on school performance in the secondary schools of the Sidama Region.

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APPENDEX

Hawassa University

College of Education

Department of Educational Planning and Management

I. Questionnaire to be filled by Teacher and School Leader Respondents

Dear respondents,

I am a graduate student of Hawassa University of Educational Planning and Management Department. I am conducting a study on the topic: **Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State**. The main purpose of this questionnaire is only to collect relevant information for this research work. Therefore, you are kindly requested to fill the questionnaire with on the necessary information related to the study. Your honest and genuine response has its own effect on the success of the study. Your data will be used only for academic issue and the information in this questionnaire will be confidential. So feel free to tick the appropriate answer openly and honestly. Please read the instructions before each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance for your genuine cooperation!

General Direction:

- ✚ No need of writing your name in any part of this paper.
- ✚ Please read all the questions before attempting to answer the questions.
- ✚ Please put mark “√” on the space provided under the column.
- ✚ If you will like more information about the questionnaire or the study, you can reach directly to me on mobile: +251964036826

Part I: Demographic Profile of the Respondents

Code:

Please, tick (√) your response in the box or give short answers on the blank space.

- | | | | | |
|-------------------|---------------------------|--------------------------|---------------------------|--------------------------|
| 1. Sex: | 1) Male | <input type="checkbox"/> | 2) Female | <input type="checkbox"/> |
| 2. Age: | 1) 20-25 | <input type="checkbox"/> | 2) 26-30 | <input type="checkbox"/> |
| | 3) 31-35 | <input type="checkbox"/> | 4) 36 & above | <input type="checkbox"/> |
| 3. Service year: | 1) 0-5 | <input type="checkbox"/> | 2) 6-10 | <input type="checkbox"/> |
| | 3) 11-15 | <input type="checkbox"/> | 4) 16 & above | <input type="checkbox"/> |
| 4. Qualification: | 1) Diploma | <input type="checkbox"/> | 2) 1 st Degree | <input type="checkbox"/> |
| | 3) 2 nd Degree | <input type="checkbox"/> | 4) Others | <input type="checkbox"/> |

Part II: Items related to the extent of teachers’ perception on performing leadership activities in secondary schools of Central Sidama Zone.

This part of the questionnaire contains close ended items that focused on the teachers’ perception on performing leadership activities. Please rank as Likert scale 1-5 the following teachers’ perception on performing leadership activities as per your understanding/as they are practices in your school. Indicate your agreement or disagreement by putting a “√” mark in front of each item under the following scales: 1=Very Low (VL), 2=Low (L), 3=Medium (M), 4=High (H), 5=Very High (VH).

S.N	Extent of teachers’ perception on performing leadership activities in secondary schools	Rating Scales				
		1	2	3	4	5
1	School leaders displays a sense of power and confidence					
2	School leaders shaping a vision of academic success for all students					
3	School leaders encourage teachers an increase in schools performance					
4	School leaders empower teachers through training					
5	Teachers are participated in making rules and regulations of school					
6	Collaborative problem solving with staff and stake holders					
7	School leaders establish and maintain good interpersonal relationship with members in decision making					
8	School leaders try to provide text books, teacher guides and other teaching materials					
9	Teachers are involved in school income generation and expenditure preparation (budget allocation)					
10	Leaders motivate teachers by providing recognition and appreciation					

Part III. Items related to the relationship between leadership styles and school performance in secondary school of Central Sidama Zone

3.1 School Leadership Styles

Direction: Numerically, you are kindly requested to make a tick (√) mark corresponding. Please indicate your response in terms of the rating scale 1=Strongly Disagree (SDA), 2=Disagree (DA), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree by putting (SA) “√” to your suggestion.

3.1.1 Items related to autocratic leadership style is applied by school leaders in school

S.N	Autocratic Leadership Style	Rating Scales				
		1	2	3	4	5
1	School leaders determine policy alone					
2	School leaders assign duties to staff without consulting					
3	The leader is the chief judge of the achievement of teachers					
4	School principals give rewards/ punishment to motivate teachers to achieve school objective					
5	Interested only on ordering without getting advice and not accept comment					

3.1.2 Items related to laissez-fair leadership style is applied by school leaders in school

S.N	Laissez-fair Leadership Style	Rating Scales				
		1	2	3	4	5
1	Gives full responsibility and authority for the teachers					
2	The principals leave subordinates alone					
3	In complex situations school principals let teachers work problems on their work					
4	In most situations, principals prefer little input from the subordinates					
5	As a rule, school leaders allow teachers to appraise their work					

3.1.3 Items related to participative leadership style is applied by school leaders

S.N	Participative Leadership Style	Rating Scales				
		1	2	3	4	5
1	Encourages and motivates teachers on participative decision making					
2	School principals need to help teachers for completing their work					
3	The principal help teachers find their "passion".					
4	Interested on collaborative work and motivation					
5	School principals guide without pressure					

3.1.4 Items related to transformational leadership style is applied by school leaders

S.N	Transformational Leadership Style	Rating Scales				
		1	2	3	4	5
1	School leaders inspiring a sense of mission					
2	Stimulating new ways of thinking					
3	Spending much of his/her time in academic activities rather than administrative activities					
4	Makes clear what one can expect to receive when performance goals are achieved					
5	Articulates a compelling vision of the future					

3.2 School Performance in Secondary Schools

Please indicate your response in terms of the rating scale 1=Strongly Disagree (SDA), 2=Disagree, (DA) 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA) by putting “√”.

SN	Indicators' of School Performance	Rating Scales				
		1	2	3	4	5
1	Setting and communicating common educational goals, objectives, strategies and plans					
2	Managing school resources (human, material and financial resources)					
3	Collecting, analyzing and using data to identify school needs					
4	Using data to identify and plan for needed changes in the instructional program					
5	Implementing and monitoring the school plan					
6	Using systems thinking to establish a clear focus on attaining student achievement goals					
7	Promoting collaborative problem solving and open communication					

8	Creating conducive learning environment for all students including female and special needs students					
9	Monitoring, evaluating and providing solid feedback that teachers need for improving their practices					
10	Promoting student learning and/or achievement					

Part IV. Items related to major barriers influencing the effectiveness of leadership practices on enhancing school performance in secondary schools of Central Sidama Zone

The following activities are investigated to assess the major barriers influencing the effectiveness of leadership practices on enhancing school performance. Please indicate your response in terms of the rating scale 1=Strongly Disagree (SDA) 2=Disagree (DA) 3=Undecided (U) 4=Agree (A) 5=Strongly Agree (SA) by putting “√”

S.N	Barriers influencing the effectiveness of leadership practices on enhancing school performance in secondary schools	Rating scales				
		1	2	3	4	5
1	Inadequate disciplinary policy at schools					
2	Inadequate allocation of school budget					
3	Inconsistent availability of educational materials					
4	High rates of students absenteeism					
5	Poor academic performance of pupils					
6	Low pupils pass rates from grade to the next grade and/or high pupils dropout and repetition rates					
7	Use of inappropriate instructional technology by staff and administration					
8	High students dropout rate					
9	Poor quality buildings					
10	Mismanagement of school resources					

II. Interview for Cluster Supervisors and WEO experts

Dear respondents: The main purpose of this interview is to gather information on the title “Influence of Leadership Practices on School Performance in Government Secondary Schools of Central Sidama Zone, Sidama National Regional State.” You are, therefore kindly requested to all interview questions. The success of this study depends on your honest and genuine responses. All the information will be kept confidential and will be used only for the academic purpose. This questionnaire is divided into two sections A and B. Please respond to each section according to the instructions and make your response short and precise.

Thank you in advance for your cooperation!

Section A: Personal Information

1. Name of the school: _____
2. Position: _____

Section B: Interview Questions

- 1) In your opinion which type of school leadership style is dominant is in your school?

- 2) On what issues stakeholders (principals, vice principals, department heads, supervisors and teachers) are involved in leadership practices on school performance in secondary schools?

- 3) To what level your school leaders’ leadership styles enhance school performance?

- 4) How do you describe the participation of stakeholders in school performance?

5) Can you explain the factor that affects the leadership practices on enhance school performance in government secondary schools?

6) What solution do you suggest in order to overcome the challenges you have mentioned?
