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FDRE TECHNICAL & VOCATIONAL
TRAINING INSTITUTE

**FDRE TECHNICAL AND VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVT LEADERSHIP AND MANAGEMENT**

TITLE

**“THE EFFECT OF LEDERSHIP STYLE IN DELIVERING QUALITY
SERVICE IN HILLSIDE SECONDARY SCHOOL”**

BY

BERHANU TEFERI DESALGN

August 2024

Addis Ababa

Ethiopia

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TITLE

**“THE EFFECT OF LEDERSHIP STYLE IN DELIVERING QUALITY
SERVICE IN HILLSIDE SECONDARY SCHOOL”**

BY

BERHANU TEFERI DESALGN

**A Thesis Submitted to Department of TVT Leadership and Management in
Partial Fulfillment of The Requirement for The Degree of Masters of Arts In
TVT Leadership and Management.**

Advisor:- Adane Abaje(PhD)

August 2024

Addis Ababa

Ethiopia

Declaration

I, Birhanu Teferi Dessalegn student of FDRE TVT Institute hereby declare that in the title, “THE EFFECT OF LEADERSHIP STYLE IN DELIVERING QUALITY SERVICE IN HILLSIDE SECONDARY SCHOOL, ADDIS ABABA” is my original work prepared under the guidance of Adane Abeje (PHD). All sources that have been referred to and graded have been dully indicated and acknowledged with complete references. I further confirm that the thesis has not been submitted cither in part or in full to any higher learning institutions for the purpose of earning any degree.

Name _____

Sign _____

Date _____

This thesis has been submitted for examination with my approval as the institute advisor

Name: Adane Abeje (PhD)

Sign  _____

Date: Aug. 19, 2024

APPROVAL SHEET

This is to certify that the thesis prepared by Birhanu Teferi Dessalegn entitled “THE EFFECT OF LEADERSHIP STYLE IN DELIVERING A UNITY SERVICE IN HILLSIDE SECONDARY SCHOOL, ADDIS ABABA” submitted in partial fulfillment for the degree of Master of Arts in TVET leadership and management complies with the regulations of the institute and meets the accepted standards with respect to the originality and quality.

Approved by

Name

Advisor _____ Sign _____ Date _____

Chairperson _____ Sign _____ Date _____

Internal Examiner _____ Sign _____ Date _____

External Examiner _____ Sign _____ Date _____

Dedication

This thesis is dedicated to my beloved Wife Messeret Negussie and my first born son Yoseph Birhanu, who are my everything. And not less to my Sister Ethiopia Teferi and big Brother Samuel Teferi who are always with me in my troubles and hard times.

ACKNOWLEDGEMENTS

With all my heart and soul, I would like to thank Adane Abeje (PhD), my advisor, Ato Abebaw and all the instructors I had in the institute, who gave me courage, and sympathy to successfully complete this study.

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ABSTRACT

The aim of this study was to examine the effect of leadership style and the role it has in delivering quality service in a School environment. And in its way to determine the extent and role which the school leader have in the kind of leadership they practiced. The study also investigates the relationship that has between the kind of leadership style and the quality service it delivers. In doing so the empirical model of service quality mainly dominated by the works of Panasuraman, Zeithamal and berry (1988) called SERVQUAL is used with quality Service measurement. The Study applied qualitative research approach with thematic analysis method. The target population for the study was 12 teachers and 12 students selected in purposeful sampling method for one on One interview and 6 teachers for focus group Interview that are selected in Purposeful sampling method .The findings from the thematic analyses showed that the leadership style was effective in delivering quality service. This effect was shown that teacher and student respondent's indicated that in greater percentage that the school delivers quality education (service) due to the effectiveness of the leaders through all levels of leadership. The major challenges indicated, in small percentage of respondents was the lack of having proper perception of quality dimensions, which is not creating by the top management! The study concluded that democratic and lesszfaire styles are commonly used by the schools leaders in Hillside high school. Participatory and democratic leadership styles promote open school climate which Promotes effective leadership and quality service. Even though the leadership creating quality service delivery in hill side school is effective, according to the response obtained, the leadership practice of the school in the events should adapt about participatory leadership style fully.

CHAPTER ONE

INTRODUCTION

In the National education system, the role of private schools, especially in delivering quality education (service) is very vital. Over the last few decades, in the country, a lot of focus has been given to the sector by the government. However, despite the various support and policy given to the private sector, with the exception of some private school, a number of them ended up failing to give quality Service (education), in their first few years. Therefore this study is to examine the level of the quality Service delivery of private schools, by conducting a survey in one of the renowned private school Hill Side School, which is found in Addis Ababa.

1.1 Back Ground of the study

The success of any organization can be attributed in part to the type of leadership of the Organization. The success of the school (in giving quality Service) is largely dependent upon the leadership style which may help to develop positive school climate (Eshback et al. & Henderson, 2010). Today, social demands are emerging due to rapid changes and increasing needs that are affecting the educational process and forcing the educational institution to be more dynamic. Educational institutions are one of the most important organizational structures, for which both inputs and products are basically "human". Therefore schools are organized to meet the needs of the information age of the 21st century and to identify, select and educate Students (Umit kalkhan, et al, 2020).

In education system, schools serve as the learning centers and school management process is core in actualization the purpose of the school as an institution. This is effectively achieved through creating a school Leadership process. (UNESCO, 2009),

Achieving quality education throughout the country remains a challenge largely because of economic, social and political factors that have resulted in an imbalance between the demand and supply of the service. The efficiency and effectiveness of education service depends heavily on the quality of providers' skill in leadership which is the pillar of education system.

In today's business environment noticeably, organizations moving away from a selling focus towards a service focus in an attempt to satisfy for the needs of customers efficiently and effectively (Anderson , 1997) . In this context, service quality is recognized as a means of achieving differentiation, customer value and satisfaction. (Ozment and Morash , 1994 Besson , quated by Andrew Farewall & Anne L. souchen .

The service marketing literature is rife with reference to the importance of leadership in the delivery, of higher service encounter quality (Zeithaml and Bitner , 1996) The objectives of this research are therefor to conceptualize the Service delivery process based up on interaction between leaders and employees and service leadership Styles .

The role of private schools in offering quality education as required is vital in the overall education system. According to the Ministry of Education (2017 survey) there were 2,826 private schools operating the country. As of the above NOE Survey an average private School serves for 545 students. The study (MOE, 2017 Survey) also shards records of are the private schools around the Country 755 schools are found in the capital city Addis Ababa. According to the 2000/02 Education statistics there are about 299 kinder garden , 366 primary schools and H high schools are Functioning in . Addis Ababa. There for this research will focus on effect of leadership style in delivering quality service in one the renowned private high school, namely Hill side secondary schools.

Hill side school has been in Operation for the last 27 years. It offers pre KG to pre- college education; the school has three Branches i.e. CMC branch, KG branch and the newly opened Kara branch.

This study will focus on the high school division, in the CMS branch which has 1200 students, and more than 65 stuff members , which are academies and non - academies status.

1.2 Statement of the Problem

Education takes place most effectively in an atmosphere of regard, respect and warmth with in a school Organizational structure. The maintenance of such an effective and efficient organizational structure is which accomplished by the repeted social behavior of its members

which affect its climate (Shailly, 2012). Upon deployment, a principal may establish or destroy a school climate with fosters productivity.

As the Secondary school education is very crucial in any educational system this study is designed to examine Leadership style of school leaders in Hill side secondary school.

The research will attempt to address the leadership Style of Hill side Secondary school, Addis Ababa, in relation to its effect in delivering quality service to the customers. The research problem of the study investigate the performance of the school to its students from the point of view of the five quality dimensions: Tangibility; Re liability; Responsiveness; Assurance and Empathy.

1.3 Objective of the study

1.3.1 General objective of the study

General objective of the study is guided by to explore the service quality provided by Hill Side Secondary school for its students and teachers.

1.3.2 Specific objective of the study

The specifically strive to

1. Asses the teachers (Customers) perception of the service quality of the school administration
2. Examine the influence of school leaders' style on quality service delivery.
3. Investigate the relationship among different leadership styles and employee efficiency, and motivation in the delivery of quality service

1.4 Basic research questions

The study is aimed of answering the following questions

- i. What is the perception of employee on the effect of leadership style in delivering quality service in the Hill S secondary school
- ii. What is the influence of school leadership style on quality service delivery

- iii. What is the relationship among leadership styles and employees efficiency and motivation in the delivery of quality service

1.5 Scope and Delimitation of the study

The study focuses on the effect of Leadership styles in delivering quality service in Hill Side Secondary school Addis Ababa

The data instruments to be used are one - to - one interview which will be conducted to 15 selected teachers and supportive staffs and focus group which contain 5-6 purposefully selected teachers. In conducting the research due to the scarcity of resources only two data collecting instruments will be used which will limit the quality, quantity or diversity of the data. In addition to this the research covers only the effect of certain leadership style in which conceptually limits and the outcome on a specific style only. Moreover because the study to be conducted is in one of the three campuses which also limit the area of the study. Due to the academic schedule. Given to the research completion, which is not more than some. Which restricts a throughout investigation of the case.

1.6 Organization of the study

The study will have five Chapter one consists of the background of the study , statement of the problem, purpose of the study , objectives of the study and research questions , Scope and delimitations of the study Chapter two. “Deals with review of related literature, discussing general Concepts of leadership, quality of service, dimension of quality of service chapter three deals with research methodology which consists of research design , research approach , sampling Technics , Instrument to be used ,

Chapter Four Consists of data analysis, ethical Consideration chapter five provides the summary of findings, Conclusion and recommendations for further research.

1.7 Definition of key terms

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

Service quality- measure of how an organization understands its user's needs and fulfills their expectations.

Leadership - The action of leading a group of people or an organization.

Leadership styles - A Leaders method, characteristics, and behaviors when directing, motivating, and managing their teams.

SERVIQUAL - A model based on the idea that customer's views five key Dimensions - tangibles, reliability, responsiveness, assurance, and empathy map - are the best predictors of Service quality.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Leadership styles are one of the most important factors in delivering quality service in schools. The style and dimensions of service in schools the style and dimensions of service quality adopted by the school leaders affect the motivation, productivity and efficiency of employee (teachers and staff) and, ultimately, the quality of service delivered to students.

Leadership styles

Leadership styles that adopted by leaders Or managers have been argued to influence effectiveness of the Service delivery process in which the outcome , is in greater levels of service quality being provided to customers , (zeith mal and Bitner , 1996)

A leadership style therefore is a method in which a leader practices their organization. Objectives by motivating employees or followers attain their objectives and focusing on their well - being. a In general, leadership styles, are methods of how one behaves while directing, motivating , guiding and managing group of peoples.

Quality

Quality is the degree to which an object or entity (e.g. process, product or service) Satisfies a specified Set of attributes or requirements. The quality of something can be determined by compering a set of inherent characteristics with a set of requirements (peter Fowler, Jangly 2019). It is also defined as being suitable for the intended purpose white Satisfying customers' expectations. In the management context, the word quality Can be used to refer to different things ; in academic with the requirements , adequacy of use , prevention of loses , or how to answer to or exceed consumer expectations (parasuraman , Zeith mal and berry , 1988) 1985 , 1988).

Service

A service can be defined as any performance that one party can offer to another essential in tangible and does not result in the ownership of anything (Kotter, 1999)

Service quality

In general it is widely known quality Service is the hallmark of most successful organizations, and it is the key to building a strong image and a loyal customer base. However, the delivery of quality service in its full dimensions is not always easy and easily achievable as it demands effective leadership that can inspire and motivate fellow employees to provide exceptional service.

Leadership style plays a critical role in delivering quality service and it determines the interaction the employees have with their customers, how they perform their tasks and how they collaborate with their co-workers. So that the style or approach school leaders exercise their leadership significantly affect the quality of service delivered by the school.

Leadership styles are referred to the way or the approach leaders apply to influence and lead or direct their followers. Leadership style, depending on the way or approach leaders use is of several types. Among them styles This styles include transformational, transactional and laissez-faire, each having different characteristics and outcomes. In which transformational leadership characterized by inspiring and motivating followers. To achieve higher levels of performance promoting creativity and innovation, and fostering a positive Organizational culture. Transactional leadership involves focusing on factoring specific goals through the use of rewards system while laissez-faire leadership involved a lack of leadership or guidance, giving followers autonomy to make their own decision.

Leadership styles and service quality

The literature on leadership styles and Service quality in the education sector is rich and diverse.

Several studies have shown that Leadership styles. Have a Significant effect on the quality of service provided by schools. (Kilge Joseph, 2013).

The leadership Styles adopted by school leaders directly impacts the quality Of Service delivered to students improves the school. Service delivery, enhance teacher and shift engagement and ultimately benefit the student’s academic success (Andrew M. Farell, Aston University, article on January, 2001)

The empirical literature of service quality is mainly dominated by the works of Parasuraman, Zeithaml and Berry (1988) who have designed a 22- item instrument Called SERVQUAL for measuring customer perception of service quality. SERVQUAL is deeply recognized as vital measurement tool used by many business (Airlines, Shipping lines, hotel, education -- etc) (Tewodros Wuhib , 2016) . The frame of SERVQUAL is originated on the five dimensions: tangibility, Responsiveness, Reliability, Empathy and Assurance. The model accentuates to measure the gap between customers’ expectations of the service to be provided and their perceptions of the actual performance of service.

According to Tewodros Wuhib in his work “service quality in education at Addis Ababa University” applied and interpreted to the tertiary level education, which I found properly fits for the secondary level too; he classified the five quality dimensions of SERVQUAL as follows

- **Tangibles:-** the appearance of physical facilities (lectur rooms, library, staff rooms), tools and equipment (computers, internet, etc.)
- **Reliability:-** the ability of the academic staffs to perform the promised service dependably and accurately and their ability to discharge their duties consistently and dependably.
- **Responsiveness:-** the willingness and /or readiness of the academic staff to help students in counseling . Assessing and submitting their grades promptly.
- **Assurance:** the knowledge and expertise of the academic staff and their ability to convey trust and confidence , completeness (possession of the required skills and knowledge to perform the service)
- **Empathy:-** the provision of caring, individualized attention to students: informing the students about the expectation of their performance, understanding

student's specific needs, and providing individualized attention (Tewdros Wuhib, *ajol-flie-Journals*,2017,page 56)

The research is trying to investigate effect of leadership quality performance level of hill side school to its students. . That is, it attempts to address the service quality from the review of related literature; the perception of customers towards receiving quality service. Thus it, incorporates the views of hillside school students and teachers who have a direct contact with the service.

Therefore the purpose of this research is to examine how leadership styles, affect delivering quality service in school context. The study aimed to investigate the effect of transformational, transactional and liaises faire leadership styles on delivering quality service in the school by measuring to it through the use of the five constructs or dimensions ray (reliability , Responsiveness ; Assurance ; Empathy ; and Tangibles) as designed by (parasurman , Zeithami and berry , 1988) which measures the satisfaction and dissatisfaction of the student .T

he research question for the study is the then: what is the effect of leadership styles on delivering quality service, in hill side school , Addis Ababa.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research approach

The research approach for the study is qualitative method. Because it is a type that explores that provides deeper insight in to the real world problems. It uses to understand concepts, opinions or experiences, which can be used, best for in - depth insight in to problem or generate new ideas for research. Qualitative approach is commonly used in the humanities and social sciences. In subjects such as anthropology, sociology, education. History ... etc. (Pritha Bhandarin, published on June , 19 , 20000 and Raised on January 30 , 2023) ,

There for the study Undergo was assumed as it needs a deeper in sight and try to understand Concepts, opinions or experiences in to the real - world problem in the education area. Qualitative research approach is chosen.

3.2 Research Design

The research design for the study is Phenomenological research, which is one of the types of qualitative research design. Phenomenological research is widely used to identify phenomena and focus on subjective experiences and understanding the structure of those lived experience. It was founded in the early 20th century experiences by Edmund Husserl and martin Heidegger originated from philosophy. Phenomenology is to describe, in depth, the common characteristics of the phenomena that have occurred. The data collection method is through in - depth interviews.

3.3 Sampling Technic and sample size

In Qualitative research. A widely used Sampling technique is purposeful sampling for the identification and selection of information for the most effective uses of limited resources. (Patton, 2002). This also involves identifying and Selecting individuals or groups of individuals that are especially knowledgeable about or experienced with the Phenomena of interest (Croswell, I plano & Clark, 2011)

Due to the above facts the sampling technique used in this study is purposive sampling. Which is one of the two most popular sampling techniques employed (purposive & a conveniences)

Sample size

According to scholars of the field (Creswell & Creswell, 2018) there is no hard and fast rules around how many people should involve in the qualitative research interview participants. Creswell estimates between 10 and 50 participants as being sufficient depending on the type of research and research question. For a phenomenological study he suggested a reasonable sample size rang is from 3-25 participants (Creswell, 2013).Due to this the number of participants for one on one interview was 24.

Focus group is most helpful in gathering data from a specific group of people which is focused on a specific topic and carefully guided (essential qualitative Data collection methods, by up Mertric staff, July 25, 2022)

According to Kruger appropriate participants for an in-depth conversation are 5-7 participants (kuruger, 1994). There for the number of participants in focus group were 6.

3.4 Data collection instrument

The data collection instrument were one on one unstructured interview and focus group with semi-structured questions

One on one interview is one of the most widely used data collection methods in qualitative research which enable the researcher, which enable the researcher to collect highly personalized information directly from the source

Focus group is also most helpful in gathering data from a specific group of people which is focused on a specific topic and carefully guided (essential Qualitative Data collections methods by up metric staff, July 25, 2022)

3.5 Method of Data Analysis

To organize, analyze and interpreting the data thematic data analysis will be use, which is a method of to interpret participant Interview by capturing, Transcribing and coding through the analysis.

3.6 Ethical Considerations

There is a growing emphasis overcoming the ethical issues in business. Because of the increased involvement of social responsibility and consumers wellbeing. (Cohavic and Gronhaug, 2005) Due to. This, in conducting the research, when data is collecting and other cooperation may be needed all the participants will be volunteers and taking Part without having been coerced and deceived. The identity and records of the participants kept confidential. Everything was done by minimizing the risk and inconvenience to research participants to maximize the potential benefits. The results, findings and the data reports honestly without any distortion, change or modification, there were any intention to use unfair means to influence the participants to obtain information. . The information gathered is used only for its purpose for the fulfillments of the requirement of my MA degree

CHAPTER FOUR

Presentation, analysis and discussion of the result

This chapter deals with the presentation, interpretation and discussion of data gathered from students and teachers of Hill side high school. The analysis begun with the presentation of the demographic characteristics of respondents followed by item by item analysis of the response on service quality and leadership role (style). The analysis of each item concludes by presenting the perception, attitude and view of respondents in a category manner.

For data collection interview were conducted with twenty four students and teachers (12 each) additional data were also gathered through focus group that had 6 participants which are all teachers.

4.1. Background characteristics of respondents

This section presents and analysis the back ground information of respondents. In doing so, it describes and analysis the sex, year of service in the school, qualification and work experience of the teacher respondents and grade level and sex, of student respondents.

For the sake of convenience, the back ground characteristics of students and teachers will be presented separately.

Table 4.1.1 student's participants background characteristics for one – on- one interview

Participant's code	Sex	Grade level	Academic Achievement
Student participant 1	M	12 th	Excellent
Student participant 2	M	12 th	Excellent
Student participant 3	M	12 th	Excellent
Student participant 4	F	12 th	Excellent
SP 5	F	12 th	Excellent
SP 6	F	12 th	Excellent
SP 7	M	11 th	Excellent
SP 8	M	11 th	Excellent
SP 9	M	11 th	Excellent
SP 10	F	11 th	Excellent
SP 11	F	11 th	Excellent
SP 12	F	11 th	Excellent

Excellent refers to 85-95 average in the previous semester

Table 4.1.2 teacher participant's background characteristics for one – on- one interview

Participant's code		Sex	Year of service in the school /years/	Qualification
Teacher participant	1	M	10	MA
	TP 2	M	8	BA
	TP 3	M	7	BA
	TP 4	F	11	MA
	TP 5	M	10	BA
	TP 6	M	7	MA
	TP 7	F	6	BA
	TP 8	F	9	BA
	TP 9	M	9	BA
	TP 10	M	10	MA
	TP 11	M	11	BA
	TP 12	M	11	MA

Table 4.1.3 teacher participant's background characteristics for focus group

Participant's code		Sex	Year of service in the school	Qualification
Teacher participant	1	F	13	BA
	TPFG 2	F	14	BA
	TPFG 3	M	9	MA
	TPFG 4	M	10	MA
	TPFG 5	M	7	BA
	TPFG 6	F	6	BA

4.2. Data analysis, interpretation and discussion 4

4.2.1 Data collection

The detailed interview and focus group questions are provided in the appendices for reference. These questions were designed carefully to address the research questions and objectives of the study. The questions are focused on unstructured type questions which allowed the process to be flexible and the exploration deep. In addition to the above fact the unstructured type interview format encouraged interviewees to share their individual perspectives, experiences and opinions in their own words, resulting in more insightful data.

Prior to each interview, the interviewer obtained consent from each participant orally.

In addition the researcher obtained permission from all the participants to record their conversation.

4.2 Data Analysis

Qualitative data analysis is an intricate process of extracting meaning and patterns from non-numerical data, such as interview transcripts, observation and written documents. In this study Prescriptive data analysis, which is one of the four type of traditional data analysis technique is used.

There for after the data from one- on one interview and focus group were collected, the data analysis followed to interpret the gathered information to answer the raised basic question.

Making sense of the text and images collected to answer the basic questions, Creswell suggested six steps to make qualitative data sense full. (Cress well 2014), they are: - preparing and analyzing the data for analysis, exploring and coding to build descriptions and themes, representing and reporting the findings. There for the data obtained from the one - on - one interview and focus group was an analysis in this manner. In doing so, the data was systematically transcribed and translated (for the interview was made in Amharic) categorized, reduced and organized thematically. The selection of the appropriate analysis method in a research largely depends on the research question and the nature of the data. There for this research thematic analysis is employed.

4.3 Thematic Analysis

Thematic analysis is a popular method of qualitative data analysis, particularly in the context of interviews. It allows researcher to identify patterns and themes within the data, providing a systematic approach to understanding the research findings (Meron Aregay, 2024) Thematic analysis is a very important for researcher and valuable for so figuring out knowledge based on themes, which is helpful in handling complex systems processes (Braun and Clarke, 2006). It is also a time-efficient alternative to transcription and analysis of interview audio - recordings, large - scale research projects thematic analysis provides a fellable and adaptable or suitable. In general thematic analysis provides a tenable and adaptable approach to qualitative data analysis. ,

The data is analyzed manually, using manual data analysis. In the process the data was loaded in to categories and themes, which reflects the researcher objective and research questions. The codes are, the appearance of physical facilities, efficiently use of physical facilities, performance of the school leaders in fulfilling the promised services, the willingness and / or readiness of the school Leaders in their achievement, the delivery of service quality in relation to the leaders way of handling challenges, The ability of the school Leaders to convey trust and confidence. The identified themes and codes are as follows.

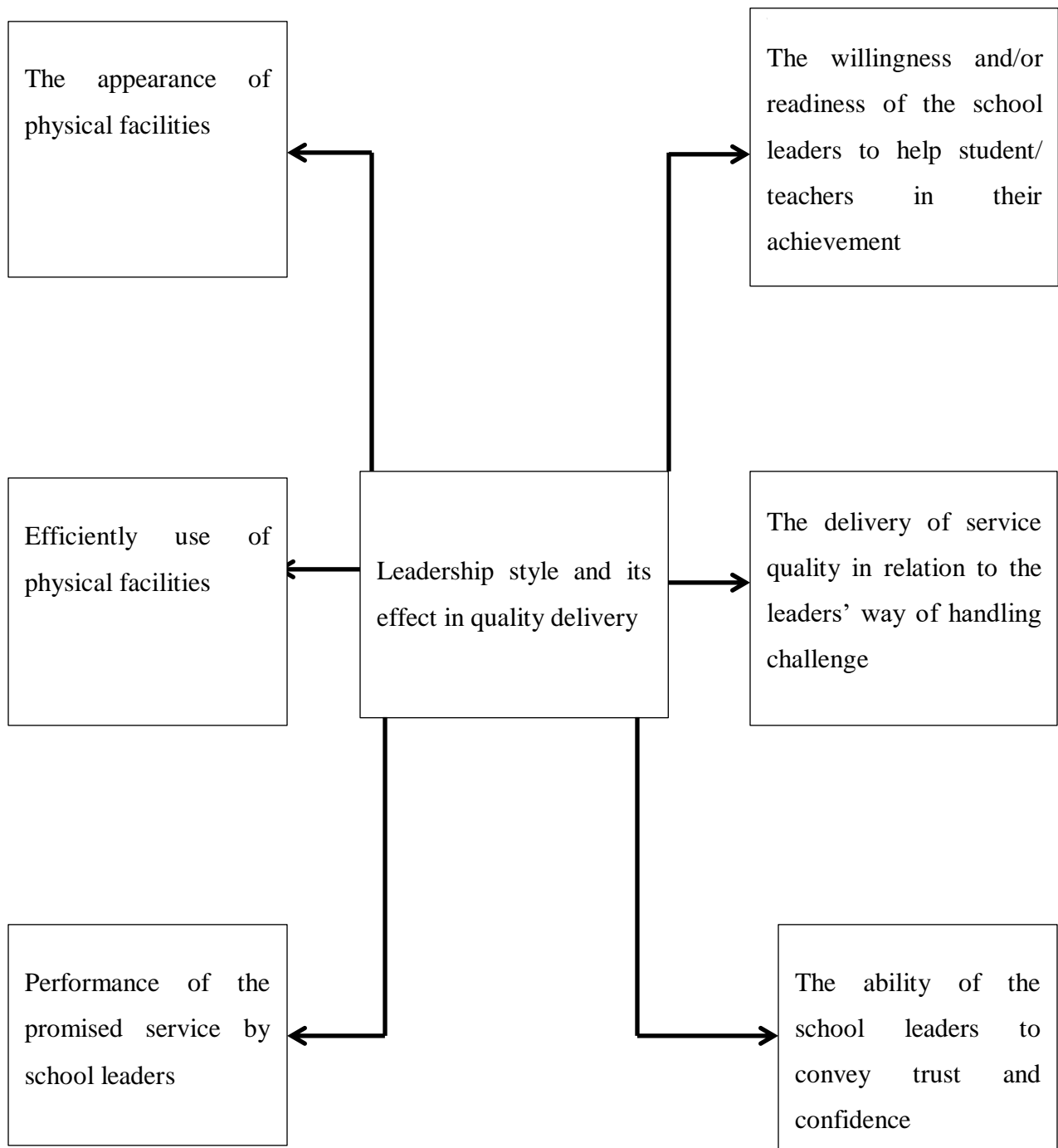


Figure 1:- leadership style and its effect for quality delivery map.

Figure 2 below shows the result of the thematic analysis. The main effects of leadership style in delivering quality service are on the appearance of physical facilities (called tangibles), efficiently use of physical facilities (called tangibles), performance of the promised service by school leaders (called reliability), the willingness and readiness of the school leader to help students /teachers in their achievement (called responsiveness), the delivery of service quality in relation to the leaders way of handling challenges, the ability of the school leaders to comedy trust and confidence (called assurance). This result is consistent with the existing body of research on this topic. (Tewdros Wuhib, 2016).

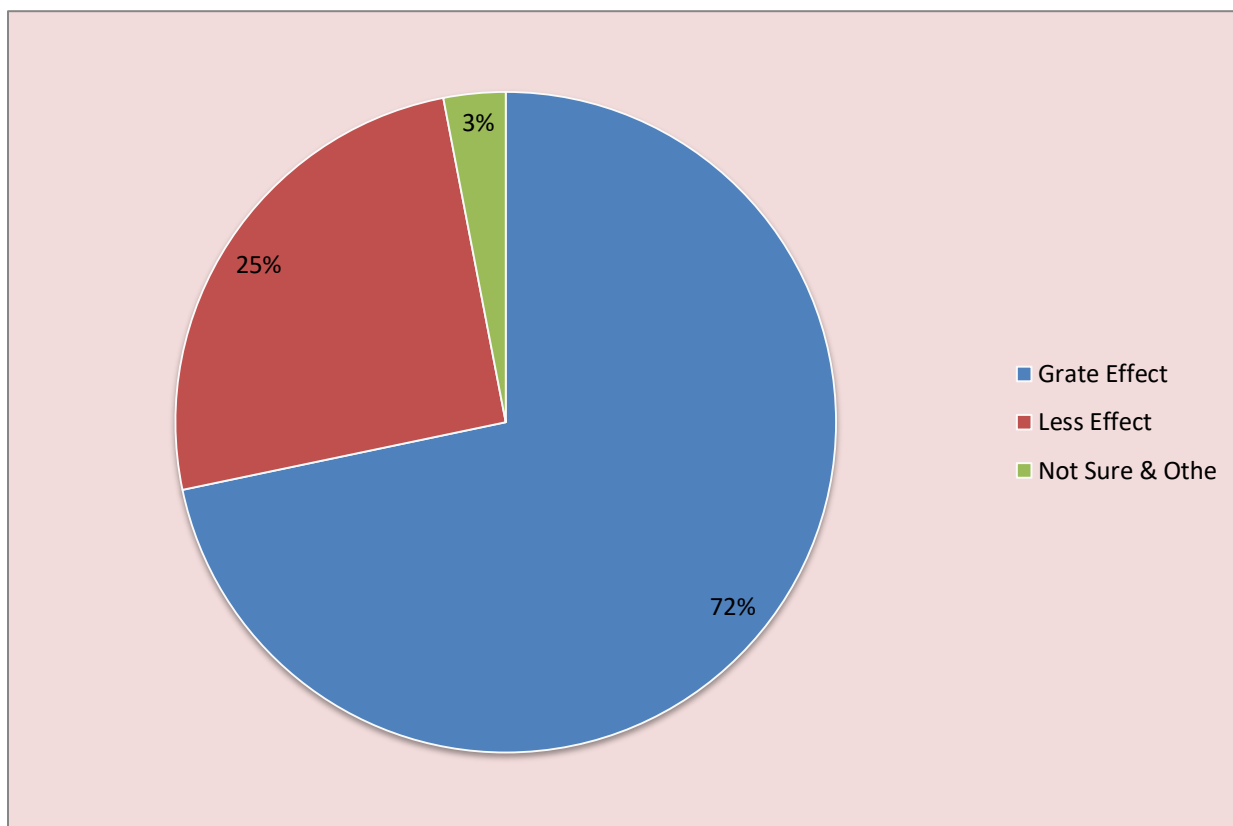


Figure 2 results of leadership style and its effect for quality delivery map.

4.2.4. Effect of leadership style on quality service delivery

To establish that leadership style has an effect in school environment, teachers and student respondents believe leadership style affect the delivery of quality service.

Figure -3

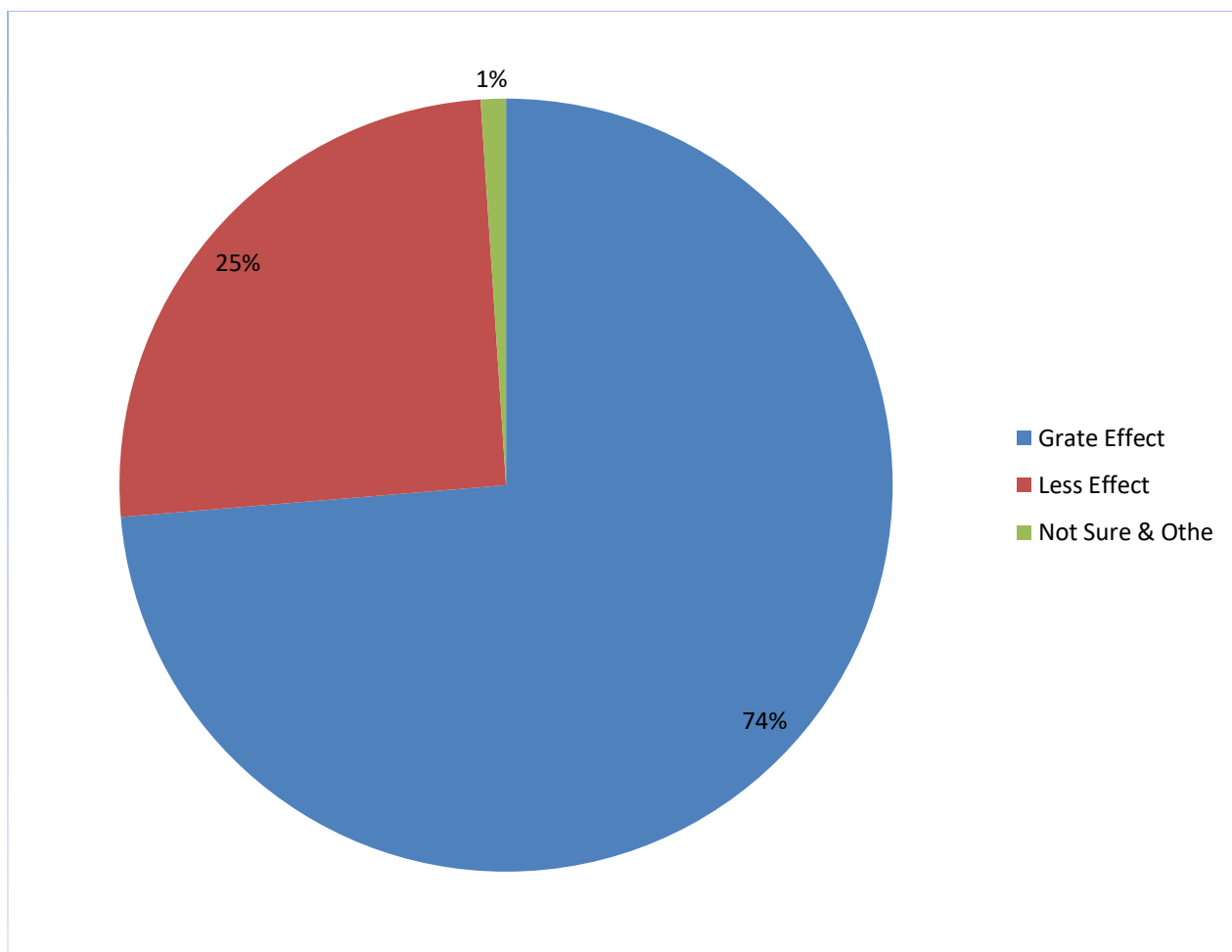


Figure 3: effect of leadership style in delivering service (teachers)

Figure -4

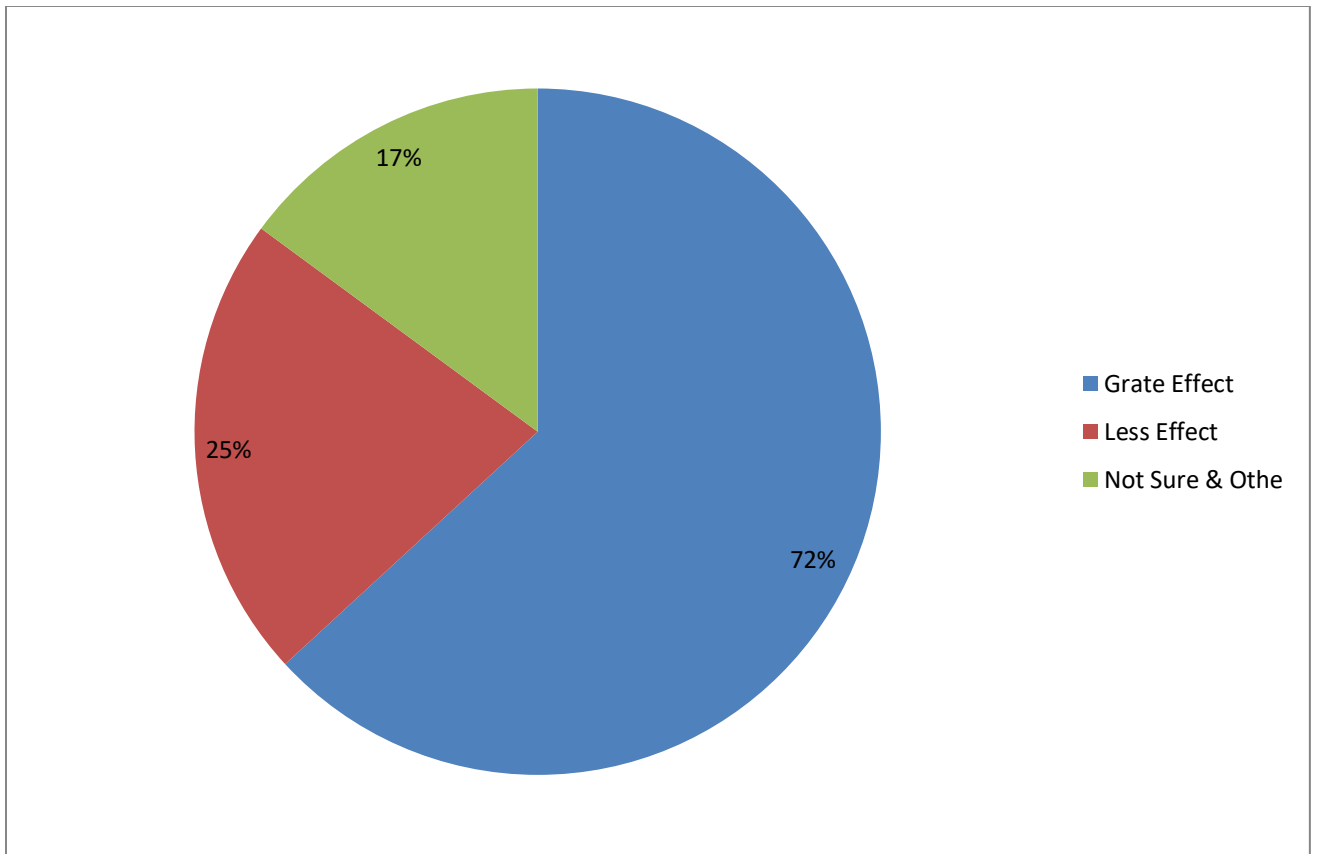


Figure 4: effect of leadership style in delivering quality service (Students)

The findings on figure 3 and 4 showed that leadership style has a very large effect by for quality service delivery 72% of the respondents (by both teachers and students). The study also found that 25 % respondents indicated that leadership style has a less effect for quality service delivery (by both teachers and students).

4.2.5 The appearance of physical facilities, and it relation with the leadership style quality delivers

4.2.5.1 Teacher respondents

The appearance of physical facilities as classified in the five quality dimension of SERVQUAL called Tangibles are class rooms, library, staffrooms, tools and equipment

(computers, Internet, etc.). In the interview conducted for teacher 10 of them or 83% assert that the physical facilities in the school are available and effective. 2 of the teachers 17% indicated that the respondents in physical facilities are available but their number is not sufficient.

4.2.5.2. Student respondents

In the interview conducted for students on the appearance and usage of physical facilities in the school the following result are obtained. 6 students 50 % indicated that physical facilities in the school are available and effective. 3 students which comprise 25 % responded that physical facilities are available but are not all the time effective. 2 student respondents 17% indicated that physical facilities in the school are not a available as it should be and the number of them are small compared to the total number of students in the responded that the has no clear idea whether the appearance of physical facilities are effective or properly available.

4.2.5.3. Focus group respondents

In the interview conducted for focus group the following response has been found. 3 of the respondents which comprise 25% believe that the appurtenance of physical facilities in the school are available and are fully effective and this is due to the willingness and the proper follow- up of the School Leaders. 1 respondent which make 8% of the population. Argue that physical facilities are their but most employs are not using them properly due to the work overload imposed by the school leaders.

In summary as 95% teachers and 87 % students in the one - on - one and focus group interview believe that the appearance , availability and effectiveness of the physical facilities in the School are due to the effective leadership , and the their strong follow - up of the school including the owner , the principals and supervisors of the Leaders.

4.2.6 Performance of the promised Service by school Leaders.

As classified in the five quality dimensions of SERVQUAL the performance of the promised service by the school leaders lies in the category called Reliability is referred as the ability of the academic Staff (leaders) to perform the promised service dependably and accurately. And

their ability to discharge their duties (leadership) constantly and dependably (Tedros whib, 2016). There for the leadership style of the school leaders in performing the promised service leadership style of the school leaders in the promised service in delivering quality Service Forwarded the perspective service delivery is forwarded for student/teacher respondents and the following result had been found.

4.2.6.1 Teacher respondent

In the interview conducted for teacher concerning the performance of the promised service dependably and accurately by the school headers the following result has been found. 7 of the respondents 58% of the population indicate that the academic stuff (Leaders) of the school do not perform the service as they promised accurately, and their ability to dis charge their duties constantly is not effective. 5 of the teacher respondents which were 42 % of the population indicate that the academic stuff (Leaders) of the school perform the service as they promised and their ability to discharge their duties is constant and effective.

1 teacher respondent which comprise the population 8% assert that it is difficult for measure the performance of the school leaders in keeping the promised Service.

4.2.6.2 Student respondent

In the interview conducted for student about their view concerning the performance of the promised service dependably and accurately by the school leaders, the following result have been recording. 9 of the respondent 75 % the population indicate that the school leaders (academic stuff) perform the service as the promised and the ability to discharge their duty is constant and effective. 3 of student respondent which are 25% of the population responded that the performance of the school leaders (academic stuff) in delivering the promised Service is week and not complete and the ability of the Leader in discharging their duties is not constant. "

The service as constant and Comprises

4.2 6.3 Focus group response

In the interview Conducted to the focus group the following response has been found. The group members, by the school leader (academics stuff) perform the promised service

dependently and accurately and then ability (the school leaders) to discerned they are able to discharge duties constantly and dependably.

In summery 10 teachers respondent 83% and 11 student respondent 92% In the One - on - one interview and 100 % of focus group respondents believe that the school leaders perform property the promised service a dependably, accurately and the ability of school leaders to discharge their duties is constant and dependable. This is due to the respondent indicate, the effective leadership the School Leaders direct, Collectively by the owner , the principles and supervisors of the Levels .

The willingness and / or readiness of the academics stuff to help students counseling, and submitting grades promptly [Responsiveness]

In one the I've quality , of SERVQUAL called " Responsiveness " referred as : the willingness and for readiness of the academics stuff to help students , in Counseling , assessing and submitting their grades promptly , and the following dimensions, which result had been found.

4.2.7.1 Teacher respondents

In the interview conducted by teachers concerning the Responsiveness of the school leader the following result has been found. 11 of the respondents which comprise 92% of the population indicated that the academic stuff (leaders) is willing and ready to help teachers. 9 respondents which comprise 75% of the population indicated that they are not willing and ready to help teachers.

4.2.7.2 Student Respondents

In the interview conducted for students about their view about the willing and readers of the academics stuff (Leader) to help students in counseling, assessing and submitting its grades promptly the following response has been recorded. 8 of the students which compromise 67% of the population said that the academics stuff leader) are Willing Counseling and ready to help students in, assessing and submitting their grades promptly. 2 of the student respondents 17% said that some of the academics Stuff (leaders) care for students and they are not helpful. 2 of the student respondents 17% Said that some are help full but some (they can't figure of

their numbers) are not help full in counseling and, assessing and do not submit their grades promptly.

4.2.7.3 Focus Group response

In the interview Conducted to the focus group the following response has been found. All the group members believe Leader (academic stuff) are Willing and ready to help fellow teachers and the school students in counseling assessing and submitting their grades promptly. In Summary 92% teachers and student respondents on the one- On - interview and 100 % of focus group respondent believe that the school leaders are willing and ready to help students in Counseling, assessing and submitting their grades promptly. This is due to, the effect of leaders of the school collectively by the owner, the principal and supervisors of the levels.

4.2.8 The knowledge and curtsey of the academic stuff (Leaders) and their ability to convey trust and Confidence : In the fourth SERVOAL Called (Assurance) ,which referred as the knowledge and curtsey of the academic stuff and their possession of the required skills and knowledge to Perform the Service in relation of students and teachers.

By the interview conducted to for teacher concerning “assurance” of the school leaders, the following result had been found 5 of fire respond and which comprises 42% of the Population indicated that the academic Leaders are knowledgeable and perform the service. 4 of the respondents which Comprise 33% the Population indicated that the academic leaders have the knowledge but do not perform their well in the service. 3 respondents which Comprise 25 % of the population indicated that the academic they doubt the knowledge of the academic shift due to the observation they have in performing their service.

4.2.8.2 Students respondents

In the interview conducted for students about their view on the knowledge and Curtsey of the academic staff (leaders) and required skills to perform their service in relation to students the following responses has been found. 9 Students 75% the population said that are the academic stuff (leaders) are knowledgably, had curtsey and possesses the required Skill to perform their Service. 2 students which comprise 17% of the respondents that the academic stuff (Leader) are knowledgeable but do not possess the required skill to perform their Service. 2 of the

respondents which comprise % the population said that they, Certain about the academic Stutz (leaders) knowledge or skill to perform their service .of the Population respond are not

4.2.8.3 Focus group response

In the interview Conducted to the focus group the following response has been found. All the group members indicated that the academic stuff (Leaders) have the knowledge trust, are able to convey and confidence and Completeness with the required Skill to perform the service.

12% student respondents and 100 % respondents indicate that the academic Stuff (leaders) have the knowledge and curtsey and they are able to convey trust, confidence and complainers with the required skill to perform the Service

4.2.9 The provision of caring, in individualized attention to students and teachers; informing students and teachers about the expectation of their performance, understanding students and teachers specific needs (Empathy).

In the fifth quality dimension of SERVIQVAL called “Empathy”, which is referred as, as, the provision of carrying, individualized attention to students and teachers the following result, had been found.

4.2.9.1. Teachers Respondents

In the interview conducted by teachers concerning the Empathy of the school leaders 9 of them, which comprise 75% of the population, indicated that the academic leaders are not effectively carrying or giving individualized attention or are not effective in understanding teachers specialize needs. 1 respondent, which comprise 8% of the population respond that not sure whether the school leaders practiced empathy or not 2 of the respondents, which comprise 17% of the population indicated that the school leaders are caring, giving attention to the teachers and understand their specific needs.

4.2.9.2 Student Respondents

On the interview conducted for students about empathy of the school leaders, 8 respondents which comprise 67 % of the population respond that the school leaders (stuff) are caring them,

gives individualized attention to students and understand their specific needs. 2 of the respondents which comprise 17 % of the population Indicate that the school leaders (staff) are not properly carrying them, do not giving give Individual attention to students and do not understand their specific needs. 2 of the respondents which comprise 17 % the population respond that the academic leaders care and give attention to students, and understand specific need of students, but not to all, instead most leaders give priority and more attention for girls rather than male students.

4.2.9.3 Focus - group Response

On the interview forwarded to focus group 4 of them which comprise 80 % of the group indicated that the School leaders fully carrying students and teachers inform teachers and students about the expectation of their performance and understand students and teachers specific needs. 1 of the group member which comprise 20 % of the population indicate that not sure of it.

In Summary, 75 % of teacher respondents indicated that the school leaders are not effectively carrying or giving individual attention respondents to them and 7% of the respondents indicate that the school leaders are carrying and give proper individualized attention to them. The other 17 % respondent indicates that individualized attention of the school leaders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

5.1 Introduction

This chapter comprises of summary of the study, summary of main findings of the study, conclusion, recommendation and suggestion for further research.

5.2 Summary of the study

The aim of this study was to investigate the effect of leadership style in delivering quality service in Hill side secondary school.

The objective and the research questions were designed and forwarded to assert whether there is a direct relationship between the school leaders' leadership style and the quality of service it deliver to teachers and students of the school.

The study was based on the classification of the five quality dimensions of SERVIQUAL. The sample for the study Comprised Hill Side high school with 12 teachers 12 Students and 6 focus group members, through Interview for data collection.

Based on the findings, it was concluded that the school leader ship style, whatever its type, to its teachers and students had a Greater effect on the quality Service delivery to its teachers and students. According to the findings it is recommended that the effective application of Leadership that facilitate collective responsibility and which creates a Conducive teaching and learning environment in the school. It is also recommended that the teachers and students should properly be a aware by the assistance about the quality dimension namely tangibles, Reliability, Responsiveness, Assurance and Empathy which directly have a greater effect with students academic performance and teachers effectiveness on their teaching delivery.

In general, the principals and other leading Stuff should involve teachers and students in all their administration in which strengthen the Participatory Leadership for the better academic out Come.

5.3 Conclusion

The study found out that the teachers of Hill side high school applied democratic Leadership Style (the majority of them) while some uses laissez fair leadership style. However , effective performance of the leadership is observed specially in the area of there physical facilities , the ability of the academic Stuff to perform the promised service , accurately , the willingness and / or reediness of the academic Stuffs to help students in counseling and assessing in submitting results promptly , the knowledge and curtsey of the academic stuff to convey trust and confidence (possession of the required skill and knowledge) , the provision of carrying individualized attention to students , in which are pillars of quality service delivery .

This study has also established, that school performance and in particular teachers effectiveness and students ' academic excellence in high school environment is highly related to the Leadership style employed by school leaders. The type of leadership style practiced (in the case of these study Democratic leadership style) mostly used in private school.

It was therefore recommended that the Leadership practice of high school leaders must use the appropriate type of leadership style in all aspects of the school. According to the findings the ongoing educational reform require educational leaders who are more democratic and participatory in order to bring a Successful relationship between teachers and student to ensure more effective delivery of quality education (service). Thus this study asserts that there is a basic and significant effect of Leadership style in delivering quality Service (education) in the school. It was also concluded that the school leadership should create, in work place training, which enables teachers and students able to have a better perception of performances of the quality dimensions of performance.

5.4 Recommendations

As the founding of the study established there is a strong interrelationship between the leadership style of the school leaders and the effectiveness of the academic stuff in deliver ring quality education for students.

But as shown in the response of the teacher and students there is somehow a gap between the leadership styles towards the overall School Performance. However, the study shown and

through literature reviewed it is with no doubt that leadership plays a very crucial roll and a critical ingredient in the process of creating effective quality delivery in the school performance. As the study showed leadership Style is basic and important forwards the promotion of quality education, the top managers should grant the proper distribution of appropriate and effective leadership among different levels of administration, in all levels, in the school. (Distributed leadership) This distributed leadership in turn, will insure the overall effectiveness of leadership style throughout the management team.

5.5 suggestions for Further Research

Considering the limitation and delimitation of the study the following are suggested for further research.

1. A study on the relationship between all levels of leadership practice about their perception of quality deliver
2. A study on the difference those have between private school and government school in delivering quality service in relation to the student's academic successes.
3. A Study on the degree of effectiveness on quality delivery of different leadership style.
4. A study on the contribution of top Management in creating perception and monitoring it to the bottom level leaders

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Appendices

Interview Questions

1. Can you describe your experience what the appearances of physical facilities in your school are?
2. How do and at what extent do the school leaders help you to efficiently use the physical facilities?
3. How do you describe the school leaders' way in performing the promised service?
4. What is the leaders' ability to discharge their duties constantly (dependably)?
5. How do you measure (define) the willingness and redness of the school leaders to help students / teachers in their performance?
6. Can you explain the ability and willingness of school leader to assist your Completeness?
7. Do the school leaders understand the specified academic need of you?
8. How do you perceive service quality in relation to the school leaders' way of handling opportunities and challenges?
9. Tell me about your experience of the ability of your school leaders how they convey trust and confidence on you? "

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