



HAWASSA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRINCIPALS LEADERSHIP BEHAVIOR INFLUENCE ON SCHOOL
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF HAWASSA
CITY ADMINISTRATION, SIDAMA REGIONAL STATE**

BY:
WONDIMAGEGN GEGA GETACHEW

MAY, 2024
HAWASSA, ETHIOPIA

**PRINCIPALS LEADERSHIP BEHAVIOR INFLUENCE ON SCHOOL
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS OF HAWASSA
CITY ADMINISTRATION, SIDAMA REGIONAL STATE**

By

WONDIMAGEGN GEGA GETACHEW

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

ADVISOR: DR. ASHEBIR BEZABEH

CO-ADVISOR: DR. TIBEBU LEGESE

MAY, 2024

HAWASSA, ETHIOPIA

DECLARATION

I declare that this thesis entitled “**Principals Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration, Sidama Regional State**” is my original work and has not been presented for a degree in any other university, and all sources of materials used for this thesis have been duly acknowledged.

Name: Wondimagegn Gega

Signature: _____

Date of Submission: _____

HAWASSA UNIVERSITY
COLLEGE OF EDUCATION
ADVISORS APPROVAL SHEET

This is to certify the thesis entitled **“Principals” Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration, Sidama Regional State**”. Submitted in partial fulfillment of the requirements for the Degree of Master of Art in has been carried out by Wondimagegn Gega under our guidance and supervision. Therefore, we recommend that the student has fulfilled the requirements and hence can submit the thesis to department for examination.

_____	_____	_____
Name of major advisor	Signature	Date
_____	_____	_____
Name of co-advisor	Signature	Date

HAWASSA UNIVERSITY
COLLEGE OF EDUCATION
EXAMINERS APPROVALSHEET

We, the undersigned, members of the Board of Examiners of the final open defense by Wondimagegn Gega have read and evaluated his/her thesis entitled **“Principals” Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration, Sidama 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 of Master of Arts in Educational Leadership and Management.

Signature of Board of Examiner`s:

External examiner: _____ Signature: _____ Date: _____.

Internal examiner: _____ Signature: _____ Date: _____.

Chair Person: _____ Signature: _____ Date: _____.

SGS Approval:

_____ Signature: _____ Date: _____

Final approval and acceptance of the thesis are contingent on submitting to the graduate studies (SGS) through the School of Graduate Committee (SGC) of the candidate.

Stamp of SGS

Date _____

Dean: _____ Signature: _____ Date: _____.

HAWASSA UNIVERSITY SCHOOL

OF GRADUTE STUDIES

INTERNAL EXAMINERS APPROVAL

SHEET-2

We, understand as internal examiner read and evaluate the thesis done by Wondimagegn Gega with on titled **“Principals” Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration, Sidama Regional State**”. and approved the thesis edited after defense that it can be accepted as fulfilling the thesis requirement for the degree of masters of Arts (MA) in school leadership. Therefore, it is recommended that the student has fulfilled the requirements and complies with the regulation of the University.

_____	_____	_____
Name of internal examiner	Signature	Date
_____	_____	_____
Name of Department Head	Signature	Date

ACKNOWLEDGEMENTS

First of all, I would like to express my heartfelt gratitude and thanks to almighty God for his Peace and security to complete this work successful. Next to God my thanks goes to beloved thesis advisor Dr. Ashebir Bezabe and Co-advisor Dr. Tibebu Legese for their professional guidance, constructive comments and suggestions from the start of proposal development up to completion of my thesis work.

I would like to extend special thanks to teachers and school leaders of my study area about their collaboration with me during the data collection. My gratitude also goes to my beloved wife Biruk Demisie for her enormous financial and moral support, tolerance and encouragement during the study. I'm indebted to thank my former student Tadesse Wolde for his support in computer related editions. Finally, I would like to thank all those who in one or another contributed to the successful completion of the study.

Abstract

The purpose of this study was to investigate the principals' leadership behavior and school performance in secondary schools of Hawassa City Public Secondary Schools. Correlation research design was employed to explain the existing relationship between principal leadership behavior and school performance. Both quantitative and qualitative data were collected. The populations of this study were all secondary schools in Hawassa City. The sample of this study was (82 school leaders, 158 teachers, 44 student representatives, 30 PTSA and 6 Supervisor). The sample schools were selected using purposive sampling technique. Used sampling techniques were, simple random and availability for students, teachers and school leaders respectively. The collected data were analyzed using frequency, mean, percentage and Pearson's Correlation to test the relationship between principals' leadership behavior and school performance. The finding of the study showed that there is a strong relationship between participative principals' leadership behavior and school performance because of the coefficient of Pearson's correlation is a positive 73.3%. Conclusion of the study showed that the level of the school is not improved, hence the behavior of school leaders is not improved; Finally the researcher recommends that Principals not have to be rigid on their conditioned leadership behavior unless it is not successful in improving the performance of the school; they have to be within full rang transformational leadership who are skilled with setting the goal of the school with stake ideal influence, inspirational motivation, intellectual stimulation and individual consideration to sustain the improvement of the performance of the school which is the target goal of the education sector.

TABLE OF CONTENTS

Contents	Pages
DECLARATION.....	i
ADVISORS APPROVAL SHEET.....	ii
EXAMINERS APPROVALSHEET.....	iii
INTERNAL EXAMINERS APPROVAL SHEET-2.....	iv
ACKNOWLEDGEMENTS	v
Abstract	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	x
LIST OF FIGURES	xi
1.1 Background of Study	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	4
1.4 Objectives of the Study.....	5
1.4.1 General objective.....	5
1.4.2 Specific objectives	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study	6
1.7 Operational Definition of the Key Terms	6
1.8 Limitations of the study.....	7
1.9 Organization of the Study	7
CHAPTER TWO.....	8
2.1 Theoretical Foundation of the Study.....	8
2.2 The Concept of Leadership Behavior	8
2.3 Educational Leadership Models.....	9
2.3.1 Managerial leadership model	9
2.3.2 Participative leadership model	10
2.3.3 The Full Range of Leadership Model	10
2.3.3.1 Transformational Leadership.....	12

2.3.3.1.1 Idealized Influence Behaviors (IIB).....	13
2.3.3.1.2 Inspirational Motivation (IM).....	14
2.3.3.1.3 Intellectual Stimulation (IS)	14
2.3.3.1.4 Individual Consideration (IC)	15
2.3.3.2 Transactional Leadership.....	16
2.3.3.2.1 Contingent Reward (CR).....	17
2.3.3.2.2 Management-By-Exception (Active) (MBE-A).....	17
2.3.3.2.3 Management-By-Exception Passive/Avoidant.....	18
2.3.3.3 Laissez-Faire (LF)	18
2.4 School Performance and Its Indicators	19
2.5 Measurement of school Performance.....	20
2.6 Leadership Behavior and School Performance	21
2.6.1 Transformational Leadership and School Performance.....	21
2.6.2 Transactional Leadership and School Performance	22
2.6.3 Laissez Faire Leadership and School Performance.....	22
2.7 Leadership Behavior that Contributes to School performance	23
2.7.1 Creating a vision	23
2.7.2 Developing People	23
2.7.3 Redesigning the Organization	24
2.7.4 Setting high expectations	24
2.8 The Models of School Performance	24
2.9 School Leadership Development in Ethiopia.....	25
2.10 Challenges of School Leaders in School Performance	27
CHAPETR THREE RESEARCH METHODOLOGY	29
3.1 Description of Study Area.....	29
3.2 Research Design and Method	30
3.3 Sources of Data.....	30
3.3.1 Primary Sources of Data	30
3.3.2 Secondary Sources of Data	31
3.4 Population, Sample size and Sampling Techniques.....	31
3.5.1 Questionnaires.....	33

3.5.2 Interview34

3.5.4 Document Analysis 35

3.7 Pilot Test 35

3.8 Methods of Data Analysis..... 36

CHAPTER FOUR RESULTS AND DISCUSSIONS 38

4.1 Background of Respondents 38

4.2 The influence of Principal Leadership Style on School Performance..... 41

4.2.1 Transformational Leadership Behaviour 42

4.2.2 Transactional Leadership Behavior 44

4.2.3 Laissez-Faire Leadership Behavior 46

4.3 Correlation analysis between principals’ leadership behavior and school performance..... 48

4.3.1 Correlation analysis between transformational leadership behavior and..... 48

4.3.2 Correlation between transactional leadership behavior and school..... 52

4.3.3 Correlation between Laissez-Faire leadership behavior and school performance..... 55

CHAPTER FIVE 59

SUMMARY, CONCLUSION AND RECOMMENDATION 59

5.1 Summary of Major Findings 59

5.2 Conclusions..... 61

5.2 Recommendations..... 62

REFERENCES 64

Appendix VI..... 75

LIST OF TABLES

Table 2.1: Indicators of Transformational leadership behavior.....	16
Table 2.2: the Indicators of Transactional leadership behavior.....	18
Table 2.3: Indicators of Laissez Faire leadership behavior	19
Table 3.1: List of Schools, Population and Sample Size of Respondents	32
Table 3.2: Sample government secondary schools in their respective sub-cities.....	33
Table 4.1 The model of school performance	38
Table 4.2 the influence of transformational leadership behavior on school performance.....	42
Table 4.3 the influence of transactional leadership behavior on school performance.....	44
Table 4.4 the influence of Laissez Faire leadership behavior on school performance	46
Table 4.5 Rule of Thumb for Interpreting the Size of a Correlation Coefficient	48
Table 4.6 Correlation b/n transformational leadership behavior and school performance.....	48
Table 4.7 Correlation between transactional leadership behavior and school performance	52
Table 4.8 Correlation b/n Laissez Fai re leadership behavior and school performance	55

LIST OF FIGURES

Fig. 2.1 Conceptual Framework.....	11
Fig. 2.2 Model of school performance	25
Fig. 2.3 Conceptual Framework of the Study.....	27
Fig. 4.1: Students' academic achievement from 2013 to 2015	35

LIST OF ABBREVIATION AND ACRONYMS

CR	Contingent Reward
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FRL	Full Range Leadership
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
IIB	Ideal Influence Behavior
IS	Intellectual Stimulation
IM	Inspirational Motivation
IC	Individual Consideration
LF	Laissez-Faire
MoE	Ministry of Education
MBE-A	Management by Exception Active
MBE-P	Management by Exception Passive
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
SPF	School physical falsities
SP	School Performance

CHAPTER ONE

INTRODUCTION

In the introduction part background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitations of the study, organization of the study and operational definitions of key terms are included.

1.1 Background of Study

Leadership in the context of education pursues effective performance in school through not only examining tasks to be accomplished, but also providing greater reinforcement like giving recognition, improving condition of service and providing better remuneration. The principal is a key person who has an involvement in all aspects of the school's operation and is responsible for all activities that takes place in his school (Gorton, 1988). A leader is the person who mobilizes other people to undertake collective action in pursuit of a common goal (Samuel 2005). Similarly, Principals are the central figure of school organization. As mentioned by Pynes (2004), an excellent leadership competence such as vision establishes and maintains a long term, big picture prospective to move organization goal forward, integrity build trust through demonstration of ethical behavior and personal authenticity is necessary. Principals' leadership behavior is believed to be crucial for the overall success of any organization. In this respect, Oakland (1993) asserts that 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. Leadership is a difficult concept to define. As Northouse (2001) suggest that Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Principal leadership behavior has great influence towards the school performance.

School Performance is often defined in output terms, that is, the achievement of objectives. Performance refers to the standard to which someone does something such as a job or an examination. The Oxford English Dictionary (2006) The Oxford English Dictionary confirms this by including the phrase carrying out „in its definition of performance: The accomplishment, execution, carrying out, working out of anything ordered or undertaken. „High performance

results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of student performance in class work, and national examinations. Teachers and students or even principals of schools with the intention of transforming the academic culture of the schools positively should aim to execute their tasks effectively.

Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school goals. In the context of teaching, performance refers to the teacher „s ability to teach consistently with diligence, honesty, and regularity. The principal’s leadership behavior can be measured through their qualifications, training, experience, school decision making and their experience to delegate others in the school. Principals as the school chief educational leader play a major role in shaping the nature of the school organization. In supporting this argument, Ministry of education, government of Ethiopia (2005) commented that principals as educational leader plays a pivotal role in the success of the school. The education and training policy of Ethiopia 1994 emphasis to develop the skill and the capacity of school leaders in continuous training. Professional standards describe the important knowledge, skills and attitudes that all principals are expected to demonstrate a program for school leadership will form part of performance management system in schools. In addition to different barriers, much criticism was made over principals in enhancing student’s achievement, school development and improvement. Stakeholders also blame each other and it resulted for drawback of students result. Moreover, less attention for effective achievement of school learning, school outcomes, responsibility for students and work consistency throughout the school. Therefore, the preceding attempts will be indicated that the condition of secondary school invite for appropriate educational leadership which in turn calls for scientific study of major factors that principals leadership behavior influences on school performance. So, the presence of these problems in secondary schools may influence quality of teaching and learning processes, that is why the researcher initiated to conduct research on this issue in public secondary schools of Hawassa city administration.

1.2 Statement of the Problem

School leadership is playing a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008). The role of school leadership is very essential and hence it is non-negotiable as it is one of the major factors that identify successful schools from unsuccessful ones (Fullan, 2005).

In Ethiopia considerable educational achievements have been registered; for instances, access to education and attempt made to optimize equity are some of the achievements registered since the introduction of GEQIP in 2007(MoE, 2010). However, beside all these achievements, there are still many problems entitiled with the school performance which needs future cooperative and sustainable effort for its resolution. In line with this, MoE (2010) identified problems such as limited capacity of leadership at sector and school level, limited school leader's capacity at both city and school levels, unsustainable monitoring and evaluation system of schools, less student achievement in relation with low quality are few of the many problems identified. Therefore, even though the Ethiopian government and the region attempted to give emphasis to promote and strength school leadership capacity in ESDP-V by open new and well-organized leadership-based colleges and Universities in order to train and produce quality principals, supervisors and quality assuring experts which has direct role and responsibility in the process of achieving quality of education.

Still in many secondary schools, school leaderships are being assigned at the leadership position without having leadership qualification. And there is present gap between the objective of school performance and skills and competencies of stakeholder. With this reason; it may be difficult to have successes in the schools and student achievement (MoE, 1999). Geremew (2018), for instance, did his study on problems influencing academic performance of students: in government secondary schools of oromia special zone surrounding finfine. His study, however, did not consider the relationships of principal's leadership behavior and school performance.

Another study done by Alemu (2019). tried to assess the Practices and Challenges of School Leadership in Secondary Schools of Hadiya Zone: the case of government secondary schools. However, he did not include the extent of school leadership on public school performance. Another study was done by Million (2020) He tried to assess the influence of leadership style on teachers' performance: However, in the study, He could not give much emphases for school performance. These are the gaps that the researcher may try to fill and initiated to conduct this study on this specific area. Moreover, from the experience of researcher, the problem related to the school performance in the secondary schools of Hawassa City administration are low community participation, scarcity of resources and educational facilities in most schools, finance and limited capacity of school leadership in planning, lack of commitment of teachers and evaluating and less student achievement in relation with low quality are some of the problems in the City. Particularly, the relationship between parents and the schools are very weak. This may also contribute to the low performance of students. Therefore, by taking consideration of the above problems, this study was focused on the principal's leadership behavior influences on school performance are important step in finding the proper solutions for developing and improving school leadership skills and abilities regarding school performance in the city. So, it is the reason why the researcher is initiated to conduct the research on the leadership behavior influences on school performance in public secondary schools of Hawassa City Administration.

1.3 Research Questions

1. What is the dominant leadership style exercised in the secondary schools of Hawassa city Administration?
2. What is the status of school performance in secondary schools of Hawassa city Administration?
3. Is there significant relationship between principals' leadership behavior and school performance at secondary schools of Hawassa city Administration?
4. What are the major factors that affect school performance at secondary schools of Hawassa city Administration

1.4 Objectives of the Study

The Objectives of this study was present as general and specific objectives.

1.4.1 General objective

The major objective of this study is to examine schools Principals leadership behavior influence on school performance in public secondary school s of Hawassa city Administration.

1.4.2 Specific objectives

The specific objectives of the study are intended to: -

- To identify the dominant leadership style exercised in the secondary schools of Hawassa city Administration
- To examine the status of school performance in secondary schools of Hawassa city Administration
- To analyze significant relationship between principals“ leadership behavior and school performance Hawassa city Administration
- To identify the major factors that affect school performance at secondary schools of Hawassa city Administration

1.5 Significance of the Study

The research has the following significances for parties who have direct or indirect interest on it From the finding of the research secondary school principals, Sidama National Regional education Bureau, Hawassa city Education Office, educational leaders and ministry of education, Policy developers and other stakeholders can take some remedial actions or corrective measures on the leadership style that contribution to school performance identified in the research; It enables the researcher to acquire basic experiences regarding several issues on the contribution leadership behavior in school performance in secondary school and the solutions provided by the researcher can also enable the interested parties to solve the identified problems; It also served as a future reference for researchers on the area. In addition this research pointed and raised the contribution of leadership style to school performance of the selected secondary school.

1.6 Scope of the Study

This research is limited to assess the influence of leadership behavior to school performance in Hawassa city secondary school with a special emphasis on the six selected government school Awassa Addis Ketema, Tabor, Alemura, Teso, Halade and Tula.

1.7 Operational Definition of the Key Terms

Full Range Leadership: This is a framework of leadership that illustrates the composition of leadership dimensions in an organization.

Laissez-Faire Leadership: is involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals.

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

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

School Physical Facilities: is the standard laboratories, library and information communication technology services of the schools for the learners

School Leaders: - Refers to instructional leaders namely: principals, vice principals, department heads and unit leaders that take part in the leadership of teaching learning and management

School Performance: is a broad term, but it reflects in students as achievement, teacher satisfaction, and school facilities as a school performance indicator

School Principal: a person who has been provided a formal authority and position to run the school towards goal achievement.

Secondary school: is a secondary level embraces grade 9 to 12 and marks the culmination of general education.

Student Academic achievement: - an assessment of student performance in grade 12. **Teachers**

Job satisfaction: an attitude towards the job of teaching, working conditions, general atmosphere of the school, and interaction with superiors and colleagues.

Transformational leadership: is a leadership approach that causes change in individuals and social systems.

Transactional Leadership: is a managerial leadership, focuses on the role of supervision, organization, and group performance;

1.8 Limitations of the study

The problems which the researcher has faced in performing this research was, absence of related literature from domestic sources due to the absence of related studies in the context of Ethiopia, the researcher has been forced to rely on foreign sources. In addition to the process of data collection was, encountered problems occurred due to refusal of teachers in the selected schools not to fill the questionnaire. Thus the maximum effort was exerted to make the study come up with relevant information through arranged individual who works in the selected schools to compromise the problem and becomes effective in collecting the distributed questionnaires in each school.

1.9 Organization of the Study

This study comprises five chapters. The first chapter is the introduction which includes the background of the study, problem statement, aims of the study, and significance of the study. The second chapter presents literature review pertinent to the area of leadership styles and school performance. The third chapter details the research methodology employ in the study. Analysis and interpretation of the research findings has been presented in the fourth chapter. Lastly, conclusion, discussions, limitations and recommendations has been presented in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This literature part emphasizes on the overall concepts of leadership, principals' leadership behavior influence on school performance. It is concerned with Concept of leadership, educational leadership models, leadership function in education, leadership skills, leadership style, leadership in education, leadership effectiveness, school leadership development in Ethiopia, concept and definition of school performance, school leadership and school performance initiatives, creating condition for school performance and challenges of school leaders on school performance will be included.

2.1 Theoretical Foundation of the Study

Various theories underpin the understanding of influence of full range leadership model on principals' leadership behavior influence on school performance. Popular among these theories/model and of specific significance to the present study include the Managerial leadership, participative leadership and the full range leadership model.

2.2 The Concept of Leadership Behavior

The principal leadership behavior is the spirit that becomes the driving force of the school organization to achieve its goals. According to Marie and Neal (2011) leadership behaviors is a pattern of behaviors leaders prefer to use. The principal's leadership behavior must be able to encourage optimal performance of educators or teachers and other education personnel through a variety of mentoring processes, briefing, coaching, supervision, evaluation, and reflection on the teachers and educational staff, both individually and as a group. According to Mosadeghrad and Yarmohammadiand (2006) defined leadership as a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual and organizational goals. All principals' leadership activities must be directed towards improving the quality of the school services to students as their main targets. In this case, the application of instructional leadership strategies is one of the keys to the success of school principals in encouraging improvement in the performance of educators, education personnel, student achievements (Surachmi, 2015; Usman, 2015), and student character (Suriansyah & Aslamiah, 2015).

Therefore, school leadership behavior can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But Kotterin, Glover, D. and Lae, S. (2000) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's (as cited in Glover, D. and Lae, S. (2000)) identified that a 'range of talents' is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

2.3 Educational Leadership Models

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a „vision“ for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others. Moreover, the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types, in those most successful leaders are likely to embody most or all of these approaches in their work but for the current study the researcher focus on full range leadership model which is the collection of three dominate leadership (transformational, transactional and lazier fair leadership)

2.3.1 Managerial leadership model

Leithwood et al., (Cited in Bush, 2007) defines this model as the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of

others in the organization will be facilitated. According to Bush, in the managerial leadership model, the Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as its priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

2.3.2 Participative leadership model

This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of site-based management, leadership is potentially available to any legitimate stakeholder (Leithwood et al., cited in Bush, 2007). Sergiovanni (cited in Bush, 2007) also points to the importance of a participative approach. According to him, Participative leadership will succeed in bonding staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

2.3.3 The Full Range of Leadership Model

Bass (1985) initiative and urgency to modify and go beyond the transactional leader's emphasis on follower goal and role clarification (self-interest) concerning compensating or sanctioning behavior led to the rise of the FRL model. The model emphasizes that a paradigm shift was required to understand how leaders influence followers to transcend self-interest for the greater good of their units and organizations to achieve optimal levels of performance (Scott, 2021). By incorporating the transcendent quality of transformational leadership, the theory presents a focus to develop a full and comprehensive leadership model. Essentially, the FRL model is situated within a spectrum or range of leadership styles along a continuum (Grandia et al., 2020). This is demonstrated when the transformational leadership style and behaviours enhance or augment the positive aspects of transactional leadership, such as related to contingent reward or management-by-exception (Guhr et al., 2019). Moreover, transactional leaders are viewed as limited to a range

of behaviors and actions (Guhr et al., 2019). Transactional leaders possess a higher proficiency with the fulfilling of task-oriented performances but are less prepared to deal with situations consisting of change and development within organizations (Okafor & Afolabi, 2021). The rationale for applying the FRL constructs, which is based on a full spectrum of leadership style factors, is advantageous if the transactional leader can shift the balance by utilizing transformational behavioral characteristics (such as developing potential or advocating creative and problem-solving thinking), in the necessary situations (Brown et al., 2020; Garner et al., 2020). The intended theoretical framework of a fully developed and effectively working FRL model is for leaders to augment the transactional style with specific transformational leader behaviors depending upon the challenges and situational concerns (Brown et al., 2020; Garner et al., 2020). The FRLM can further be illustrated in a figure as shown in Figure 2.1 here in. The abbreviations stand for; LF: Laissez Faire (denial of leadership responsibility); MBE-P: Management by Exceptional (Passive leadership/Transactional); MBE-A: Management by Exceptional (Active leaderships/Transactional; CR: Contingent Reward (clear goals) and 4 I's: Individualized consideration, Intelligent Stimulation, Inspirational motivation, and Idealized Influence behaviors (Transformational leadership)

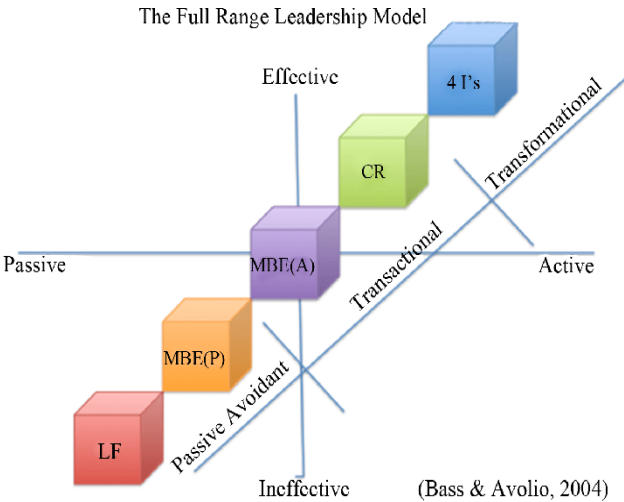


Figure 2.1: Conceptual Framework

As illustrated, the Full Range Leadership model components are organized around two axes: level of activity and degree of effectiveness. The activity axis is concerned with how active or passive the leader is in his or her way of being towards employees and towards the aims of the organization. Essentially this axis has to do with the leaders' level of engagement and involvement in the leadership process. The effectiveness axis relates to the impact the specific leadership style has on employee, group, and organizational outcomes – in this study the outcome being investigated is Public secondary school performance in Hawassa City Administration. The original two leader factors associated with transactional leadership (contingent reward and management-by-exception), would be modified by splitting management-by-exception into an active and passive leader aspect (MBEA and MBEP), and therefore, to telling three leader factors. The final leader factor, laissez-faire, consisted of a passive/avoidant leadership behavior (Guhr et al., 2019). Consequently, the FRL model was modified from six to nine leadership factors (Gemeda & Lee, 2020). The revised version or the current version of the FRL model consists of three leadership typologies: transformational, transactional, and laissez-faire leader styles (Itzkovich et al., 2020). In addition, the nine leadership factors associated with transformational (five factors), transactional (three factors), and laissez-faire (one factor), establish the theoretical basis for this research study, and aid in better understanding the leader– follower relationship of the multilevel rank structure within policing organizations. The significance of the adoption of the FRLM in this study was pegged on its emphasis of drawing leaders such as those involved in the school leader to influence their subordinates to transcend their personal interests for the common good of their institutions. As such, these concerted efforts from every teacher of the school in whatever capacity contributes to increased performance in the identified metrics.

2.3.3.1 Transformational Leadership

The Full Range of Leadership theory demonstrates that transformational leadership is a process whereby a leader utilizes a number of leadership behaviors or practices to influence the commitment and effort of teachers towards the accomplishment of school objectives. These practices, indeed, enhance the values and aspirations of both leader and employees (Bass and Riggio, 2006). Unlike other traditional leadership styles, transformational leadership attempts to give adequate support to school members so that they become highly engaged and inspired by goals that are motivational, because those goals are associated with values in which those

members strongly believe or are persuaded to strongly believe. Thus, a transformational leader undertakes a matching process where he or she identifies which internal states of school leaders are critical to their performance and specifies a set of leaders' practices most likely to have a positive influence on those internal states (Leithwood and Sun, 2012). Bennis and Nanus (1985) went beyond that by conceptualizing transformational leadership as a process that changes the school performance by focusing on action, and by converting followers into leaders and leaders into agents of change. This notion is also supported by Sergiovanni (1990) and Avolio (1999), who argue that transformational leadership might be defined as the process whereby leaders develop followers into leaders. Followers become leaders when they are committed to a cause and are self-managing. For the purpose of this study, transformational leadership is defined in conformity with Bass and Riggio (2006), as a process through which a leader influences the school members toward the achievement of school goals by utilizing his social charisma and actions to encourage people in organization, articulate an inspiring vision for the future, create an environment for creativity, and pay close attention to individuals' needs and wants.

2.3.3.1.1 Idealized Influence Behaviors (IIB)

Idealized influence behavior refers to the charismatic actions of the leader that are focused on values, beliefs, and a sense of mission. It is leaders' ability to behave in particular ways that allow them to build confidence and trust (Antonakis et al., 2003). Trust is earned by a willingness to take personal risks and the consistency in decisions (Bass, 1999). Idealized influence behavioral leaders are willing to make personal sacrifices in order to achieve set goals and meet organizational expectations. For instance, admiration and respect for the leader provides a foundation for accepting (radical) school change. That is, employees who are sure of the virtues of their leader will be less likely to resist proposals for change from her or him (Avolio and Bass, 1993). Further, leaders who demonstrate idealized influence behaviors avoid using power for personal gain and reveal high standards of ethical and moral conduct. They consider the ethical consequences of any decisions they make. They specify the importance of having a strong sense of purpose and they empower long-term performance (Avolio et al., 1999). In keeping with Bryman, Gillingwater, and McGuinness (1996), this dimension broadens the traditional leadership role into that of a „manager of meaning“.

2.3.3.1.2 Inspirational Motivation (IM)

Inspirational motivation behavior refers to the way in which transformational leaders energize their employees by articulating a compelling vision of the future. They behave in ways that motivate and inspire their employees by providing meaning and challenge to their work. They talk enthusiastically about what needs to be accomplished and express confidence that goals will be achieved (Avolio and Bass, 1993). They also arouse team spirit, enthusiasm, and optimism. Inspirational motivation leaders get employees involved in envisioning attractive future states (Avolio et al., 1999). Transformational leaders involve their employees by clearly communicating the expectations for employees and also demonstrating commitment to goals and a shared vision. Those leaders encourage employees to become part of the overall organizational culture and environment (Moolenaar et al., 2010 and Stone, et al., 2003). This might be achieved through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork (Simic, 1998). Actually, an inspirational leader stimulates enthusiasm among subordinates, and says things to build their confidence in their ability to achieve group objectives (Yukl and Van Fleet, 1992). In fact, confidence building in employees is the major element in being an inspirational leader. Confidence and belief in the cause are important for employees' aspiration (Yukl, 2009). According to Bass (1985), the combination of confidence in the individual's capabilities and belief in the correctness of the cause will lead to extra effort and success. For example, in school, people who believe they are working for the best organization with the best products and resources are most likely to be committed and loyal and to exert extra effort.

2.3.3.1.3 Intellectual Stimulation (IS)

Transformational leaders stimulate their employees' efforts to be innovative and creative by encouraging the imagination of employees, challenging the old ways of doing things, looking for better ways to do things, questioning assumptions, reframing problems, and approaching old situations in new ways (Bass and Riggio, 2006). Furthermore, leaders who practice a transformational leadership style solicit new ideas and creative solutions to problems from employees who are included in the process of addressing problems and finding solutions (Politis, 2005). In fact, by providing an intellectually stimulating environment, transformational leaders are able to foster the development of creative solutions to problems which stand in the way of

school goal attainment. For example, when employees make mistakes, the leader does not publicly criticize them, and their ideas are not criticized because they differ from the leader's ideas (Yammarino and Bass, 1990). Moreover, intellectually stimulating leaders encourage employees to develop their own capabilities to identify, understand, and solve future problems. Employees of intellectually stimulating leaders can operate without the leader's direct involvement in the problem-solving process. They can also become more effective problem solvers, and more innovative in analyzing problems and the strategies they use to resolve them. Through intellectual stimulation the status quo can be questioned and new creative methods for organizational development can be examined (Bass and Bass, 2008; Felfe and Schyns, 2004; Felfe et al., 2004).

2.3.3.1.4 Individual Consideration (IC)

In a humanistic sense, the most outstanding component of transformational leadership is the leader's individualized consideration of his/her employees. According to Bass et al., (1987) a leader's use of individual consideration is a crucial element in teachers' achievement of their full potential via a close consideration of their developmental needs. In providing individual consideration, the leader is not only cognizant of and sensitive to the current needs of teachers, but is also aiming to elevate those needs to a higher level. This is done, for example, by coaching and mentoring, as well as by setting examples and tasks which are developmentally consistent with the needs of each individual (Avolio and Bass, 1993, and Yammarino et al., 1993). That is, individualized consideration is a trait whereby leaders pay special attention to each individual employee's needs, abilities, and aspirations for achievement and growth by acting as a coach and mentor. According to Antonakis et al., (2003), leaders using individualized consideration contribute to follower satisfaction by advising, supporting, and paying attention to the individual's needs and wants, and directing them to develop their self-actualization. Leaders who recognize and understand these differences reduce resistance and create an understanding environment in which employees can acquire new skills and take advantage of opportunities (Stone et al., 2003). Leaders who demonstrate individual-consideration behaviors provide opportunities to teachers for self-actualization and personal growth. They delegate tasks as a means of developing teachers. These delegated tasks are monitored to see if their employees need additional direction or support and to assess progress (Bass, 1999). In their demonstration of

individual consideration, transformational leaders are effective listeners and encourage two-way communication. They practise „management by walking around“ which will enable them to treat their school employees individually and differently on the basis of their talents and knowledge (Shin and Zhou, 2003) and with the intention of allowing them to reach higher levels of school achievement than might otherwise have been achieved (Chekwa, 2001). Bass (1985) emphasized that individualized consideration is a very important factor in transformational leadership and is probably the key characteristic that distinguishes transformational leadership from transactional leadership.

Table 2.1: the Indicators of Transformational leadership behavior

Indicators of Transformational leadership behavior	
1	Motivates others to higher levels of personal achievement
2	Pays attention to and meet the needs of others
3	Stimulates ideas and creativity from followers by creating a safe environment
4	Acts as role models for group members.

Source: Adopted from Nyausaru (2014); Travis (2013) and modified by researcher (2024)

2.3.3.2 Transactional Leadership

Transactional leadership occurs when there is an exchange or a transaction between leaders and followers. Leaders explain what is required from followers, and what reward they will receive if they do what is required (Bass and Avolio, 1993). That is, a transactional leader recognizes the teachers needs and desires, clarifying how these needs and desires will be met in exchange for enactment of the employee“s work role (Bass, 1998). Transactional leaders use positive and negative rewards when dealing with employees. For instance, they promote and give allowances to teachers who perform well and give penalties to those who do not do a good job (Avolio et al., 1999). However, the effectiveness of transactional leadership depends on whether the leader has control of the rewards or penalties and whether employees are motivated by the promise of the reward and interested in avoiding the penalties (Bass, 1998). In line with Bass (1985), leaders in many organizations have little say regarding pay increases and promotions, which depend on seniority and qualifications. Therefore, Bass (1985) states that transactional leaders motivate their employees through positive and negative aversive contingent reinforcement. Contingent positive

reinforcement reward occurs when agreed upon performance is achieved, incoherent to maintain the desired speed and accuracy of employee performance. Contingent aversive reinforcement is a leader's reaction to an employee's failure to achieve the agreed-upon performance. Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

2.3.3.2.1 Contingent Reward (CR)

Contingent reward is an interaction process between leaders and teachers where leaders exchange promising rewards for good performance and recognize accomplishments. Contingent reward involves identifying employees' needs and facilitating the achievement of agreed objectives, linking both to what the leaders expect to accomplish, and rewarding employees if objectives are met (Bass, 1998). Contingent reward leaders tell an teachers what to do if he/she wants to be rewarded for his/her effort and arranges that the teachers gets what he/she wants in exchange for achieving objectives (Bass, 1985). That is, in line with Antonakis et al., (2003), leaders who show contingent reward behaviors clarify role and task requirements and provide followers with material or psychological rewards contingent on the fulfillment of contractual obligations (Antonakis et al., 2003). Furthermore, contingent reward can be displayed in two ways: positively or negatively. Positive contingent reward takes three forms: rewards for work well done, recommendations for bonuses and promotion, and commendations for meritorious effort including public recognition and honors for outstanding service. Negative contingent punishment may take several forms, such as calling someone's attention to his or her failure to meet standards, sending a report to top management, giving him or her a bad appraisal, and halting his or her annual allowances (Bass and Avolio, 1993).

2.3.3.2.2 Management-By-Exception (Active) (MBE-A)

The second factor of transactional leadership is active management-by-exception. It entails enacting pro-active behaviors that try to prevent mistakes. Active management-by-exception leaders are monitoring schools' performance, anticipating any deviations from standards, and

taking corrective action (Bass and Avolio, 1993). According to Bass and Riggio (2006), active management-by-exception may be effective and even required in some situations, such as when safety is of paramount importance.

2.3.3.2.3 Management-By-Exception Passive/Avoidant

Meta-analytic studies have shown that transformational and transactional leadership behaviors are effective, and passive/avoidant leadership is ineffective (Judge and Piccolo, 2004; Lowe et al., 1996). For the purpose of this study, passive/avoidant leadership is defined as the process where leaders avoid responsibilities and are passive and inactive; do not make necessary decisions; fail to follow up on issues; delay actions; and do not make use of authority.

Table 2.2: the Indicators of Transactional leadership behavior

Indicators of Transactional leadership behavior	
1	Consistently reinforce good work
2	Pursue teachers to fulfill institutional goals
3	Motivate and empowering teachers to achieve school performance goal
4	Rewarded desired school goals are achieved while punishment unsuccessful performance is followed
5	Resistant to change and instructional

Source: Adopted from Antonakis & House (2002) and Bidwell (2001) and modified by researcher (2024)

2.3.3.3 Laissez-Faire (LF)

The third type of the Full Range of Leadership model is laissez-faire. It is the avoidance or absence of leadership style. It describes leaders' behaviors in avoiding responsibilities, not making necessary decisions, failing to follow up on issues, delaying actions, and not making use of authority (Bass, 1998). According to Bass (1999), laissez-faire leaders have no confidence in their own ability to supervise; they bury themselves in paperwork, leave too much responsibility with school, set no clear goals, and do not help their group to make decisions. The school under laissez-faire leadership will be left to their own devices and proceed as they think best. Basically, laissez-faire leadership demonstrates a lack of any kind of leadership. It is the failure of both

transformational and transactional leadership (Antonakis et al., 2003). However, because the Full Range of Leadership model views all passive/avoidant leadership as less active, it makes sense that laissez-faire is the best exemplar of inactive leadership. Evidence suggests that contingent reward for transactional leadership is found to be positively correlated with transformational leadership, whereas laissez-faire for passive/avoidant leadership is found to be negatively related to transformational leadership (Bass, 1998).

Table 2.3 : the Indicators of Laissez-Faire leadership behavior

Indicators of Laissez-Faire behavior	
1	Allows staff members the freedom to work in own way
2	Allows staff to work as they believe fit
3	leaves teachers to make all necessary decisions
4	let`s teachers establish own work pace
5	works without a plan

Source: Adopted from Talbert & Milbrey (1994) and modified by researcher (2024)

2.4 School Performance and Its Indicators

In the modern climate, the success of a school is measured by the school's achievement of set performance indicators. These indicators are intended to demonstrate how effectively the school is preparing pupils to perform in the real world. Different countries or states may have varies specific regulations in measuring and grading their performance schools. Some of them use academic performance, learning environment and efficiency, others may use standardized test performance, attendance rate, completion rate and achievement of adequate yearly progress (Schrein, 2011). In Ethiopia context the educational policy goals, strategies and programs are addressing the problems of access, equity, quality and relevance that considered as the indicators in education. Access to education development can be measured through the number of schools and students and teachers by gender. Equity to education can be expressed in terms of school distribution between rural and urban, gender parity and equality, treatments given for special need. The question of quality of education will be explored using teachers pedagogical training, student teacher ratio, educational expenditure, and students` achievement. In case of educational efficiency, it will be examined through students` dropout rate and repetition of classes (MoE,

2004). From the above point of views school is the main entity where education system will achieve its goals and objectives. Thus, Students' achievement, completion, dropout and repetition rates are the major school performance indicators to be considered in the study. In general, as it was explained by different scholars, the term performance is familiar to all and it simply means Achievements, accomplishment or fulfillment the quality of inputs, process, service or product.

2.5 Measurement of school Performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding of the relationship therein. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of learner performance in class work, and national examinations. Teachers and learners or even principals of schools with the intention of positively transforming the academic culture of the school should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school's goals. In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty, and regularity. To the learner, performance would mean excelling regularly in the examinations and class tasks. The researcher wishes to add, however, that the school's performance should not only be viewed in terms of the academic severity, but should also focus on other domains of education such as the affective and the psychomotor domains. A school that has all three domains should by all means be regarded as an effective school with a very good standard of performance. All this is only possible if the school's principal focuses on the achievement of good results in all domains. Therefore, from this definition, one can deduce that the school's performance is the response of the school to the needs of the stakeholders in terms of the education outcomes. The focus of leadership on academic standards in the school will depend on the school's dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large. Focusing on teacher development initiatives is one of the ways in which academic standards can be maintained. The maintenance of this teacher development involves putting into place a leader who is committed to subordinate development Christie (2010)

2.6 Leadership Behavior and School Performance

2.6.1 Transformational Leadership and School Performance

Maamari and Saheb (2018) has associated leadership behavior and school performance by highlighting that, the effectiveness of teacher in a school is determined by the leadership in place. Tripathi and Jha (2019) have provided some recent treaties on the importance of leadership by arguing that the effectiveness of leaders is a major determinant of the success or failure of a group, school or even an entire country. Indeed, it has been argued that one way in which organizations have sought to hope with the increasing volatility and Turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope. According to Top et al. (2020) these claims are based on the assumption of a direct link between transformational leadership and school performance which impacts positively on the school performance. Transformational leadership according to Hina and Siddiqui (2023), shows that leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests" parallel with the betterment of the school performance. According to Ince (2023), numerous differences between these two terms exist like charisma being one among the qualities of a transformational leader rather than the sole element. Other aspects include the effect of situational favorableness or uncertainty on approaches, transformational behavior de-emphasizing charisma, the charismatic leader's possible self-centeredness and the probable negative effects of charismatic leadership (Afolabi, 2022). It is also believed that transformational leadership is more prevalent at upper levels of management than at lower levels (Saad Alessa, 2021). Begum et al. (2022) suggests that, these transformational leadership behaviors are likely to act as "creativity enhancing forces." Specifically, intellectual stimulation may promote creativity by encouraging followers to question critical assumptions underlying the established framework of thoughts and routines and to look at old problems and situations in new ways (Steinmann et al., 2018). Likewise, when leaders provide individualized consideration, they model empathy and support for individual concerns and openness to new suggestions and approaches (Becker et al., 2022).

2.6.2 Transactional Leadership and School Performance

According to Ma and Jiang (2018) transactional leadership is based on the exchange process where the leader administers rewards and sanctions. One way or another, the leader and follower agree, explicitly or implicitly that desired follower behaviors will be rewarded. On the other hand, undesirable behaviors will draw out penalties, potential rewards include an increase in salary, promotions, and more benefits. Richards (2020) initially had pointed out that, transactional leadership model, is not satisfactory for most of the situations. Indeed, one could say that transactional leadership behaviors does not even qualify for the true leadership label. According to Kubai et al. (2022) transactional leadership approach is based on exchange, the leadership does not seek to motivate followers beyond the level that is required to avoid punishment or gains extrinsic reward. According to Kalsoom et al. (2018), transactional leadership is based on the exchange process where the leader administers rewards and sanctions. One way or another, the leader and follower agree, explicitly or implicitly, that desired follower behaviors will be rewarded, while undesirable behaviors will draw out punishment. Potential rewards include an increase in salary, promotions, and more benefits. Penalties may include pay cuts, demotions and terminations Kubai et al. (2022) contends that, transactional leadership cannot be labelled as a true leadership model, based on the fact that, it is an exchange transaction between the leader and follower. Kubai et al. (2022) emphasizes that to maximize their effectiveness; leaders should exhibit both transformational and transactional behaviors and not one in isolation.

2.6.3 Laissez Faire Leadership and School Performance

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.7 Leadership Behavior that Contributes to School performance

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders Sergiovanni (cited in Temesgen, 2011). Principals key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principal leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

2.7.1 Creating a vision

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

2.7.2 Developing People

The ability to engage in practices that help develop people depends, in part, on leader's knowledge of the technical core of schooling that is required to improve the quality of teaching and learning invoked by the term "Instructional leadership" or leaders emotional intelligence (Goleman, Boyatzis & Mckee, 2002). Emotional intelligence displayed for example through a leader's personal attention to an employee through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy & Anderson, 2002). It implies

leadership styles that significantly and positively help develop people include offering intellectual stimulation, providing individualized support and providing an appropriate model.

2.7.3 Redesigning the Organization

The changing nature of learning organizations and professional nature of communities calls for change in organizational cultures and structures to facilitate the work of members to match the changing nature of the school's improvement agenda. Styles like strengthening the school cultures, modifying organizational structures and building collaborative processes must be embraced by the school leadership.

2.7.4 Setting high expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. The focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

2.8 The Models of School Performance

DeCenzo and Robbins (1998) examine performance in relation to effectiveness and efficiency. According to them, effectiveness refers to goal accomplishment. For instance, a head teacher who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective head teacher. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. In a school, for example, a head teacher who provides education to learners from a low socio-economic status and manages to provide them with good education (holistic education) "against all odds" and with meager resources so that they qualify for the next level, may be referred to as an efficient head teacher. So, in this case performance has been examined in terms of productivity (DeCenzo & Robbins, 1998). In addition, productivity, as measured in terms of efficiency and effectiveness, can also be used to describe an employee who not only performs well in terms of productivity but also minimizes problems for the organization by being

at work on time, by not missing days and minimizing loss. In summary, satisfactory performance implies a combination of many things.

It means doing a job efficiently and effectively (ibid). It is important for us to consider performance in terms of all three domains of education (affective, cognitive and the psychomotor domains). Therefore, a performing school should be able to score highly in all three domains, if it is to produce a holistic child. Similarly, Elliot (in Luyten, Visscher & Witziers, 2004) concludes that learning is an unpredictable process. A teacher's responsibility is to create conditions, which enable a child to generate significant outcomes for themselves. According to him, school performance should not only rely on academic results, but on the teaching and learning process. Similarly, Scheerens (in Luyten et al., 2004) contends that the school's financial resources and the professional experience of its teachers are the two categories of school inputs that significantly contribute to its performance. He claims that the factors above have a direct impact on the processes that determine the school's performance. In addition, the nature of school leadership, teacher cooperation within the school and the school level characteristics also affects the student's achievement directly or indirectly (e.g. the quality of instructions). The diagram below, which was adopted from Scheerens and Bosker (in Luyten et al., 2004), illustrates how the inputs and processes determine school performance.

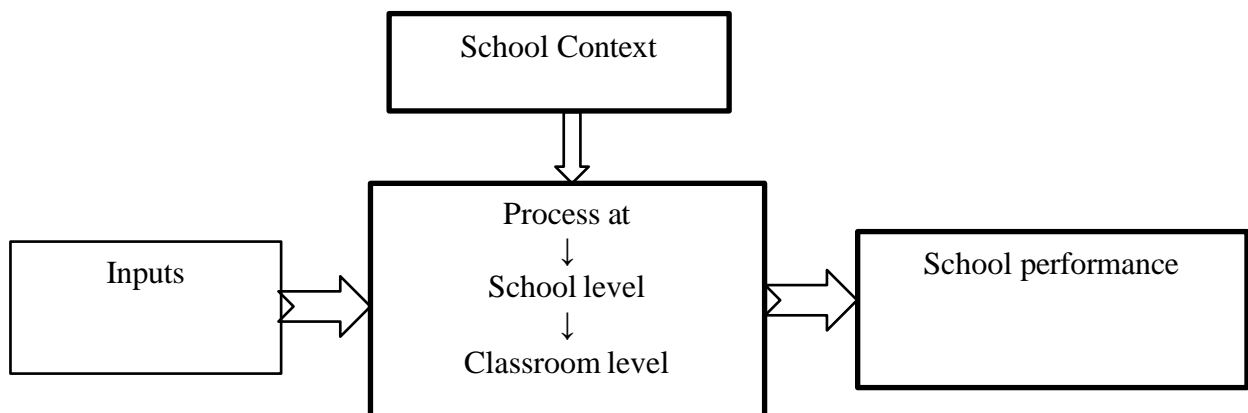


Figure: 2.2 Model of school performance

2.9 School Leadership Development in Ethiopia

In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the

fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA/BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973-1976 showed that secondary school principals were those who held first degree, preferably in educational administration (EDAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

2.10 Challenges of School Leaders in School Performance

According to Hussein and Postethwore (cited in Jemal, 2013) Challenges to the school performance may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. Duffie and Balkon in Marzano (cited in Jamal, 2013) also suggested that, in South Africa the initiatives were faced by lack of material resources; the limited capacity of educational leaders; poor participation and lack of safe environments.

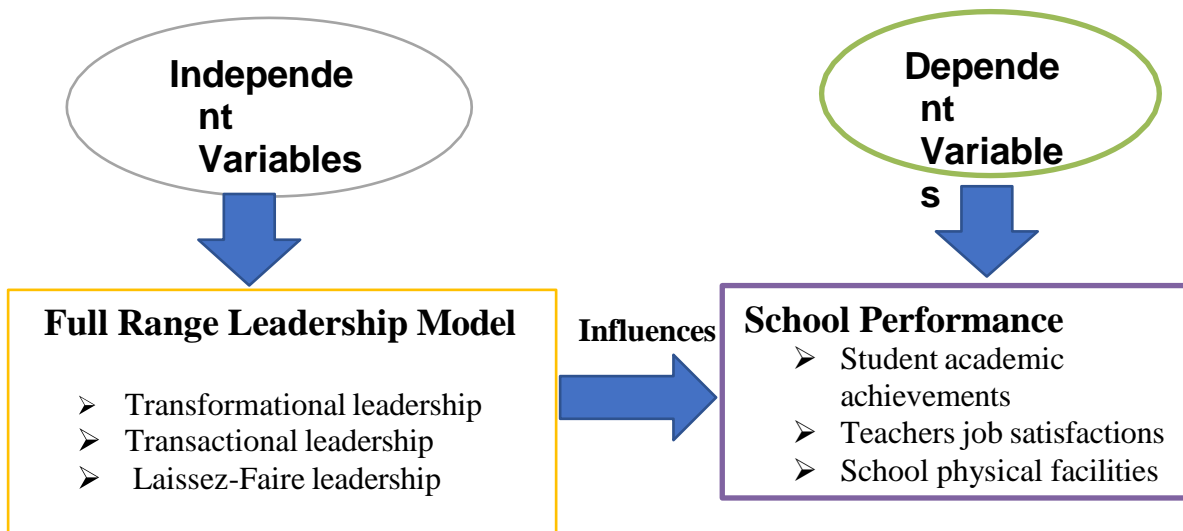


Figure 2.3 Conceptual Framework Adopted from the Literature Review

Variables of the Study

There are three components of full range leadership behavior which includes transformational, transactional and Laissez-faire leadership behavior, which is measured by its characteristics, According to Bass and Avolio (1994), transformational leaders do more with colleagues and followers than set up simple exchanges and agreements. They endeavor to achieve superior results by employing one or more of the —Four 4I ,s: Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC) as the nature of transformational leadership behaviour and the idea of transactional leadership is near-sighted in that it does not take the entire situation, employee, or future of the organization into account when offering rewards Crosby, (1996). The components of transactional leadership are contingency rewards, management by exception active and management by exception passive. And the last one is Laissez-Faire individual-centered leadership style. Based on this the researcher will be initiated to examine the influence of FR leadership behaviour on school performance.

There is dependent variable which is the result of school outcome or School performance measured by Students achievements, teacher's job satisfaction, and School Physical facilities and so on, which will help to examine principal leadership behavior on school performance.

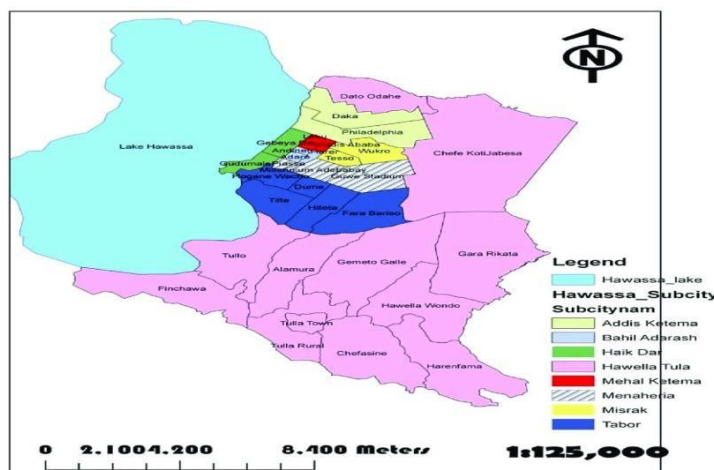
CHAPETR THREE

RESEARCH METHODOLOGY

This chapter presents description of the methodology the researcher was used in data collection and data analysis. It explains the research design, data sources, target population, sample size and sampling techniques, instruments of data collection, data collection procedures, validity and reliability of the instruments, data analysis and ethical considerations. Each of them can be explain in the consequent sub-section.

3.1 Description of Study Area

The study site for this research is Hawassa City, the Education and administration Capital Center of Sidana National Regional State. According to the city administration web page, Hawasa city is composed of three layers of government:(Regional government, North Sidama Zone and Hawassa city Administration) City government at the top, 8 Sub-City Administration and 32 Kebele administrations at the bottom. According to the city administration web page Hawassa city located between 7 ° and 38 ° north latitude and between 3' and 28' east longitude. The total area that covered in the city reaches 50 km² (20 sq mi). Hawassa City as a capital city contains in it more than 14 Public and 18 Private Total 32 secondary schools. Theses includes all secondary schools owed by government, private and others. However, for the sake of convenience the researcher focuses only on three sub-cities with their five government secondary schools.



Source: Development data collection and dissemination process, finance and economic development department, Hawassa city administration (2010 E.C).

3.2 Research Design and Method

Research design is a general strategy or plan for conducting a research study (Creswell, 2012). In order to get relevant and sufficient information on research problem, explanatory design will be employed. Moreover, it is recommended when gathering data about respondents' perceptions, beliefs, opinion scores, and outcomes (Creswell, 2003). The study will be used mixed method through collecting and analyzing both qualitative and quantitative data. The researcher initially used quantitative method through survey questionnaires and semi structured interviews to substantiate the quantitative data. There are some rationales to use mixed approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen et al., 2007). The researcher employed mixed approach, which combined both forms of qualitative and quantitative data sequentially by prioritizing quantitative data from sample respondents of the study.

3.2 Research Method

Therefore, since the main objective of this study is to examine the principal's leadership behavior to school performance, the appropriate research design will be sequential explanatory design because according to Creswell (2012) It may not be possible to collect quantitative and qualitative data at the same time due to the research problem. In such cases, necessary to collect quantitative and qualitative data in order. In this type of research, firstly, quantitative data are collected. In the next step, the qualitative data collection process is started to explain the results obtained from the quantitative data. The researcher is interested to investigate how a change in leadership style contribute to school performance.

3.3 Sources of Data

To collect reliable information, the researcher used both primary and secondary sources of data to get adequate information about study.

3.3.1 Primary Sources of Data

In order to get adequate information about the practices of effectiveness of school leadership in implementing school improvement program in secondary schools of Hawassa City

Administration, the primary source for information were obtained from teachers, school leaders (principals, vice- principals, unit leader, department heads, supervisors and parent teacher students association (PTSA).

3.3.2 Secondary Sources of Data

To get additional information about the study, the researcher tries to use document analysis about students' academic achievement data on national examination about school improvement so as to obtain what has been done in secondary schools of Hawassa City Administration.

3.4 Population, Sample size and Sampling Techniques

The target population of the study are public secondary school teachers, principals, vice principals, department heads and Parent-Teacher Association members, student representatives. In this study, the researcher believes they are the key source of information on the issue under investigation. In Hawassa town administration, there are 14 public secondary schools. For this study, 6 schools, namely Tabor, Alamura, Addis Ketema, Tula, Teso, and Halede are selected by using simple random sampling technique. This accounts 43 % of schools in the selected areas. In the selected schools, there are 688 teachers, 82 school leaders (including principals, vice-principals and department heads, unit leader.) and 44 student representatives.

The total number of sample size of this current study from these six selected secondary schools are 320 (37.7 %) stakeholders (82 school leaders, 158 teachers, 44 student representatives, 30 PTSA and 6 Supervisor). The researcher used simple random sampling technique in six secondary schools considering their large size which makes the study activities more complex and to make it manageable. After selecting the sample schools from the total population size of teachers in the 6 sample schools 158 teachers are taken as a sample size by Krejcie, and Morgan (1970) sample size formula. The number of teachers in each school varied due to differences in the number of students. Therefore, to determine the sample size of teachers to be drawn from each selected school, the researcher was used Formula, $PS = n/N \times \text{No of teacher in each school}$. In this sample size school leaders and students' representatives are taken 100% for the study by using census sampling techniques. Gay and Airasian (2003) defined available sampling as one which involves selecting a sample based on small numbers. Thus, the researcher has used census sampling techniques because these respondents are assumed to have the experiences, when they

can share to the study as a result of their position and involvement in leading and facilitating the programs and their high attachment with current resource management of the school.

Table 3.1: List of Schools, Population and Sample Size of Respondents

SN	Sample Schools	Teachers			School Leaders			Student Representatives			PTSA		
		P	S	%	P	S	%	P	S	%	P	S	%
1	Halade	41	9	22	12	12	100	4	4	100	5	5	100
		92	21	23	14	14	100	8	8	100	5	5	100
2	Tula	227	52	23	14	14	100	8	8	100	5	5	100
3	Tabor	150	35	23	14	14	100	8	8	100	5	5	100
4	Alemura	130	30	23	14	14	100	8	8	100	5	5	100
5	Addis Ketema	48	11	23	14	14	100	8	8	100	5	5	100
6	Teso	688	158	23	82	82	100	44	44	100	30	30	100
	Total												
Sampling Techniques		Simple random sampling			Census sampling			Census sampling			Census sampling		

School leaders: (Principals and vice-principals, Departments and unit leaders) Hawassa City Administration at the top, Eight Sub-City and 32 Kebele administrations at the bottom. Although it is very important to include all government high schools from Eight sub-cities of Hawassa City. However, two sub cities have not high school, Hawela Tula has one high school, Tabor sub city with four high school, Addis Ketema has two high school and the remaining three sub cities each has only one high school. Accordingly, a multi stage sampling techniques will be used to reach the target sub cities and respondents proportionally. The first stage will be selecting sub cities with high schools excluding non-high school sub cities. To achieve it, the research will consider sub cities with many high schools such as Hawale Tula, Tabor, Addis Ketema and Misrak. The second stage will be selecting high schools proportionally from the Sub cities under investigation.

Hence, three schools taken randomly from Tabor, one from Hawela Tula and a simple random technique also be applied to take two schools from Addis Ketema and Misrak (one from each). After fixing on schools, the researcher target respondents that comprise school leaders (principals, department head, and unit leaders) Teacher, supervisors, PTSA members and Student representatives. At the final stage, while distributing a questionnaire, conducting an interview and focus group discussion a simple random sampling will be assumed in order to distribute questionnaire for teachers and school leaders, interview for supervisor and FGD for student representatives and PTSAs.

Table 3.2: Sample government secondary schools in their respective sub-cities and sampling techniques

	Sub city	Name of the School	Sampling Techniques
1	HawelaTuala	Tula Secondary school	Simple random sampling
2	Tabor	Halade secondary school	Simple random sampling
		Tabor Secondary school	Simple random sampling
		Alemura secondary school	Simple random sampling
3	Addis Ketema	Addis Ketema secondary school	Simple random sampling
4	Misrak	Teso Secondary school	Simple random sampling

3.5 Data Collection Instruments

The researcher will be collected the data from the sample respondents of the study by using three primary sources of tools (Questionnaires, interviews, documents and focus group discussion) each of them is briefly explained as follows.

3.5.1 Questionnaires

Exactly the same questionnaires are prepared in English for selected sample respondents (158 teachers and 82 School Leaders) and the set closed-ended questionnaire for them, consisting of 45 items and 6 open-ended question items was constructed. The questionnaires had two parts. The first part of the questionnaire described the respondents' background information which was included sex, age, experience, position and name of the school. The second part

incorporated both closed-ended and few open-ended question items which seek participants' extended response.

The closed ended items are prepared by using Likert scales and the value of the scale was between one and five. The scaling procedure is ranging from Very low to Very high (i.e. Very low =1, Low =2, Medium =3, 3. High =4 and Very high =5). The contents of questionnaire are developed from the related literature by referring to the principal's leadership behavior influence on school performance in Hawassa city administration secondary school.

3.5.2 Interview

An interview was carried out purposively on the six selected Supervisors of the school in the study area. The method of collecting information through personal interviews was carried out in a structured way. Thus interview was involving the use of a set of predetermined questions and of highly standardized techniques of recording.

Accordingly, Bordens& Abbott (2002) suggested that purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Similarly, Branney(1992) argued it involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. So, concerned stakeholders were selected from the six schools that are supervisors.

3.5.3 Focus Group Discussion

This data gathering technique will employ to strengthen the information that could be obtaining through the questionnaire and interview. For the purpose of the FGD 44 student representatives will be selected from six sample schools (six groups) and each group are consists of seven student representatives and 30 PTAs in six group each group consists of 5 persons in each school. Focus group discussion is conducted by grouping the respondent samples based on the knowledge, responsibility, and experience of the respondents on the issue of the program in order to collect detailed data on it. The discussions are sidamu afoo and then translate to English language. The points of discussion are similar with other tools in that they focus on the principal's leadership behavior influence on school performance in Hawassa city administration.

3.5.4 Document Analysis

A three year national exam result data from 2013 to 2015E.C was taken from Hawassa City education office to see the number of students pass to higher education and their by comparing the sample school performance with their passing rate and then relate the students' national exam score with the school leadership behavior. It is believed that the data obtained in this method will use to validate and substantiate the information gathered by the questionnaire and semi-structured interview.

3.6 Data Collection Procedures

Before the actual data collecting activities are done, the researcher first conduct literature search, identify and formulate research problem and accomplish. After proposal defense, questionnaires were prepared and submitted to advisor to check the relevance. The expected relevant data was gathered by using questionnaires, interview and FGD. Next, the researcher obtains letter of cooperation from Hawassa University and Hawassa city administration Education Office to secure permission letter to collect data. Then, the researcher will directly lead to each sampled school according to the schedule outlined and the researcher in every step followed all important ethical procedures until all required data will be collected and completed from intended sampled schools.

3.7 Pilot Test

To ensure the validity and the reliability of evidences gathering through the instruments administered to teachers, theoretical support was sought from the relevant literature and technical evaluation of the instruments from the pilot study. For pilot test, 24 copies of draft questionnaire was dispatched to 24 teachers and school leaders of secondary school.

After these questionnaires filled and returned, each item of questionnaires was carefully examined. The aim is to ensure the clarity of the questions and asses respondents' level of understanding of the general questionnaire content.

The reliability of the questionnaire was checked using reliability alpha coefficient (Cronbach alpha) to make sure it is regular and consistent. After dispatched questionnaires was filled and returned, each item of questionnaires were carefully entered into SPSS and analysis the reliability

of it achieved more than 0.7. If the result is greater than 0.7 meant that the questions are reliable to depict the issue raised by the researcher. Therefore the result is 0.92 which means the questions were reliable to depict the issue raised by the researcher.

3.8 Methods of Data Analysis

With regards to this study, the data collected was edited for accuracy and completeness before they are subjected to analysis. Descriptive analysis method was adopted for this study. The data gained from 6 secondary schools teachers and school Leaders was analyzed by different data analysis techniques by using statistical package for social science (SPSS) version 21/22 software and Microsoft office excel 2010. The relative importance index (RII) was used to determine the quantification and significance of individual factors (principal Leadership styles or leadership styles indicators). Thus, the statement on the leadership style characteristics in the secondary school in the questionnaire was based on a Likert Scale data. This is a scientific method that is commonly used to determine rankings and calculated using the following expression:

$$RII = \frac{\sum_{i=1}^5 w X_i}{A \times N}$$

RII = relative importance index

w = weighting given to each benefit by respondents and it ranges from 1 to 5

x = frequency of the i-th response given for each cause

A = highest weight (i.e., 5 in this case)

N = total number of participants

The significance of individual factors (principal leadership stles) can be assessed based on interval values, including specific measured values. According to Akadiri (2013), five critical levels are transformed from RII values:

RII Values	Level of Influence	
High (H) ($0.8 \leq RII \leq 1$),	High	H
Medium (M) ($0.4 \leq RII \leq 0.6$),	Medium	M
Medium-low (ML) ($0.6 \leq RII \leq 0.8$) and	High-Medium	H-M
Medium-low (ML) ($0.2 \leq RII \leq 0.4$) and	Medium- Low	M-L
Low (L) ($0 \leq RII \leq 0.2$).	Low	L

Source: Adopted from Akadiri, (2011)

3.9 Ethical Consideration

Research ethics is specifically interested in the analysis of ethical issues they are raised when people are involved as participants in research verbal consent has been received from individual study subject after provided adequate information by reading the information sheet that describes the purpose of the study and its confidentiality. Official letter was given to six selected school. The rights of the participants regarding to confidentiality and oral consent was maintained. The researcher was not identified or presented the respondents personal details and response without their consent and agreement. Based on the basic principles, the researcher proposed a set of ethical and moral procedure and informed the participants just before interview and filling out the questionnaire. The participants were informed that information obtained from them remains confidential. Besides the respondents further informed that their names was not written or exposed on report and ever used in connection with any of the information they revealed. The researcher also conveyed the purpose of the study to the proposed respondents as per standard research requirements. The researcher avoided misleading practices, and respect indigenous cultures as well as discloses sensitive information.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Overall, the chapter comprised of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications, service year current position and current position experience. The second part dealt with the results of findings from the data which were gathered through the questionnaire, interview and focus group discussion.

4.1 Background of Respondents

Under this sub topic the Sex, Age, Qualification, Total years of service and Experience of current position of the respondents were presented. The following table shows the distribution of respondent's characteristics.

Table 4.1: Characteristics of the Respondents

SN	Variable	Category	Teachers		School Leaders		Total
				%		%	
1	Sex	M	123	77.8	72	87.8	195
		F	35	22.1	10	12.1	45
2	Age	18-25	22	13.9	11	13.4	33
		25-32	67	42.4	48	58.5	115
		32-39	35	22.2	19	23.2	54
		39-46	21	13.3	3	3.7	24
		46 and above	13	8.2	1	1.2	14
3	Qualification	Certificate	0	0	0	0	0
		Diploma	0	0	0	0	0
		First Degree	135	85.4	62	75.6	197
		Second Degree	23	14.6	10	12.2	33
4	Total year of services	1-5 years	16	10.1	28	34.1	44
		5-10-year	94	59.5	39	47.6	133
		11-15-year	33	20.9	11	13.4	44
		15 and above	15	9.5	4	4.9	19
5	Current position	Teachers	158	100	25	30.5	183
		School			57	69.5	57
6	Experience of current		32	20.3	53	64.6	85
			87	55.1	11	13.4	98
			27	17.1	12	14.6	39
			12	7.6	6	7.3	18

F= frequency, %= Percentage, 0= refers to absence of data

The characteristics of the respondents in terms of sex revealed that 123 (77.8%) and 35(22.1%) teachers were males and females respectively. From this, one could understand that, the number of females in the secondary schools is much lower compared to males in the sampled schools. Similarly, in terms of sex revealed that 72(87.8%) and 10(12.1%) School Management was males and females respectively. From this also, one could understand that, the number of School Management females in the secondary schools is much lower compared to males in the sampled schools. Therefore, it is possible to conclude that, females were under represented in the secondary school leadership position in Hawassa city administration. Hence, there is a need to encourage females to the position of leadership.

As Table 4.1, item 2 above showed, 22(13.9), 67(42.4), 35(22.2),21(13.3) and 13(8.2) of teachers" age fall in the range of 18-25years, 25-32 years, 32-39 39-46 years and 46 and above respectively. This showed that the majority of teachers in the secondary schools of the sample schools were in the range of 25-32years age. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 11(13.4),48(58.5),19(23.2),3(3.7), and 1(1.2) of School Management age fall in the range of 18-25 , 25-32 years 32-39 years,39-46 years and 46 and above years respectively. This showed that the majority of school management in the secondary schools of the sample schools were in the range of 25-32years age. Hence, this might indicate that at this age level, they might have sufficient experience to play the leadership role. In Table 3 item 3 above also depicted qualification of respondents. Accordingly, 135(85.4%),23(14.6%) of teachers have 1st degree and

second degree respectively. But there were no teachers having a Certificate and diploma level in the sample schools of secondary school. One of the important indicators of quality of education is the number of qualified teachers. According to the education and training policy, the minimum qualification requirement for teachers at secondary school (9- 12) is that teachers should have obtained a second degree and above in the subject they are assigned to teach (MoE, 2015). Also, as depicted in the table 4.1 above, 62(75.6%), 10(12.2%) of School Management, qualification were First Degree and second degree respectively. From these facts, it is possible to deduce that the majority of School management in secondary schools of Hawassa city administration has 1 st degree. Therefore, it could be good for secondary school to regulate and monitor quality education with having appropriate qualification.

As indicated in Table 4.1, item 4 above, 16(10.1%),94(59.5%),33(20.9%),15(9.5%) of teachers fall in the range of total years of service 1-5, 5-10, 10-15 and 15 and above years respectively. According to the carrier structure of teachers of our country, teachers are categorized into beginner teachers (1-6), teachers (7-8), higher level teachers (9-12), senior (leading), assistant (13-16) and senior (leading) teachers. Accordingly, as the data revealed the majority of teacher 94 (59.5%), were fall in the range 5-10 years. Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job. Similarly, 28(34.1),39(47.6),11(13.4) and 4(4.9) of School Management fall in the range of total years of service 1-5, 5-10, 10-15 and 15 and above years respectively majority of 39(47.1%) of School Management had a service of 5-10, 10-15 and 15 and above years respectively. Therefore, at this experience level which indicated that the majority of the School Management in the secondary schools of Hawassa city administration were 15 and above years experienced and this might support them to contribute much to play the leadership role and ultimately contribute to School performance.

As indicated in Table 4.1, item 6 above school leaders with current position experience fall in the range of 53(64.6%) of school leaders have work experience of current position less than or equal to 5, 53 (64.6%) of school leaders have work experience of current position 5-10 years, 11 (13.4%) of school leaders have work experience of current position 10-15 years, 12(14.6%) years and 6(7.3) of school leaders have work experience of current position 15 and above years. From

this, one could understand that, school leaders have lack of work experience with current position. Therefore, this lack experience of school leaders influences negatively of school performance.

4.2 The influence of Principal Leadership Style on School Performance

The relative importance index (RII) was used to determine the quantification and significance of individual factors (principal Leadership styles or leadership styles indicators). Thus, the statement on the leadership style characteristics in the secondary school in the questionnaire were based on a Likert Scale data. This is a scientific method that is commonly used to determine rankings and calculated using the following expression:

$$RII = \frac{\sum_{i=1}^5 w X_i}{A \times N}$$

RII = relative importance index

w = weighting given to each benefit by respondents and it ranges from 1 to 5

x = frequency of the i-th response given for each cause

A = highest weight (i.e., 5 in this case)

N = total number of participants

The significance of individual factors (principal leadership styles) can be assessed based on interval values, including specific measured values. According to Akadiri (2013), five critical levels are transformed from RII values:

- High (H) ($0.8 \leq RII \leq 1$),
- High-medium (HM) ($0.6 \leq RII \leq 0.8$),
- Medium (M) ($0.4 \leq RII \leq 0.6$),
- Medium-low (ML) ($0.2 \leq RII \leq 0.4$) and
- Low (L) ($0 \leq RII \leq 0.2$).

4.2.1 Transformational Leadership Behaviour

Table 4.2 the influence of transformational leadership behaviour on school performance

School Code	Leadership Style	RII	Indicators of school performance		
			TLB greatly influence students' academic achievement.	TRLB greatly influence teachers' job satisfaction.	LFLB greatly influence school physical facility.
01	TLB	0.51	0.26	0.61	0.62
02	TLB	0.58	0.30	0.45	0.50
03	TLB	0.54	0.39	0.54	0.54
04	TLB	0.52	0.31	0.54	0.50
05	TLB	0.63	0.33	0.50	0.50
06	TLB	0.79	0.22	0.97	0.64
Average RII		0.60	H-M		

Source: Computed from survey result, 2024

As exhibited in table 4.2 above, in school 01 the transformational leadership behavior employed with the level of medium having RII value 0.51 and the performance of schools in terms of the influence on students' academic performance (0.26); the influence on teachers job satisfaction (0.61) and the influence on school's physical facility (0.62) was found to be high to medium level. From this, it can be inferred that transformational leadership behavior employed by principals contributed medium level in enhancing students' academic performance, teachers' job satisfaction, and school's physical facility in the school 01.

With regard to school 02, the transformational leadership behavior employed with the level of medium having RII value 0.58 and the performance of schools in terms of the influence on students' academic performance (0.30); the influence on teachers' job satisfaction (0.45) and the influence on school's physical facility (0.50) was found to be medium level. From this, it can be inferred that transformational leadership behavior employed by principals contributed medium level in enhancing students' academic performance, teachers' job satisfaction, and school's physical facility in the school 02.

As the survey result revealed, the transformational leadership behavior employed in school 03 with the medium RII value of 0.54 and the performance of schools in terms of the influence on students' academic performance (0.39); the influence on teachers' job satisfaction (0.54) and the influence on school's physical facility (0.54) was found to be medium level. From this, it can be inferred that transformational leadership behavior employed by principals contributed medium level in enhancing students' academic performance, teachers' job satisfaction, and school's physical facility in the school 03.

According to the survey results, school principals at school 04 demonstrated transformational leadership behavior, which had a medium RII value of 0.52. Additionally, schools performed at a medium level in terms of their influence on students' academic performance (0.31), teachers' job satisfaction (0.54), and the physical facilities of the school (0.50). This suggests that principals' use of transformational leadership behavior improved the academic achievement of students, the job satisfaction of teachers, and the physical facilities of the school by a medium margin in school 04.

The transformational leadership behavior used at school 05, with a RII value of 0.63, was found to be at a high to medium level. Additionally, the school's performance was found to be medium in terms of its influence on students' academic performance (0.33), teachers' job satisfaction (0.50), and the school's physical facilities (0.50). This suggests that principals' use of transformational leadership behavior enhanced teachers' job satisfaction, students' academic performance, and the physical facilities of school 05 at a high to medium level.

As shown in table 4.1 in school 06, transformational leadership behavior was employed at a high to medium level with a RII value of 0.79, and school performance in terms of students' academic performance (0.22), teachers' job satisfaction (0.97), and school physical facilities (0.64) was found to be medium. It can be concluded that principals' transformational leadership behavior had a high to medium level of influencing on improving teachers' job satisfaction, students' academic performance, and school 06's physical facilities.

Nyausaru (2014) identifies transformational leaders as highly motivated, capable of making difficult decisions, taking calculated risks, adapting, open to ideas, inspiring others, and visionary in setting organizational mission, vision, and values. These leaders are employed at a high to medium level in selected schools, demonstrating their ability to inspire and set organizational goals.

4.2.2 Transactional Leadership Behavior

Table 4.3 the influence of transactional leadership behavior on school performance

School Code	Leadership Style	RII	Indicators of school performance		
			TLB greatly influence students' academic achievement.	TRLB greatly influence teachers' job satisfaction.	LFLB greatly influence school physical facility.
01	TRLB	0.65	0.26	0.61	0.62
02	TRLB	0.65	0.30	0.45	0.50
03	TRLB	0.55	0.39	0.54	0.54
04	TRLB	0.46	0.31	0.54	0.50
05	TRLB	0.53	0.33	0.50	0.50
06	TRLB	0.78	0.22	0.97	0.64
Average RII		0.60	H-M		

Source: Computed from survey result, 2024

The survey results for school 01 in table 4.3 showed that the transactional leadership behavior used with the level of high to medium having RII value 0.65 and the performance of schools in terms of the influence on students' academic performance (0.26); the influence on teachers' job satisfaction (0.61) and the influence on the physical facility of the school (0.62) was found to be medium level. Based on these findings, it can be deduced that the employment of principals in transactional leadership behavior contributed medium level to improving students' academic performance, teachers' job satisfaction, and school's physical facility in school 01.

Table 4.3 displays the transactional leadership behavior used by the school principal in school 02, which has a RII value of 0.65, indicating a high to medium level. The school's performance was found to be medium in terms of its influence on students' academic performance (0.30), on teachers' job satisfaction (0.45), and on the school's physical facilities (0.50). Based on these results, it can be concluded that the use of principals in transactional leadership behavior

improved school 02's physical facilities, teachers' job satisfaction, and students' academic performance on a medium level.

According to the survey results, the transactional leadership behavior used in school 03 had a medium RII value of 0.55, and school performance in terms of influence on students' academic performance (0.39), influence on teachers' job satisfaction (0.54), and influence on school's physical facility (0.54) was found to be medium. This suggests that principals' transactional leadership behavior had a medium level of impact on improving students' academic performance, teachers' job satisfaction, and the physical facility of the school 03.

The survey's results showed that school 04's principals exhibited transactional leadership behavior, with a medium RII value of 0.46. Furthermore, schools did mediocrely when it came to their impact on students' academic achievement (0.31), teachers' job satisfaction (0.54), and the school's physical infrastructure (0.50). This indicates that in school 04, principals' application of transactional leadership behavior enhanced students' academic performance, teachers' job satisfaction, and the school's physical facilities by a moderate amount.

With a RII value of 0.53, school 05's transformational leadership behavior was determined to be at a medium level. Furthermore, the impact of the school on students' academic performance (0.33), teachers' job satisfaction (0.50), and the physical facilities of the school (0.50) was found to be moderate. This indicates that teachers' job satisfaction, students' academic performance, and school 05's physical facilities were all improved at a medium level by principals using transactional leadership behavior.

Transactional leadership behavior was used at a high to medium level in school 06, as indicated by table 4.3, with a RII value of 0.78. The school performed at a medium level in terms of students' academic performance (0.22), teachers' job satisfaction (0.97), and the physical facilities (0.64). It is possible to draw the conclusion that school 06's physical facilities, student academic achievement, and teachers' job satisfaction were all influenced by the transactional leadership behavior of its principals at a high to medium degree.

According to Bidwell (2001), the leader may believe that meeting institutional goals will result in the fulfillment of personal desires. A transactional leadership style facilitates the practice of healthy human relationships. Thus, the chosen schools demonstrated a high to medium level of transactional leadership. Consequently, it had a high to medium influence on teachers' job satisfaction, students' academic performance, and school physical facilities.

4.2.3 Laissez-Faire Leadership Behavior

Table 4.4 the influence of Laissez-Faire leadership behavior on school performance

School Code	Leadership Style	RII	Indicators of school performance		
			TLB greatly influence students' academic achievement.	TRLB greatly influence teachers' job satisfaction.	LFLB greatly influence school physical facility.
01	LFLB	0.61	0.26	0.61	0.62
02	LFLB	0.66	0.30	0.45	0.50
03	LFLB	0.50	0.39	0.54	0.54
04	LFLB	0.70	0.31	0.54	0.50
05	LFLB	0.59	0.33	0.50	0.50
06	LFLB	0.51	0.22	0.97	0.64
Average RII		0.60	H-M		

Source: Computed from survey result, 2024

The survey results for school 01 in table 4.4 showed that Laissez-Faire leadership behavior was used at a high to medium level, with a RII value of 0.61, and school performance in terms of influence on students' academic performance (0.26), influence on teachers' job satisfaction (0.61), and influence on the school's physical facility (0.62) was found to be medium level. Based on these findings, it is possible to conclude that principals' use of Laissez-Faire leadership behavior contributed to a medium level of improvement in students' academic performance, teacher job satisfaction, and school physical facilities in school 01.

Table 4.4 shows the Laissez-Faire leadership behavior of the school principal in school 02, which has a RII value of 0.66, indicating a high to medium level. The school's performance was rated medium in terms of its impact on students' academic performance (0.30), teacher job satisfaction (0.45), and physical facilities (0.50). Based on these findings, it is possible to conclude that the use of principals in Laissez-Faire leadership behavior improved school 02's physical facilities, teachers' job satisfaction, and students' academic performance to a medium degree.

According to the survey results, the Laissez-Faire leadership behavior used in school 03 had a medium RII value of 0.50, and school performance in terms of influence on students' academic performance (0.39), influence on teachers' job satisfaction (0.54), and influence on school's physical facility (0.54) was found to be medium. This suggests that principals' Laissez-Faire leadership behavior had a moderate influence on improving students' academic performance, teachers' job satisfaction, and the school's physical facility 03.

The survey results revealed that school 04's principals demonstrated Laissez-Faire leadership behavior, with a medium to high RII value of 0.70. Furthermore, schools performed mediocrely in terms of their impact on student academic achievement (0.31), teacher job satisfaction (0.54), and school physical infrastructure (0.50). This suggests that in school 04, principals' use of Laissez-Faire leadership behavior improved students' academic performance, teachers' job satisfaction, and the school's physical facilities moderately.

With a RII value of 0.59, school 05's Laissez-Faire leadership behavior was rated as medium. Furthermore, the school had a moderate impact on students' academic performance (0.33), teacher job satisfaction (0.50), and school physical facilities (0.50). This indicates that principals who used Laissez-Faire leadership behavior improved teachers' job satisfaction, students' academic performance, and the physical facilities at School 05 on a medium level.

Laissez-faire leadership behavior was used at a medium level in school 06, as shown in table 4.4, with a RII value of 0.51. The school received a medium rating for students' academic performance (0.22), teacher job satisfaction (0.97), and physical facilities (0.64). It is possible to conclude that the laissez-faire leadership behavior of school 06's principals had a medium degree of influence on the physical facilities, student academic achievement, and teacher job satisfaction.

According to Talbert and Milbrey (1994), this style empowers group decision-making without the need for a leader. The study found that laissez-faire leadership was used at a high to medium level in the schools analyzed. This resulted in a medium level influence on the physical facilities, student academic achievement, and teacher job satisfaction. This leadership style may be

effective with motivated and experienced employees, but may fail if subordinates are deceptive, unreliable, or untrustworthy (Dubrin, 1998).

4.3 Correlation analysis between principals’ leadership behavior and school performance

Pearson’s correlation coefficient (r) measures the strength and direction of a linear relationship between two variables. Values of Pearson’s correlation coefficient are between -1 and +1. A correlation coefficient of 1 specifies that two variables are perfectly related in a positive sense; a correlation coefficient of -1 indicates that two variables are perfectly related in a negative sense, and a correlation coefficient of zero (0) shows that there is no linear relationship between the two variables. According to Hinkel et.al (2000, the rule of thumb for interpreting the strength of a correlation coefficient is as indicated Table 4.5.

Table 4.5: Rule of Thumb for Interpreting the Size of a Correlation Coefficient

Size of Correlation	Interpretation
.90 to 1.00 (–.90 to –1.00)	Very high positive (negative) correlation
.70 to .90 (–.70 to –.90)	High positive (negative) correlation
.50 to .70 (–.50 to –.70)	Moderate positive (negative) correlation
.30 to .50 (–.30 to –.50)	Low positive (negative) correlation
.00 to .30 (.00 to –.30)	negligible correlation

4.3.1 Correlation analysis between transformational leadership behavior and school performance

Table 4.6: Correlation between transformational leadership behaviour and school performance

School Code	Leadership Behaviour	School Performance		
		Students’ Academic Achievement	Teachers’ Job Satisfaction	School Physical Facilities
01	TLB	.703**	.775**	.720**
02	TLB	.713**	.837**	.755**
03	TLB	.729**	.809**	.744**
04	TLB	.778**	.845**	.776**
05	TLB	.811**	.930**	.860**
06	TLB	.711**	.833**	.791**

**

Correlation is significant at the 0.05 level (2-tailed).

Result specified in table 4.6 in school 01, where $p < 0.05$ and there was a positive and significant correlation between transformational leadership style and indicators of school performance in which there is an enhancement in students' academic performance ($r = .703$), an increase in teachers' job satisfaction ($r = .775$), and improvement of school's physical facility ($r = .720$). From the results, it can be inferred that there is high positive correlation (.70 to .90) between principals' transformational leadership behavior and school performance indicators.

In addition to the above findings, the researcher also interviewed supervisors of three secondary schools. The findings of the interviews are summarized below; "There are very high relationships between principals' transformational leadership behavior and school performance indicators by motivating and influencer of colleagues to perform better"

As shown in table 4.6 in school 02, where $p < 0.05$ and there was a positive and significant correlation between transformational leadership behavior and indicators of school performance in which there is an enhancement in students' academic performance ($r = .713$), an increase in teachers' job satisfaction ($r = .837$), and improvement of school's physical facility ($r = .755$). From the above stated facts, it can be seen that the correlation is very high which means the value r is between .70 to .90. Therefore, there is significant positive linear and very high correlation between the principals' transformational leadership behavior and the indicators of school performance

By supporting this idea on interviews one school supervisor also explained that: "Very high association between the principals' transformational leadership behavior and the indicators of school performance"

With regard to in school 03, there was a positive and significant ($p < 0.05$) correlation between transformational leadership style and indicators of school performance in which there is an enhancement in students' academic performance ($r = .729$), an increase in teachers' job satisfaction ($r = .809$), and improvement of school's physical facility ($r = .744$). From the above stated facts, it can be seen that the correlation is very high which means the value r is between .70 to .90. Therefore, there is significant positive linear and very strong correlation between the principals' transformational leadership behavior and the indicators of school performance.

By supporting this idea on FGD one school student's representative also explained that: "Very high relationships between the principal transformational leadership behavior and the indicators of school performance."

Regarding school 04, where $p < 0.05$ and there was a positive and significant ($p < 0.05$) correlation between transformational leadership style and indicators of school performance in which there is an enhancement in students' academic performance ($r = .778$), an increase in teachers' job satisfaction ($r = .845$), and improvement of school's physical facility ($r = .776$). From the above stated facts, it can be seen that the correlation is very strong which means the value r is between .70 to .90. Therefore, there is significant positive linear and very strong correlation between the principals' transformational leadership behavior and the indicators of school performance.

The result of interviews from supervisor of sample schools revealed that: "There are very high associations between the principals' transformational leadership behavior and the indicators of school performance."

Based on table 4.6 in school 05, positive and significant ($p < 0.05$) correlation was found between transformational leadership style and indicators of school performance in which there is an enhancement in students' academic performance ($r = .811$), an increase in teachers' job satisfaction ($r = .930$), and improvement of school's physical facility ($r = .860$). From the above stated facts, it can be seen that the correlation is very strong which means the value r is between .70 to .90. Therefore, there is significant positive linear and very strong correlation between the principals' transformational leadership behavior and the indicators of school performance.

Regarding of transformational leadership behavior and indicators of school performance during the interview, the two samples schools supervisors were said that: "there is very high relationships between the principals' transformational leadership behavior and the indicators of school performance".

Survey results in the school 6 Table 4.6 also revealed that there is positive and significant ($p < 0.05$) correlation between transformational leadership style and indicators of school performance

in which there is an enhancement in students' academic performance ($r = .711$), an increase in teachers' job satisfaction ($r = .833$), and improvement of school's physical facility ($r = .791$). From the above stated facts, it can be seen that the correlation is very strong which means the value r is between .70 to .90. Therefore, there is significant positive linear and very strong correlation between the principals' transformational leadership behavior and the indicators of school performance.

By supporting this idea on interviews one school supervisor also explained that: "There is a high association between the principals' transformational leadership behavior and the indicators of school performance."

According to Hallinger and Heck (1996), the study established that effective school performance requires visionary leadership and that there is a strong correlation between such inspiring leadership and transformational leadership, both of which are recommended for education leaders. The findings were consistent with those reported by Mills (2008), Ross and Gray (2006), and Griffith and Politis (2004), as cited in Harrison (2011). They discovered a significant positive correlation between transformational leadership and student achievement. Ross and Gray discovered that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to the school mission, school community, and school-community partnerships, and higher student achievement.

According to Antonakis and House (2002), a transformational leadership style may be more effective in motivating and empowering employees to achieve school performance goals through higher ideals and moral values.

4.3.2 Correlation between transactional leadership behavior and school performance

Table 4.7: Correlation between transactional leadership behaviour and school performance

School Code	Leadership Behaviour	School Performance		
		Students' Academic Achievement	Teachers' Job Satisfaction	School Physical Facilities
01	TRLB	.868**	.791**	.573**
02	TRLB	.889**	.817**	.575**
03	TRLB	.886**	.808**	.590**
04	TRLB	.868**	.846**	.672**
05	TRLB	.886**	.853**	.661**
06	TRLB	.889**	.812**	.582**

** . Correlation is significant at the 0.05 level (2-tailed).

As shown in table 4.7, correlation result analysis in school 01 revealed that there is high positive and significant association between transactional leadership behavior and students' academic achievement ($r = .868$; $p < 0.05$); high positive and significant association between transactional leadership behaviour and teachers' job satisfaction ($r = .791$; $p < 0.05$); and moderate positive and significant relationship between transactional leadership behavior and school physical facilities ($r = .573$; $p < 0.05$). From the above stated facts, it can be seen that the correlation is high to moderate which means the value r is between .50 to .70 and .70 to .90 Therefore, there is significant positive high to moderate correlation between the principal transactional leadership style and the indicators of school performance.

The result from the interview of that specific school supervisor of secondary school also indicated that *"There are very high relationships between the principal transactional leadership style and the indicators of school performance."*

Based on table 4.7 in school 02, positive and significant correlation between transactional leadership style and indicators of school performance was found in which there is high positive correlation between transactional leadership behavior and students' academic achievement ($r = 0.889$; $p < 0.05$), high positive correlation between transactional leadership behavior and teachers' job satisfaction ($r = 0.817$; $p < 0.05$), and moderate positive correlation between

transactional leadership behavior and school physical facilities ($r = 0.575$; $p < 0.05$). From the above stated facts, it can be seen that there is high positive and significant correlation between transactional leadership behavior and students' academic achievement and teachers' job satisfaction with a value r falling in 0.70 to 0.90. But moderate positive and significant correlation between transactional leadership behavior and school physical facilities ($r = 0.575$; $p < 0.05$).

In general, the finding of interview responses and FGD indicate that school leaders were there is "High relationships between transactional leadership behavior and students' academic achievement and teachers' job satisfaction and Medium associations between transactional leadership behavior and school physical facilities."

Regarding school 03, positive and significant correlation between transactional leadership style and indicators of school performance was found in which there is high positive correlation between transactional leadership behavior and students' academic achievement ($r = 0.886$; $p < 0.05$), high positive correlation between transactional leadership behavior and teachers' job satisfaction ($r = 0.808$; $p < 0.05$), and moderate positive correlation between transactional leadership behavior and school physical facilities ($r = 0.59$; $p < 0.05$). From the above stated facts, it can be seen that there is high positive to moderate positive correlation which the value of r is between .70 to .90 and .50 to .70.

"In addition to the above findings, the researcher also interviewed supervisors of three secondary schools. The findings of the interviews are summarized below; there is high relationships transactional leadership behavior with school performance. "

About school 04, results in table 4.7 also revealed that there is high positive and significant association between transactional leadership behaviour and students' academic achievement ($r = .868$; $p < 0.05$); high positive and significant association between transactional leadership behaviour and teachers' job satisfaction ($r = .846$; $p < 0.05$); and moderate positive and significant relationship between transactional leadership behaviour and school physical facilities ($r = .672$; $p < 0.05$). From this, it can be inferred that the correlation is high to moderate which means the value r is between .50 to .70 and .70 to .90. Therefore, there is significant positive high

to moderate correlation between the principal transactional leadership style and the indicators of school performance.

By supporting this idea on interviews one school supervisor also explained that: “There are very high relationships between the principal transactional leadership style and the indicators of school performance.”

Regarding school 05, positive and significant correlation between transactional leadership style and indicators of school performance was found in which there is high positive correlation between transactional leadership behavior and students’ academic achievement ($r = 0.886$; $p < 0.05$), high positive correlation between transactional leadership behavior and teachers’ job satisfaction ($r = 0.853$; $p < 0.05$), and moderate positive correlation between transactional leadership behavior and school physical facilities ($r = 0.661$; $p < 0.05$). From the above stated facts, it can be seen that there is high positive to moderate positive correlation which the value of r is between .70 to .90 and .50 to .70.

By supporting this idea on FGD one school student’s representatives and PTSA also explained that: “high associations between the principal transactional leadership style and the indicators of school performance.”

Finally, results in table 4.7 about school 06 revealed that there is high positive and significant association between transactional leadership behaviour and students’ academic achievement ($r = .889$; $p < 0.05$); high positive and significant association between transactional leadership behaviour and teachers’ job satisfaction ($r = .812$; $p < 0.05$); and moderate positive and significant relationship between transactional leadership behaviour and school physical facilities ($r = .582$; $p < 0.05$). From this, it can be inferred that the correlation is high to moderate which means the value r is between .50 to .70 and .70 to .90. Therefore, there is significant positive high to moderate correlation between the principal transactional leadership style and the indicators of school performance.

“In addition to the above findings, FGD three school student’s representatives and two schools PTSA indicate that high relations between transactional leadership behaviour and students’ academic achievements as well as teachers’ job satisfaction but moderate association with school physical facilities.”

4.3.3 Correlation between Laissez-Faire leadership behavior and school performance

Table 4.8: Correlation between Laissez-Faire leadership behaviour and school performance

School Code	Leadership Behaviour	School Performance		
		Students' Academic Achievement	Teachers' Job Satisfaction	School Physical Facilities
01	LFLB	.010	.017	-.098
02	LFLB	-.017	.099	-.035
03	LFLB	.024	.106	-.009
04	LFLB	.106	.170	.188
05	LFLB	.111	.181	.192
06	LFLB	-.031	.093	-.009

**.

Correlation is significant at the 0.05 level (2-tailed).

With reference to school 01, Table 4.8s findings show that there is a weak positive correlation ($r = .010$ $p > 0.05$) between students' academic performance and laissez-faire leadership behavior; a weak positive correlation ($r = .017$ $p > 0.05$) between teachers' job satisfaction and laissez-faire leadership behavior; and a weak negative correlation ($r = -.098$ $p > 0.05$) between laissez-faire leadership behavior and the physical facilities of the school. It is clear from the results that a laissez-faire leadership style is not a good indicator of student achievement.

“The result of interviews from two supervisors of sample schools revealed that: laissez-faire leadership behavior low associations with all school performance indicators”

With regard to school 02, Table 4.8's results indicate that there is a weak negative correlation ($r = -.017$ $p > 0.05$) between students' academic performance and laissez-faire leadership behavior; a weak positive correlation ($r = .099$ $p > 0.05$) between laissez-faire leadership behavior and teachers' job satisfaction; and a weak negative correlation ($r = -.035$ $p > 0.05$) between laissez-faire leadership behavior and the physical facilities of the school. The results show that students' academic success cannot be accurately predicted by a laissez-faire leadership style.

By supporting this idea on interviews one school supervisor also explained that: “Laissez-faire leadership behavior very low associations with all school performance indicators”

Table 4.8 in school 03 shows that there was a weak positive correlation ($r = .024$ $p > 0.05$) between students' academic performance and laissez-faire leadership behavior; a weak positive

correlation ($r = .106$ $p > 0.05$) between teachers' job satisfaction and laissez-faire leadership behavior; and a weak negative correlation ($r = -.009$ $p > 0.05$) between laissez-faire leadership behavior and the school's physical facilities. These findings indicate a positive and significant relationship between laissez-faire leadership behavior and the performance indicators. As can be seen from the facts above, there is a strong correlation, indicating that the value of r falls between 0.0 and 0.3. Consequently, there is a weak and non-significant positive linear correlation between the school performance indicators and the laissez-faire leadership behavior of the principal.

In addition to the above findings, the researcher also interviewed supervisors of three secondary schools. The findings of the interviews are summarized below; “there is a low relationships between the school performance indicators and the laissez-faire leadership behavior of the school principal.”

For school 04, there was a weak positive correlation ($r = .106$ $p > 0.05$) between the academic performance of the students and the laissez-faire leadership behavior; a weak positive correlation ($r = .170$ $p > 0.05$) between the job satisfaction of the teachers and the laissez-faire leadership behavior; and a weak positive correlation ($r = .188$ $p > 0.05$) between the physical facilities of the school and the laissez-faire leadership behavior. These results show weak and positive correlation between the performance metrics and a laissez-faire leadership style. Weak correlation is evident from the facts above, suggesting that the value of r lies in the range of 0.0 and 0.3. As a result, the principal's laissez-faire leadership style and the school performance indicators have a weak and non-significant correlation.

By supporting this idea on FGD and PTSA three schools also explained that: “the principal's laissez-faire leadership style and the school performance indicators have very low relations.”

With reference to school 05, Table 4.8's findings show that there is a weak positive correlation ($r = .111$ $p > 0.05$) between students' academic performance and laissez-faire leadership behavior; a weak positive correlation ($r = .181$ $p > 0.05$) between teachers' job satisfaction and laissez-faire leadership behavior; and a weak positive correlation ($r = .192$ $p > 0.05$) between laissez-faire leadership behavior and the physical facilities of the school. It is clear from the results that a laissez-faire leadership style is not a good indicator of student achievement.

Regarding of laissez-faire leadership style and the school performance indicators during the interview, the two samples schools supervisors were said that: “there is a very low relationship between students' academic performance, teachers' job satisfaction and school physical facilities association with laissez-faire leadership behavior.”

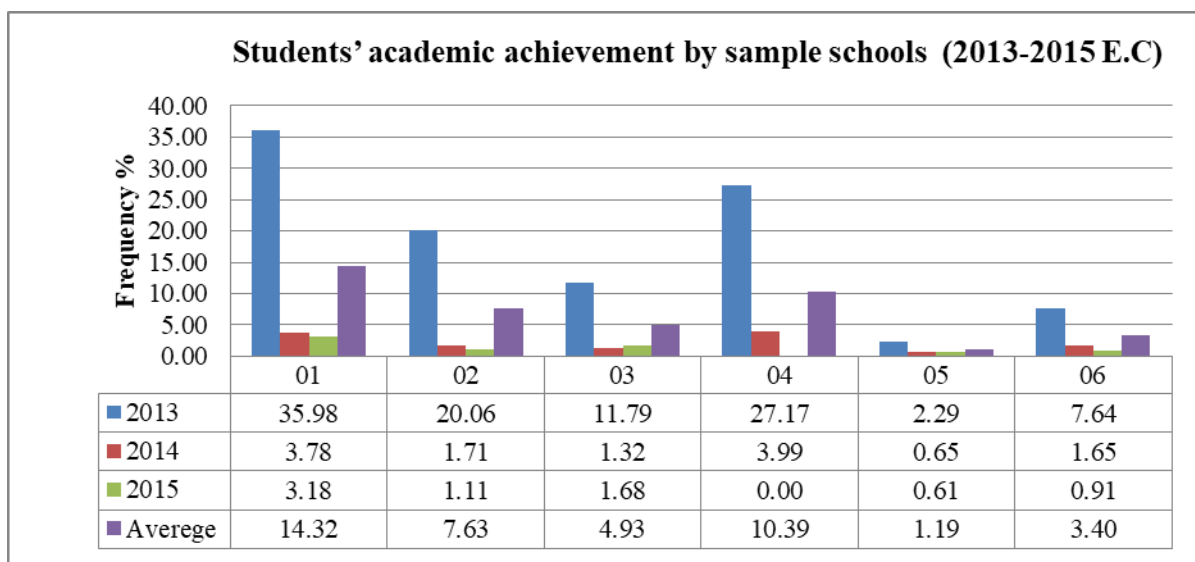
Regarding school 06, Table 4.8's results indicate that there is a weak negative correlation ($r = -.031$ $p > 0.05$) between students' academic performance and laissez-faire leadership behavior; a weak positive correlation ($r = .093$ $p > 0.05$) between laissez-faire leadership behavior and teachers' job satisfaction; and a weak negative correlation ($r = -.009$ $p > 0.05$) between laissez-faire leadership behavior and the physical facilities of the school. The results show that school's performance cannot be accurately predicted by a laissez-faire leadership style.

Secondary school supervisors of majority of sample schools also explained that:- “There is very low students' academic performance, teachers' job satisfaction and school physical facilities association with laissez-faire leadership behavior.”

In general as shown in the above table, the weak negative relationship between laissez-faire leadership and Students academic performance among secondary schools. The laissez-faire head teacher tries to give away his powers and does not follow up progress. In most cases, laissez-faire head teachers do not prompt good academic performance because they are too liberal and flexible. This is why their overall performance is often poor.

Laissez-faire leadership style lacks rigorous supervision; it only delegates tasks, jobs or activities without follow-up. Consequently, some staff members 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.

Students' Academic Performance



Source: Survey data, 2024

Fig. 4.1: Students academic achievement from 2013 to 2015

According to the results of a document analysis, based on student performance of grade twelve national examinations over the previous three years, from 2013 to 2015, the students' performance in the chosen schools was characterized as decreasing in the consequent years. The results show that there have been inconsistent results in academic performance over the three years period. Generally, all the six schools do not have a high academic performance or results during the three consecutive years, especially school 5 and 6.

According to Bottom and Fry (2009), school leaders can profoundly influence students' academic achievement through consistence motivation and providing praise. They further explain that students are more motivated when they are reinforced frequently in front of their peer groups and parent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major Findings

The purpose of this study was to investigate the relationship between principals' leadership behavior and school performance in secondary schools of Hawassa City Public secondary schools. The study was carried out to achieve basic objective and answer research questions of relation between principals leadership behavior and school performance. To carry out the study, data collection instruments like interview, questionnaire and document analysis from Hawassa city education department reports were gathered and tabulated. The study was carried out on Hawassa City public secondary school student representatives, PSTA, teachers, school leaders and supervisors. The major findings of the study were summarized as follows:

Findings related to identify the dominant leadership style exercised in the secondary schools of Hawassa city Administration: Beside on the result there is no one and best type of leadership style to bring performance so every leadership style relates to certain level of performance like students' academic achievement. Therefore there is no one type of leadership style that can fit in all schools as they vary in size, catchment areas, vision, culture, intellectual capacity and professional maturity of staff. Hence as Leithwood (2007); and Bush (2013) suggested that successful school leaders make use of a mix of leadership styles, and are responsive to context, i.e. school goals, school organizational structure and culture.

Findings related to examine the status of school performance in secondary schools of Hawassa city Administration: According to the result noticeable leadership behaviors that influence on school performance in the secondary school having higher RII are transformational and transactional leadership behavior. In addition, these leadership behaviors play a vital role in relation to the school performance indicators such as increasing students' academic achievement, enhance teacher's job satisfaction and facilitate school physical facilities.

The study implicated that the students perform in grade twelve national exams at very low level in the study area. Similarly, the selected schools have not constant ranks in terms of students national exams results. It implies that the student performances at national exam were differing from year to year in their schools accordingly their schools have middle rank at national exam

scores in the past three consecutive years.

Findings related to analyze significant relationship between principals' leadership behavior and school performance Hawassa city Administration:

The study revealed the existence of positive linear and very strong correlation between the principal transformational and transactional, leadership behavior and the indicators of school performance such as increase students' academic achievements, create conducive school physical facilities and great teacher satisfaction in the selected schools.

However, the findings showed the correlation between the laissez-Faire and the indicators of school performance are very low. This implies both the practice of the identified leadership and school performance was found at middle level. Accordingly the relation becomes positive and strong. Besides, all type of leadership behavior is related to performance becomes medium conversely the increasing of students score at national exams is more associated with transformational, and transactional leadership behavior having higher average RII.

Findings related to identify the major factors that affect school performance at secondary schools of Hawassa city Administration:

Challenges to the school performance may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities.

5.2 Conclusions

Based on the summary of the findings, the following conclusions are drawn:

Based on the study the level of the school is not improved, hence the behavior of school leaders is not improved; that means the school leaders is not focusing on their leadership behavior which can improve their school. It can be concluded that leadership has a great value in improvisation of the level of the school. As the finding revealed that the performance of the schools are poor due to leaders application of leadership behaviors which are transactional and laissez-faire rather than using transformational leadership behavior which is advisable to work cooperatively in order to achieve common goal of the school. . The result obtained of Sig. 2- tailed level is .000 and there is a positive (0.703) showed that the relationship between the Transformational leadership behavior and school performance is very strong.

5.2 Recommendations

Based on the findings and conclusions from the study, the following recommendations were given

1. Local community of the school should be check the academic achievement of their children as well as the performance of their school and then they have better to comment on the leadership behavior of the school principals in order to ensure the successfulness of their children, hence transformational leadership behaviors successful it is better if they comment and work together with their school leaders in order to improve the academic achievement of their children.
2. Students should communicate with their school leaders to shape the leadership behavior of their principals to ensure and improve the performance of their school; hence they can develop their academic achievement between improvements of their school performance to be applied participatory leadership behavior by their school leaders.
3. Teachers should communicates and show the gap of their principals about their leadership behavior which has a great value in improving the performance of their school besides they can ensure and sustain the performance of the school to see their working fruit will be effective and successful by applying transformational leadership behavior.
4. Principals should not be rigid on their conditioned leadership behavior unless it is not successful in improving the performance of the school; they should be apply transformational approaches that helps leaders who are skilled with setting the goal of the school with stake holders, planning together, acting together and in general working in harmony and cooperatively to sustain the improvement of the performance of the school which is the target goal of the education sector.
5. Local governments like City administrations, woreda and zonal education department officers and leaders should check and evaluate the usage of principals leadership behavior and school performance and also has to be create awareness for the school principals based on their leadership behavior and the performance of their school that they are

managing in it based on the performance of the school and leadership behavior of the principals.

6. Regional should make continuous maintenance and evaluation of the performance of the school which is related with the behavior of the principals which can sustain and ensure the performance of the school.
7. Policy makers should consider the behavior of the principals in ensuring sustaining the performance of the schools; hence it is better if they give long term and short capacity building training on leadership and school performance related concepts for the school principals in using leadership behavior and ensuring school performance.

REFERENCES

- Adams, H. and Gamage, D.T. (2009). *School-Based Management is an Alternative Path Towards the Creation of Better-Quality Schools: Center of Education professional Competencies Development*. Sri Lanka.
- Anderson, R. & Dexter, S. (2005). *School technology leadership: An empirical investigation of prevalence and effect*. 1:49-82.
- Antonakis, J. Avolis, B. and Sivasubramaniam, N. (2003). *Context and the leadership quarterly*, 14(3), 261 –295.
- Bass, B. & Avolio, B (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage
- Bass, B. (1998). *Transformational leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bass, B.M. (1998). *Transformational leadership: Industrial, military, and educational impact*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Burns, J. 1978. *Leadership*. New York, NY: Harper & Row Publishers.
- Bush, T and L, Bell (2003). *The principles and practice of educational management*. London: Pall-Chapman publishing.
- Bush, T. (2007). *Educational Leadership and management: Theory, Policy and Practice*, 9 (3): 391- 406.
- Chandan, S.(2004). *Management Theory and Practice*. New Delhi: Publishing House PVT Ltd.
- Creswell J.W (2003). *Research Design : Qualitative, Quantitative and Mixed methods Approach*, sage publication, London
- D.,souza, A. (1994). *Leadership: Triology on leadership and Effective Management*. Nairobi: Paulines Publication Africa.
- Dales and Beach (1980). *Personal the management of people at work*, New York: Macmillan Publishing co. Inc.
- Douglas, L.M. (1996). *The effective nurse, leader and manager* (5th edition) California: Addison Wesley.
- Dubrin, A. J. (1998). *Leadership: Research, findings, practice and skills*. 2nd edition. Boston Houghton Mifflin Company.

- D.,souza, A. (1994).*Leadership: Trilogy on leadership and Effective Management*. Nairobi: Paulines Publication Africa.
- Dales and Beach (1980). *Personal the management of people at work*, New York: Macmillan Publishing co. Inc.
- Fetene S. (2009). *An assessment of the practice of primary principals in the implementation of school improvement program in Dangla Woreda*. (Unpublished master thesis paper. Bahir Dar University, Ethiopia).
- Flath,B. (1989).*The Principal as Instructional Leader.ATA Magazines*. Chandan, S.2004. Management Theory and Practice.New Delhi: Publishing House PVT Ltd.
- Harries et al. (2005). *Leading or Misleading? Distributed Leadership and School Improvement*. Journal of Curriculum Studies, 37(3), 255–265.
- Harris, A. (2004). *Distributed Leadership and School Improvement, Educational Hughes*,
- Richared et al. (2006). *Leadership: Enhancing The Lesoons Of Experience*. New Delhi: Taat Mcgraw- Hil
- Krejcie, R.V and Morgan, D.W. (1970). *Determining Sample Size Research Activities*. Educational and Psychological measurement. 607-610
- MoE (1994) *The Education and Training Policy*: Addis Ababa MoE.
- MoE. (2005). *Education Sector Development Program (ESDP III)*: Addis Ababa
- MOE. (2010). *Education Sector Development Program IV (ESDP IV)*: Program Action Plan, Federal Ministry of Education, and Addis Ababa.
- MOE (2012). *Education Sector Development Program IV (ESDP IV)*: Program Action Plan, Federal Ministry of Education, and Addis Ababa.
- MoE. 2004. *Education and Training in Ethiopia, An Evaluation of Approaching EFA Goals*.
- MoE (1994). *The Education and Training policy. Addis Ababa, Ethiopia*.
- MoE (2002). *Education sector Development program (ESDP – II)*. Addis Ababa, Ethiopia.
- MoE (2005). *The Education sector Development program Implementation Manual (ESDP III)*. Addis Ababa, Ethiopia.
- MoE (2007). *General Education Quality Assurance Package. Addis Ababa, Ethiopia*.
- MoE (2008). *General Education Quality Improvement Package (GEQUIP)*. Addis Ababa, Ethiopia.

- Tschannen-Moran, M. (2003). *Ch. 16: Fostering organizational citizenship in schools: Transformational leadership and trust, 157-179.*
- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools.* San Francisco, CA: Jossey-Bass.
- Waters, J. T., Marzano, R. J. and McNulty, B. A. (2003) *Balanced Leadership: What 30 Years of* Wiley and sons inc. Winchester: Waterside Press. Workshop in Kampala.
- Wossenu, Y. (2006). *Educational leadership.* Addis Ababa, Alpha, University College.
- Yukl, G.A. (1998). *Leadership in organizations (4thed).* Upper Saddle River. NJ; Prentice Hall.
- Yunas, M. and Iqbal, M. (2013) *Dimensions of Instructional Leadership Roles of Principals.* Interdisciplinary Journal of Contemporary Research in Business, 4, 629-637
- Yukl, G. (1999). *An Evaluation of Conceptual Weaknesses in transformational and Charismatic Leadership Theories.* Leadership Quarterly, 10 (2): 285 – 305.
- Yukl, G. (2008). *Leadership in Organizations, 7th Edition.* New York: Lehigh- Poerix

Appendix I
HAWASSA UNIVERSITY
POST GRADUATE PROGRAM DIRECTORATE
Questionnaire to be filled by School leaders and Teachers

Dear respondents

My name is **Wondimagegn Gega** one of the students of Graduate Studies in School Leadership program at Hawassa University in the department of EdPM. I am conducting research for partial requirement for the completion of the Master's Degree Program on the title „Principals“ Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration, Sidama Regional State. The purpose of these questionnaires is to collect first hand data about the principal's leadership behavior influence on school performance. All questions asked are purely for academic purpose. Your individual answers will be kept strictly confidential. You are, therefore, kindly requested to cooperate in providing accurate and reliable information as much as you can, since your individuals response is decisive. Dear respondents since the reliability of this survey depends on the objectivity of your response, you are kindly requested to offer your response based on the factual and genuine information.

N.B: No need of writing your name

Thank you in advance for your cooperation and genuine response!

Part I. Background information about respondents

Name of School _____

1. Sex: A. Female B. Male
2. Age: A. 18-25 B. 25-32 C. 32-39 D. 39-46 E. 46 and above
3. Qualification: A. Certificate B. Diploma C. First Degree D. Second degree
4. Total year of services: A. 1-5 years B. 5-10 years C. 10-15 years D.15 and above years
5. Current position: A. Teacher B. Principal C. Vice principal D. School Managements.
6. Experience of current position A. 1-5 years B. 5–10-year C. 11–15-year D. 15 and above year

Instruction:

Read the flowing items and give your response by either putting a tick mark in the box or writing in full as required. Please answer all of the questions. The open-ended questions are vital for work. Furthermore: your answer should be restricted to regular program only.

Part II: Survey of the extent of understanding „Principals“ Leadership Behaviour Influence on School Performance in Public Secondary Schools of Hawassa City Administration,

Please answer each item by putting a tick mark(x) in the box given below for the choices which most closely represents opinion about the statements using five –point rating scale.

Section Two: Full Range leadership behaviors questionnaires for school leaders and teachers. 1, Not at all 2, Once in a while 3, Sometimes 4, fairly often 5, frequently, if not always

s/n	Statements	1	2	3	4	5
I	Transformational Leadership Behaviour					
1	I go beyond self-interest for the good of the group					
2	I consider the moral and ethical consequences of decisions					
3	I talk optimistically about the future					
4	I reexamine critical assumptions to question whether they are appropriate					
5	I help others to develop their strengths.					
6	I manage my staff by setting standards that we agree on					
7	I rarely give direction or guidance to my staff if I sense they can achieve their goal					
II	Transactional Leadership Behaviour	1	2	3	4	5
8	I make clear what one can expect to receive when performance goals are achieved.					
9	I keep track of all mistakes.					
10	I wait for things to go wrong before taking action.					
11	I motivate followers by setting goals and promising rewards for desired performance					

12	I believe leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain					
13	I often use technical knowledge to determine the change process					
14	I pay special attention to the breaking of rules and deviation of set standards					
III	Laissez-Faire Leadership Behavior					
15	I avoid making decisions					
16	I avoid getting involved when important issues arise					
17	I fail to interfere until problems become serious					
18	I am absent when needed					
19	I delay responding to urgent questions					
	Summary of Secondary school leadership behavior exercised by school leaders					
20	Transformational leadership behavior influence has a great power to improve school performance.					
21	Transactional leadership behavior influence has a great power to improve school performance.					
22	Laissez-Faire leadership behavior influence has a great power to improve school performance.					

Section Three: School Performance questionnaires for school leaders and teachers

The following statements show the achievement rate of student in education. Please indicate the extent to which each statement characterizes your school by putting/tick (x) mark in one of the boxes against each item. The numbers indicate:

Very low, Low=1, High =2, Medium =3, High =4, Very high=5

S/N	Statements	1	2	3	4	5
I	Student academic Achievement Rating					
23	Students' academic achievement in this school on the national examinations in scoring 300 and above					
24	Students' promotion rate from 9th grade up to 12th grade					
25	Achievement of student in school examinations and tests					
26	Students' activities in the class concerning their education					
27	The nature of the students in exercising educational task provided (i.e. assignment, class work, homework, etc.)					
II	Teacher Job Satisfaction	1	2	3	4	5
28	Teaching provides me with an opportunity to advance professionally.					
29	Teacher income is adequate for normal expenses.					
30	Teaching provides an opportunity to use a variety of skills.					
31	When instructions are inadequate, I do what I think is best.					
32	Insufficient income keeps me from living the way I want to live.					
33	My immediate supervisor turns one teacher against another.					
34	No one tells me that I am a good teacher.					
III	School Physical-Facilities					
35	There are enough classrooms in the school					
36	The laboratories are well-equipped for learning					
37	There is a well-equipped library in the school					
38	There are adequate instructional materials for teaching-learning activities					
39	The toilet facilities in the school are adequate					

Assessing the major factors affecting the principal leader’s behavior influence on school performance

S/N	Statements					
40	School leaders are capable of creating good communication with the staff to increase transparence.					
41	School leaders’’ deal with poor performances to lead the teaching learning process in the right track.					
42	There are qualified teachers in all subject areas in our school.					
43	In our school there is the level of commitment of the school leaders and teachers.					
44	The school leaders encourage training program on the area of instructional leadership.					

Measures that have been taken to alleviate problems (major factors affecting the school performance)

S/N	Statements					
45	To what extent the school is availed with adequate physical school facilities					
46	The extent to which school leaders are capable of creating good communication with the staff.					
47	The extent to which availability of man power in the school.					
48	To what extent the level of commitment of the school leaders.					

Part III. Open ended questions

This part will present the open-ended questions to investigate principals’’ leadership behavior and school performance. Please respond the items accordingly.

1. What are the ways to improve school’’s performance, and minimize educational wastages

2. How is the successfulness of your school? Please explain

3. How is the level of your school?

4. Is the leadership behavior of your school leaders effective to increase the achievement of the school? Which leadership behavior did your leaders using?

School performance

1. How do you evaluate school performance of learner's achievements, teachers job satisfaction, and school facilities? Are the successes or failure of the indicators related with principals' leadership behavior? Please explain

Appendix II
HAWASSA UNIVERSITY
POST GRADUATE PROGRAM DIRECTORATE

I. Interview guideline for Secondary school Supervisors

Interview questions for secondary school external supervisors. The objective of this interview is to collect necessary information for the study of “principal’s leadership behavior influence on school performance in public secondary schools of Hawassa City Administration. Therefore, your contribution of this study is highly valued and you are kindly requested to respond to the questions. Finally, the student researcher would like to assure that your identity is strictly confidential.

Thank you in advance for your cooperation!

Part one: General information and personal data

1. Sex: _____ Age: _____
2. Level of Education: _____,
3. Experience: as principal _____, as supervisor _____, Current position:

Part two: please, openly reflect your idea of the questions raised below

1. What are the major activities performed by school leaders for school performance?
2. What problem you observed with the conditions of leadership behavior?
3. Do all the stakeholders involve in the decision-making process in school activity? If not, why?
4. Do all school facilities available in the school? If not, what efforts have been made by the school to have an access?
5. According to your view, what are the major problems that have been confronting the school performing?
6. What possible solutions do you suggest to overcome these and other problems for better school performing?

Thank you!

Appendix III
HAWASSA UNIVERSITY
POST GRADUATE PROGRAM DIRECTORATE
GUIDE LINE FOR FOCUS GROUP DISCUSSION

The main objective of this guideline is to collect the relevant data from **students’ representatives and parent teachers’ students’ association (PTSA)** from public secondary schools of Hawassa city Administration.

Parent teachers’ students’ association (PTSA)

1. Did your school establish /form/ PTSA members by involving all concerning bodies according to blue print?
2. Did your school create awareness for stake holders concerning on school performance
3. Are principals’ leadership behavior influence helps to school performance?
4. Did the PTSA members actively participate in: -
 - The leader’s regular meeting
 - The school facilities issues
 - The teacher’s incentive issues

Students’ Representatives

1. Did your school introduce you what school performance mean?
2. What support you contribute for the school performance?
3. What are the challenges for your school-to-school performance?
4. What are the solutions that you suggest for the challenges mentioned above in number 3?

Appendix VI
HAWASSA UNIVERSITY
POST GRADUATE PROGRAM DIRECTORATE
CHECK LIST FOR DOCUMENT ANALYSIS

This checklist is prepared to collect the relevant information from public secondary schools of Hawassa city Administration to assess the principal's leadership behavior influence on school performance of Document to be analyze

1. School students profile document

- Examination report documents
- Continuous Assessment methods recorded documents
- Grade to grade passes rate documents

2. In relation to the leadership behavior

- Strategic and Action plan documents
- The minute's points recorded by school leaders' documents
- The decision made by school leader's documents

3. PTSA -member's documents

- The presence of the document
- How they are prepared?
- How frequently meetings are carried out?
- Procedures of meetings and giving support

Thank you!