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The influence of principals' Leadership Styles on Teachers' Job
Performance in selected government schools;
The case of Adama City and East Shewa zones of, Oromia Regional State

By

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JUNE, 2016

TITLE

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JOB PERFORMANCE IN SELECTED GOVERNMENT SCHOOLS;
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BY
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JUNE, 2016

DECLARATION

I declare that this thesis entitled “The influence of principals’ leadership styles on teachers’ job performance; The case of selected Government Secondary School of Adama City and East Shewa zones of, Oromia Regional State”, is my own work and that all sources of materials used for this thesis have been duly acknowledged. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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ABBREVIATIONS AND ACRONYMS

ACAEO	Adama City Administration education office
CPD	Continuous Professional Development
ESZ	East Shewa Zone
HoD	Head of Department
HRT	Home Room Teacher
LIDC	Low Income Developing Countries
MoE	Ministry of Education
NCES	National Centre for Education Statistics
NSDC	National Staff Development Council
REB	Regional Education Bureau
SPSS	Statistical Package for Social Scientists
UNESCO	United Nation Educational Scientific and Cultural Organization

ABSTRACT

The main objective of this study is to assess the influence of leadership styles on job performance. Having the objective in mind, the study employed a descriptive survey type of research design. The study was carried out in thirteen government secondary schools four from Adama city and nine high schools from east shewa zone. A total of 243 teachers have participated in the study. From the total 128 teachers were included in the study through simple random sampling technique. A total of 22 school principals and vice principals were included through purposive sampling technique. Questionnaire and interview were designed to be the main data collection instruments. Principal leadership styles were taken as independent variables and teacher's job performance was identified as dependent variable. Both quantitative and qualitative research methods were used. Quantitative data analysis was carried out by using frequency distribution, percentages, mean, and Pearson's correlation. Semi structured questionnaires were analyzed by putting similar opinions in one category. The finding of this study indicated that there is a positive relationship between leadership styles and teachers' job performance ($r = .816$) at ($\text{Sign}=0.000$) at 0.05 significance level. The findings of this study revealed that the independent variable (democratic leadership style) was the most practiced leadership styles in the areas under study. Furthermore, the teachers' performance was found to be moderate. Based on the findings, it is recommended that the principals of secondary schools should practice a mixture of democratic and laissez-faire styles of leadership.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, conceptual framework of the study, significance of the study delimitations and limitations of the study, operational definition of key terms, and organization of the study.

1.1 Background of the study

The word leadership has been used by several political orators, educational thinkers, business executives, social workers, and other scholars. The word lead, leader, and leadership, come from the Anglo-Saxon word “lead”, meaning “path” or "road", and the verb lead means "to travel" (Kets de Vries, 2006). Thus, a leader is someone who shows fellow travelers the way by walking ahead. The history of leadership theories started from the "The Great Man" theory of the mid 1800s century which was assumed to be a trait theory (leaders are born, not made). Following the Great Man leadership theory different leadership theories have been proposed. Some of these include behavioral theory, proposing there is one best way to lead; situational/contingency theory, proposing leaders act differently depending on the situations, to the recently introduced theories including leader is rational, transformative, and empowering.

The issue of leadership styles is a major and basic concern for all organizations and institutions all over the world. Different countries around the world have attempted to highlight the concept of efficient leadership styles in various ways in their daily organizational activities. In Ethiopia, there is a rapid and increasing awareness in various sectors and fields where sharp increase in the number of teachers, including the educational institutions such as universities, colleges, and schools, which are indirectly related to the educational domain ESDP III (MoE, 2011). The Education and Training Policy of the nation set aims and objectives, which were to produce skilled manpower with the necessary quality and quantity to meet the national socio-economic development requirements, to bring up citizens who understand, respect and defend the constitution: to produce citizens who respect democratic values and human rights, and who are endowed with good work culture and ethics” (MOE, 1994).

That is why currently, the government of Ethiopia made the education sector its priority agenda to ensure the provision of quality education for all citizens. The education and training policy

was launched as a major nationwide reform program to improve the quality of general education in the country (MoE, 2010).

Thus, in fostering these aims and objectives, the school principal has important and decisive roles to play. Some of these roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. In supporting this issue, (Crum & Sherman, 2008) stated that the principal needed to provide highly valued, insights into his daily routine in order to create and foster an environment which would motivate teachers to perform better. The principal is therefore expected to focus particularly on issues like training personnel for leadership positions; delegating power to assistants and empowering them to effectively discharge their responsibilities, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

School leadership has a particular importance in educational administration because of its far-reaching effects on the accomplishment of school programs, objectives, and the attainment of educational goals. The quality of school leadership can make a difference between the success and failure of the school. Principals, as the school chief educational officer, play a decisive role in shaping the structure of the school organization. The crucial role of the school principal has also been recognized by the Ministry of Education, Govt. of Ethiopia (2005:16) which stated that,

“Principals as educational leaders play a pivotal role in the success of the school. In the successful school, leaders create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.

From the above statement one can understand that without effective educational leadership, it is impossible for schools to achieve their set educational outcomes.

School principals' influence and guide teachers and other staff members, to conduct the teaching-learning process in the school, smoothly and effectively. Head teachers play a crucial role in creating the factors, which affect the organizational health of the school (Healy, 1994). This

implies that the school principals are the most visible and directly accessible representatives of the school, who highly influence the job performance of teachers. The teachers' job performance in the school can, therefore, be positively or negatively affected by the leadership style of the principal.

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. In line with this idea Kinard, (1988) stated that "leadership style is a behavior pattern, which a leader exhibits in directing the behaviors of the employees toward the attainment of personal or organizational goals". Effective principals, therefore, use a wide range of leadership styles depending upon the situation and context of their school. Although there are a variety of leadership styles available to leaders, many authors and researchers on leadership agree that there are three major leadership styles, namely, *Autocratic, Democratic and Laissez-fair*.

Robert and Tim (1998) described Teachers' job performance as the act of accomplishing or executing a given task, while, Obilade (1999) defined teachers' performance as the duties performed by a teacher at a particular period in the school system to achieve educational goals. On the other hand, Akinyemi (1993), and, Okeniyi (1995) defined job performance as, the ability of teachers to combine relevant inputs for the enhancement of the teaching and learning processes. However, Meindl (1995) argued that teachers' performance is determined by the workers' level of participation in the day to day running of the organization.

Supporting this argument, Adepoju (1996) asserted that variables of teachers' performance such as effective teaching, lesson plan preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary disposition are also virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual reports on their activities with regard to performance in teaching, lesson preparation, and lesson presentation, mastery of the subject matter, competence, teachers' commitment to duties and responsibilities as well as to extra-curricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation; class control and discipline of the students, are the virtues that teachers should uphold effectively in general secondary schools.

Teachers' job performance could also be described as the duties performed by teachers at a particular period of time in the school system in achieving organizational goals. In light of this, Adeyemi, (2010) described teachers' job performance as “the ability of the teachers to combine relevant inputs for the enhancement of the teaching and learning process”. Teachers are the most valuable assets of any school, and efforts invested in improving teachers' performance would produce successful and highly productive schools. Although all teachers may not possess the same abilities and quality of performance, providing them with the appropriate encouragement and support, can help them to maximize their potential.

According to Ibukun (1997) the main task of a school principal is to create conducive environment for the teachers to be able to bring about the desired changes in the students. He further noted that teachers' perform effectively under different leadership styles, and recommended that principals should make extra efforts to identify and meet all the needs of the teachers in order to encourage them to make their performance more effective.

There are many factors affecting teachers' job performance including the school culture and climate, appraisal results and feedback, supervisor's role, and teachers' skills. Supporting this idea, MoE, Ethiopia (2008) pointed out that the demotivating factors to the teaching profession in secondary schools are *lack of incentives, poor conditions of service, low regard for teachers, large class sizes, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries.*

The principals' leadership performance could be measured on the basis of their qualifications, training, experience, school decision making, and their experience to delegate their authority, granting freedom to teachers to carry out their duties independently, and to freely interact and communicate with each other and with their principal. Similarly, teachers' job performance could also be assessed on the basis of their involvement and participation in different school activities, as well as the proper and timely execution of their duties and responsibilities duties. This research is focused on institutional leadership, with a particular emphasis on the educational sector, which has one of the largest numbers of institutions in Ethiopia.

Adama city is one of the reform cities identified and is one of fast growing cities of the Oromia regional state. Currently, the local government, the Adama city Administration, in collaboration with the Oromia state and the federal governmental bureaus, is working hard to provide better coverage of social services and infrastructures for the city. The City Administration draws the attention of the federal as it is in the hub of the import/export main out let route of the nation and its recreational value for the national and international tourists (Adama Municipality, 2014). The City is located at 100 kilometers east of Finfinne/Addis Ababa, on the main road to Harar/Dire Dawa/Djibouti. Its grid references point stretches between 8° 33' to 8° 36' North latitude, and 39° 11' 57" to 39° 21' 15" East longitude (www.visitethio.com, 2016). Although it is located in East Shewa zone, the Adama City has an autonomous administration. The city has 14 urban kebeles and 4 rural kebeles in the surrounding areas. The current population of the city is estimated to be 300,000. There are 6 secondary high schools in the city.

Misraq Shewa zone ("East Shewa zone") is one of the Zones of the Oromia regional state. East Shewa is located in the middle of Oromia, linking the western regions to the eastern ones. This zone is bordered on the south by the West Aris Zone, on the southwest, by the Southern Nations and Nationalities Regional State, on the west, by South West Shewa Zone, Oromia special Zone around Finfinne, on the northwest North Shewa Zone, and on the north, by the Amhara Regional state, on the northeast by the Afar Regional state, and on the southeast by Arsi. Its westernmost reach is defined by the course of the Bilate River (ESZFEDO, 2015).

Some major towns and cities in East Shewa include Adama, Bishftu (DebreZeit), Methahara, and Batu (Ziway). There are eleven woredas in the zone namely; Adaa'a, Ginbichu, Lume, Liben, Adama, Adaami Tullu, Borraa, Dugddaa, Boset, Methahara and Fantaale. Each woreda has, at least, one government secondary high school. This research confined its work to seven schools in seven different woredas (Adaa'a, Lume, Adami Tulu, Adama, Boset and Metahara.

Fig 1 Location map of Adama city administration

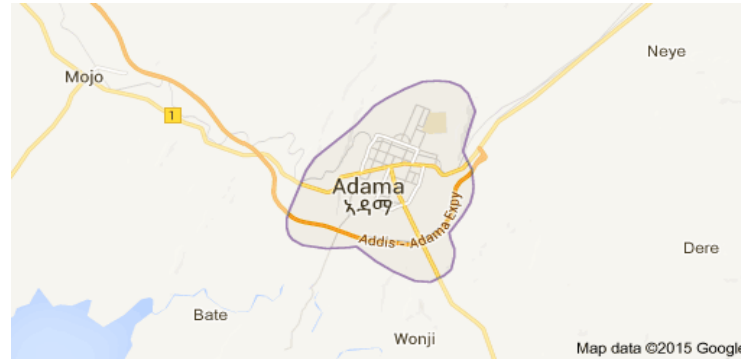
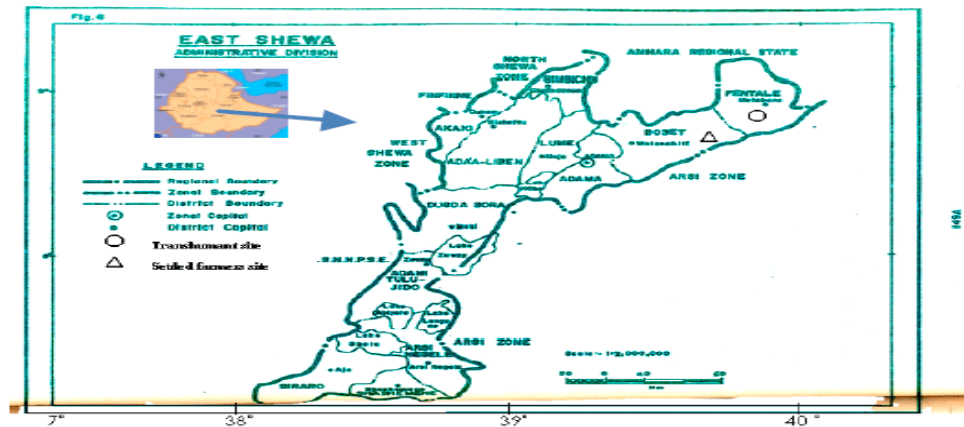


Fig 2 Locartion map of East Shewa Zone



Source: www.oromiaregionalstate.org

1.2 Statement of the problem

The principals' leadership style and teachers' job performance are two very important factors for achieving the planned goals and objectives of the school. A large number of researches have come to the conclusion that the leadership's style is one of the most important factors affecting teachers' job performance (Herzberg et al. 1959; Kusum and Billingsley, 1996; Perie and Baker, 1997; Dinham and Scott, 1998; Evans, 1998; Sharma and Jyoti, 2006; Tillman and Tillman, 2008). It is not advisable to apply a single leadership style in different situations. Rather, leaders should adopt a combination of some traits of these styles for effective management of personnel. Therefore, the kind of leadership style that can effectively promotes teachers' job performance in an educational setting (institutions) has remained a problem in many countries all over the world, including Ethiopia.

In this regard, the *Education and Training Policy* of Ethiopia emphasized the importance of

democratic, professional, coordinated, effective and efficient management of teachers and other education personnel (TGE, 1994). The democratic leadership style is mutually respectful style of organizing a team, where Ideas travel liberally, and debates are comparatively free flowing. Along the leadership styles (democratic, autocratic and laissez fair/), people adopting democratic leadership style are the most successful and they have a positive impact on the performance of their employees (Mgbodile, 2004).

There are six components which are essential for the project, namely, curriculum, textbooks and assessment (CTA); Teacher Development Program (TDP); School Improvement Program (SIP); Management and Administration Program (MAP); Information Communication Technology (ICT), and Civic and Ethical Education. At the center of strategies for accelerating the achievement of quality education is the delivery of effective leadership at all levels of the school system (ibid). Effective school leadership is imperative for schools to function of successfully (Sergiovanni 1991, Glatthorn cited in Jacobs, Kritsonis, 2006). Accordingly, the third domain of SIP, called school leadership, explained the need for shared leadership in which everyone has collective responsibility for student learning; the need for effective communication about school polices strategies, procedures and regulations, and effective implementation of decision making and administrative processes. This kind of leadership practice maximizes the benefits obtained from democratic leadership style with regard to teachers' job performance and the improvement of the quality of education in the school (Bogler, 2007).

However, along with the other factors contributing to teachers' job performance, the misuse or improper use of the leadership styles stated in the policy documents resulted in poor job performance of teachers, in this country (Gedefaw, 2012). This is also evident in most government secondary schools of Oromia regional state (Seboka, 2003).

These problems are evidenced, to a great extent, by the high teachers' turnover rate; the low proportion of qualified teachers, as well as such other problems as de-motivation and low teacher morale (Abdo, 2000:107-108; Centre for British Teachers and Voluntary Services Overseas [CfBT& VSO], 2008:15; Kemppainen, Lasonen, & Raheem, 2005; Voluntary Services Overseas [VSO], 2008:69). This study, therefore, took up the task of identifying the existing gaps through empirical investigation of the leadership styles used by principals in secondary schools of Adama City and East Shewa Zone of Oromia Regional State and to draw appropriate recommendations

for policy makers and to provide a baseline data for future researchers in this area for further study.

1.3 Research questions

The leading research question of this study was;

“How do principals’ leadership styles influence teachers’ job performance in government secondary schools in Adama City Administration and East Shewa zone?”

The study was also guided by the following specific research questions:

1. *What type of dominant leadership style is being practiced by principals in government secondary schools under study?*
2. *Which leadership style best promotes teachers’ job performance in government secondary schools under study?*
3. *How leadership styles are correlated with job performance?*
4. *How does school principals’ decision-making influence level of teachers’ performance?*

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of the study is to assess how leadership styles are affecting teachers’ job performance in government secondary schools in the study area.”

1.4.2 The Specific Objectives of the Study are:

1. To find out the dominant leadership styles being practiced by school principals in government secondary schools under study;
2. To investigate how principals involve teachers in decision making and the influence it has on their performance;
3. To Find out the correlation between leadership styles and job performance;
4. To identify the type of leadership styles that enhances teachers’ job performance,

1.5 Significances of the Study

Leaders of any organization could play a significant role in the development of a country, and provide appropriate and integrated services to members of the society, in general, as well as to the employees of the organization, in particular. Moreover, principals’ leadership styles affect teachers’ job performance in the school area. Unless practical and appropriate leadership style is

used, goals and objectives of the schools cannot be achieved. The awareness of the existence of different types of leadership styles by the concerned bodies' and leaders' awareness application of different leadership styles take the large part in implementing school activities. The performance of teachers may be very poor simply because the leadership style they are subjected to is inefficient and not motivating.

It is expected that finding of this study, would provide important pieces of information to school principals, leaders of secondary schools and others in co-managerial positions about the effects of leadership style on teachers' job performance. Such information would be of incredible help to higher officials at the regional, zonal and district levels, to clearly indicate them the achievement of the school objectives depends, to a large extent, on the leadership style adopted by the principal of the school. Secondly, it may also give awareness to the principals that their leadership styles affect the teachers' job performance negatively or positively. Thirdly, the findings of the study would provide zonal and district education officials with information about the kinds of leadership styles practiced in secondary schools in Adama City Administration and East Shewa zone, and to supply the concerned school principals with a timely and appropriate feedback. Lastly, the findings are expected to assist in enriching the existing literature on the issues related to the leadership styles of school principals and teachers' job performance.

1.6 Delimitation of the Study

There are a number leadership styles being practiced in different institutions including autocratic, situational, laissez-faire, democratic, transformational, charismatic, participatory, transactional and bureaucratic (Rad, 2006). Among the leadership styles proposed by scholars, this study is delimited to autocratic, democratic, and laissez- faire styles of leadership. This is because these leadership styles form a new paradigm for understanding both the lower and higher order efforts of leadership styles. This paradigm builds on earlier sets of autocratic versus democratic; or directive versus participative leadership (Avolio & Bass, 2004).

Furthermore, this study was delimited to government secondary schools in Adama City and East Shewa zonal administrations of the region, the results cannot be generalized to include other government secondary schools in the region.

Furthermore, due to literature gap in the areas of leadership styles and job performance in school settings, this study is delimited to government secondary schools in Adama City and East Shewa zones of Oromia regional state.

Oromia Regional state is the largest region in the country where the vast majority of government secondary schools are found (ESA, 2006). Hence, the findings were applicable to the area under consideration.

1.7 Limitations of the Study

The reader of this thesis should interpret the study results by taking the following limitations into consideration. Principals' leadership styles may be influenced by other factors which are not included in this study. In addition to the principals' leadership styles, teachers' job performance also can also be influenced by such other factors including; the working condition, the nature of the work itself, supervision, educational policy, advancement, compensation (benefits), interpersonal relationships and empowerment (Castillo and Cano, 2004). This study was confined only to how the dimensions of autocratic, democratic and laissez-faire leadership styles were linked with job performance.

1.8 Operational definition of key terms

Autocratic leadership: is a style in which leaders communicate with the teaching staff less regularly and where the teachers are given limited opportunities to be involved in the processes of decision-making and in delegation of responsibilities.

Democratic style: is a style in which leaders regularly communicate with the teaching staff and involve them in decision-making and delegating them for some duties.

Secondary schools: refers to the government school system established to offer two years of high school level education (grades 9 -10).

Laissez-Faire style: is a leadership style where leaders exercise minimal supervision and moderate involvement in the instructional process.

Leadership style: refers to the pattern of behaviors, which a leader adopts to influence the behaviors of his/her followers

Principal: The principal is the person who is the head of the school; the educational leader who has the most opportunity to exercise leadership in a school (Drysdale, Gurr, and Mulford, 2006:371).

Principals' leadership Style: Refers to the pattern or way of doing things by the principal in pursuit of his or her duties. In this study, leadership styles are looked at from the perspective of the strategies adopted by the principals to involve teachers in decision-making; the way they communicate with and delegate duties to teachers; the way the principals comply with decision-making, communication and delegation patterns agreed upon while determining teachers' performance in government secondary schools of Adama city administration and East Shewa zone of Oromia regional state in one-way or an other

Teachers' job performance: In general Refers to identification with, and involvement in the teaching occupation. In this study, the teacher performance is considered as the act of scheming, lesson plan preparing, and assessing student's achievement through giving tests, exercises and participation in co-curricular activities of the schools.

1.9 Organization of the paper

This thesis is organized in the following six separate but interconnected chapters. *Chapter one:* presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, conceptual framework, significance of the study, delimitations, limitations, operational definition of key terms and organization of the study.

Chapter two: discusses about the key concepts that were used in the paper to place the problem in a broader perspective of different related literature.

Chapter three: describes the methodology used in the study. Accordingly, the research design, the research methods, the study population, sample sizes and sampling techniques, data collecting instruments, data analysis and interpretation and ethical considerations are briefly presented.

Chapter four: deals with the presentation, analyses and interpretation of the data collected.

Chapter five: briefly discusses the findings of the study. Finally,

Chapter six: presents, the Summary, Conclusions and Recommendations emanating from the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 The Basics of Leadership

Leadership is an attribution that people make about other individuals. People tend to characterize leaders as having the following traits: intelligence, outgoing person ability, verbal skills, aggressiveness, consistency and determination. They are also expected to have the capacity to motivate others to action. The manner in which leaders accomplish this greatly varies from leader to leader. Successful leadership is correlated with the compliance of followers with the leadership

style adopted by the leader. In a reflection on leadership, Winblad, (1999) stated that leaders are decisive. They are forced to make a lot of decisions quickly, and they learn to tell the fine distinction between decisiveness and authoritarianism - a skill which is absent in leaders with relatively less experience. Leaders should be able to create an environment where honesty, inspiration and realistic goal setting prevail, and, where communication and clarification of goals are continuous. Some leaders assist their team of workers to develop and mature and foster their loyalty by making them feel that all the accomplishments registered by the organization are the result of their collective and concerted efforts. Some leaders are keen on allowing their followers to make their own decisions, and develop their self-confidence, and they may only provide a very limited direction and exercise little authority over the group. There are other types of leaders, who may be referred to as democratic. These leaders provide directions, allow the group to arrive at their own decisions, offer suggestions, and reinforce ideas presented by team members. In short, such leaders encourage members to develop goals and procedures, and stimulate members self-direction and actualization”(Devito, 1999). There are also those leaders who set the pace, make all the decisions on behalf of the team members without their input, and seek little approval from them and who exhibit authoritative styles in which the leader takes full responsibility for the team members' progress and accept few suggestions from the team members.

Weber (1998), describes charisma as “a certain quality of an individual's personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, super human, in short, demonstrating exceptional qualities”. Charismatic leaders can achieve admirable feats such as, turning around ailing corporations, revitalizing aging bureaucracies, or launching new enterprises. (Howell & Avolio, 1995). They can accomplish these feats by powerfully articulately communicating a compelling vision for the future, passionately believing in their vision, promoting their beliefs with energy, and advocating creative ideas.

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and for the improvement of the organization's performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of planned goals. Similarly, Ukeje (1999) observed that leadership means influencing people to work willingly with zeal towards the achievement of set goals of institutions. A leader cannot work alone; he must have people to influence, direct, carry along,

sensitize, and mobilize towards the achievement of the corporate goal. The pattern of behavior that a leader follows to direct and guide the affairs of the organization is referred to as his/her leadership style. In short, leadership style is the way a leader leads followers. Some leaders are more interested in the work to be done than in the people they work with, while others pay more attention to their relationship with subordinates than to the job. Whether a leader emphasizes the task or human relations is usually considered to be central to the leadership style.

Chandan (1987) defined leadership style as the ingredient of personality embodied in leaders' and causing the subordinates to follow them. On the other hand, leadership styles are particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization (Okumbe, 1998). The school principal is in a unique position as the manager or administrator who controls the resources of the school for the purposes of achieving educational goals, thereby, accelerating the process of the school's development (Oyedemi, 1998 & Adeyemi, 2004). Hence, leadership style occupies an important position in school management.

Leaders exert their leadership role in many ways. They may formulate aims and objectives; establish structures and manage and motivate personnel in a specific way (Daresh 2002). However, Nathan (1996), asserts that establishing specific leadership style is a very essential component of a leader's role. The leadership style is the leaders' choice to perform the above mentioned roles which will determine whether they will accomplish the task at hand, and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with their staff (Mazzarella & Smith 1989).

2.1 Types of Leadership Styles

People are exposed to a broad and ever-growing variety of theories that explain the concept and the practice of leadership, in spite of that, today's leadership experts still cannot dare ignore theorists like, Maslow, Smith, Barnard, Deming, Mayo, Fayol, Weber, Hamel, etc..., who have crafted the most fundamental definitions of leadership and its countless characteristics. Three types of leadership styles were selected for this research work to enable the readers to better understand the concept of this research. My main purpose here is to provide a brief overview of the more dominant types of leadership styles, which are considered to be commonly practiced in educational institutions. The intention of this research therefore, is not to introduce any new theory of leadership style, but rather, it is, to delimit the study to the three leadership styles, which

are practiced more often in the education sector. These three leadership styles are presented as follows.

2.1.1 Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Gollman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations; technical and job performance indicators are discussed so that they are understood by all; leaders provide advice to members as to how best to accomplish their tasks; members are free to choose with whom they work; the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

Gollman (2004), further investigated that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence in job performance and self-direction.

The democratic style of leadership emphasizes and encourages active participation of the group and their leader in making policies. Decisions about organizational matters are arrived at after consultations and communication have been held with various concerned people in the organization. The leader strives to make each individual to feel he/she is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, the morale of the staff is always enhanced and maintained at a very high level (Mba, 2004). In other words, consultations, teamwork and participation are key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, 2006) suggest that although leaders can behave in different ways under different circumstances, the following four behaviors characterize the democratic leadership style.

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

2001).(It would be a good idea to indicate that the following styles are sub-divisions of the Directive Style)

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

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

Consultative Styles - In this style, the leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on against majority rules principle (Owens 1981).

Communication flows from and to the hierarchy. The manager consults through relevant channels his with subordinates. They, in turn, consult with him/her on matters they would like to bring to his/her attention (Brownwell 1985). Control is mainly at the top, and middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje 1992).

Achievement-Oriented Style - In this style, the leader sets challenging, but achievable, goals for the subordinates. He/she pushes work improvement, sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive

(structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

2.1.2 Autocratic Leadership Styles

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from his/her followers. Yukl (1994), in his consecutive leadership study, found out that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process; the leaders set all policies and predetermines the methods of work; the leader determines the duties of followers, and he specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person in decision making, it expedites quick decision-making. Although the autocratic style is relatively unpopular, under certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him-self or her-self, and the subordinates. He or she does not delegate authority, nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002).

2.1.3 Laissez-Faire Leadership Styles

Laissez-Faire leadership is when leaders are detached from their staff and allow the group members to make decisions. With this style, freedom is fully determined by group goals, techniques, and working methods. Leaders rarely intervene in group actions. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated.

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation, and subordinates are free to do what they like. The role of the leader is limited to supplying materials required for the job. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

2.2 Teachers' job performance in brief

Performance of teachers mainly depends on such characteristics of the teachers as knowledge base, sense of responsibility, and interest; as well as on the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement in decision- making processes and on success and the classroom (International Journal of Academic Research in Business and Social Sciences May 2013, Vol. 3, No. 5 ISSN: 2222-6990421 www.hrmar.com/journals). Phenomena, such as leadership styles, the school environment and climate, and organization and management are also key factors affecting teachers' job performance. If the teachers can take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004). Yet, proxies implemented by states and districts to determine teacher quality have been unfortunately, inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness.

Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, and they demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher, and the school principals' styles of leading the day- to- day routines of teachers'. On the other hand, stagnant compensation schemes by the management of the education institutions have been found to exert negative impacts on the job performance of the teacher. In recent years, this condition has led to a very few growth opportunities and inadequate compensation structure.

2.3 Theoretical Reviews

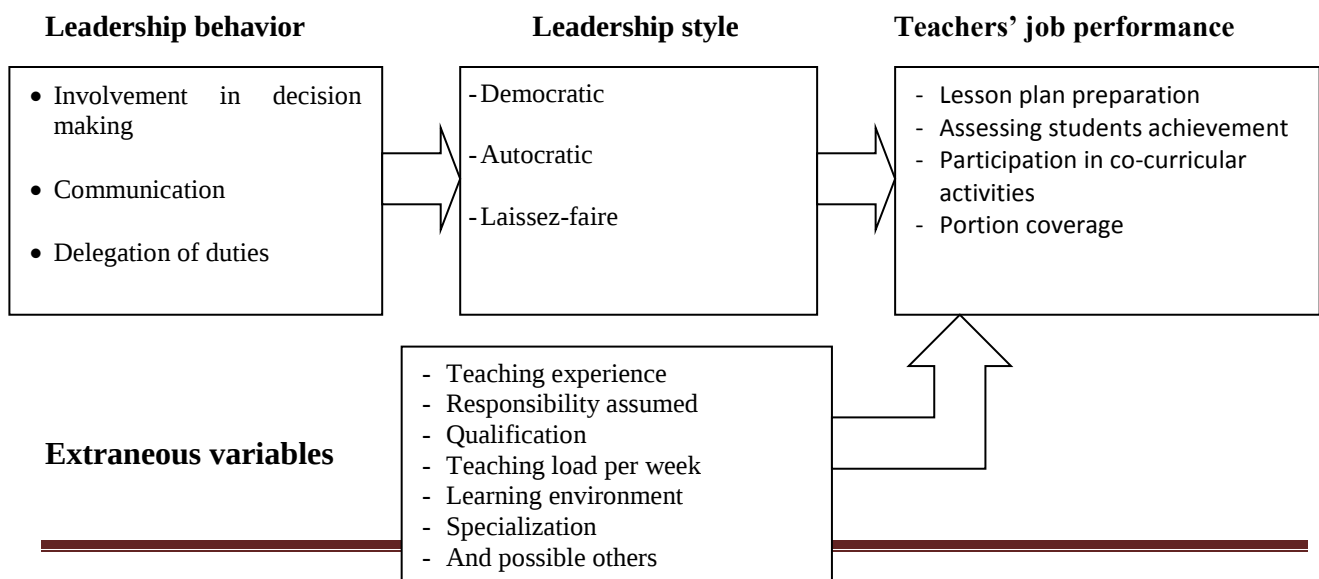
The theoretical frame adopted for this study is the path-goal theory advanced through different scholars at different times (House, 1968; Yukul, 1998; and Cox, 2006). The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal achievement.

The above scholars stipulated that the path-goal approach helps in improving the performance of subordinates (teachers), thus enhancing goal achievement in the following ways. They propose that when subordinates are confused, the leader tells them what to do and shows them a clear path

to follow. Once the path is shown to them, the subordinates (teachers) become satisfied and motivated, and they accept the leader's behavior thus performing effectively. The leader's behavior further improves the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between principals and teachers, thereby enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. Such actions on the part of the leader increase the expectations of the workers and their performance is improved. The researcher believes that the implementation of the path-goal theory as advanced by (House, 1968; Yukul, 1998, and Cox, 2008) helps principals to involve teachers in decision-making, to communicate with the teachers and to practice proper delegation of duties to teachers.

2.4 Conceptual Framework

The conceptual frame adopted by the researcher for this study relating variables in the study is designed as follows is basically to relate leadership styles to teacher performance in government secondary schools of Adama city Administration and east shewa zone of Oromia regional state



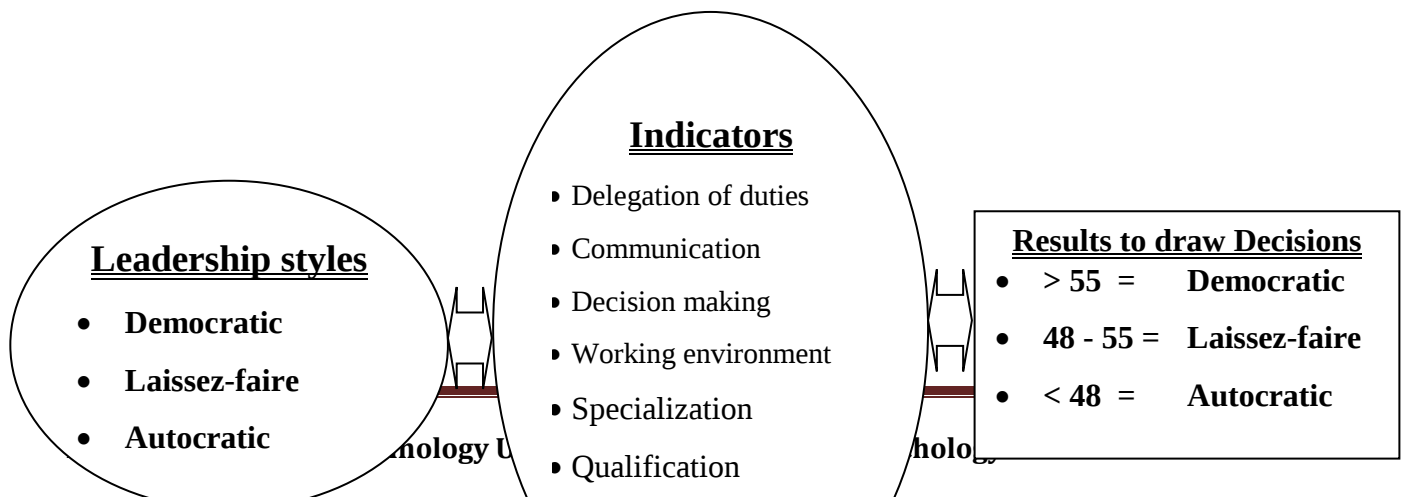
Source: adopted from Cox (2008) Leadership styles and behaviors relationships on employee performance; A scientific journal published in university of Oxford press.

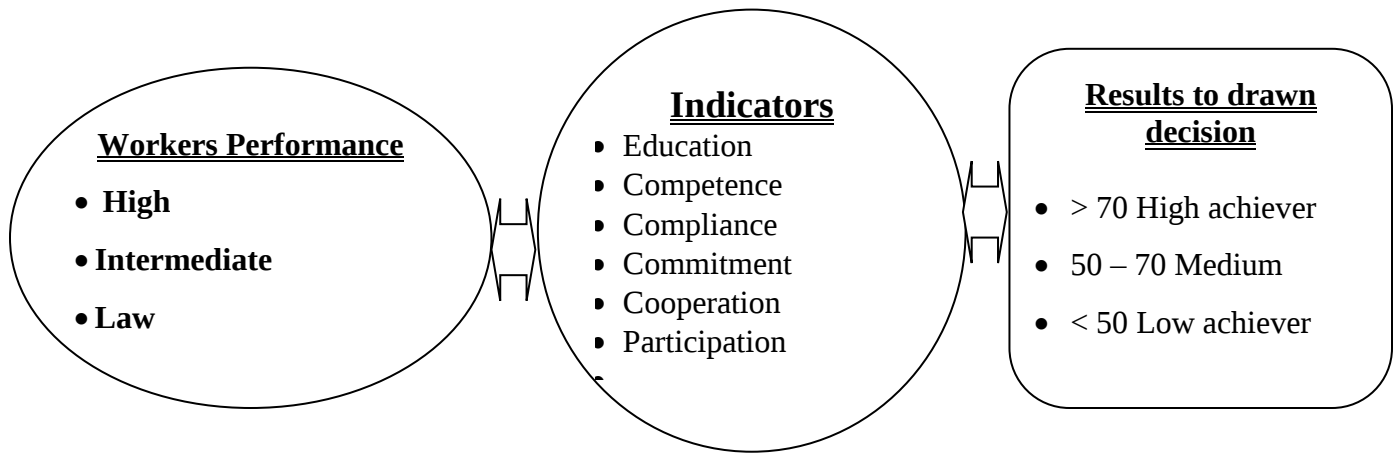
The conceptual model in Figure 2.4.1 suggests that the independent variable is conceptualized as three leadership styles (democratic, autocratic and laissez-faire) measured on the basis of; principals' willingness to involve of teachers' in decision making, his/her ability to communicate with teachers and principals' effort to delegate of duties to teachers, while the dependent variables is conceptualized as teacher performance which is characterized by lesson preparation, assessment of students' achievement and participation in co-curricular activities.

The figure further predicts that all leadership styles (democratic, autocratic and laissez-faire), have positive relationship with teacher performance. However, the framework indicates that the extraneous variables (teaching experience, teachers' qualification, teaching load per week, responsibilities assumed, learning environment, and supervision) were competing with the independent variables (communication, delegation and decision-making) to influence teacher performance.

2.5 Hypothetical model

Taylor Cox (2000), in his series of leadership development researches has developed different models which will be used while studying leadership and its functions. To come up with these models, he used questionnaire prepared in likert scale measurement which were administered for respondents. He finally had drawn a simple model taking leadership styles (democratic, laissez-faire and autocratic) which were being exercised in different institution including schools. He further shown how the performance of workers will be affected by leadership styles.





Model produced by Taylor Cox 2005, scientific journal printed in Michigan state university

2.6 Principals' Communication and Teachers' job Performances

Mintzberg (1979) defined communication as a way of passing on information from one level to another. The pattern of the flow of message could be from bottom to top or top to lower levels of the management. According to Oxford (2005), communication is defined as a process of passing on information from one person to another. On the other hand, Hannagan (2002), defines communication as a way of passing on information about the effectiveness of a particular work behavior? and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviors that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made.

Pritchard and etl, (1988); quoted in Hannagan (2002), indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/she is doing in relation to the planned goal, so that if necessary, adjustments in effort can be made before it is too late. He further indicates that

communication may be in the form of memos, telephone calls, messages, posting notices, writing letters and sending e-mail messages or fax.

The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in the form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996), who stated that for performance to be effective, it is important for employers to communicate with their employees on what is to be done, and how it is to be done. He further added that communication may be effected, directly or indirectly, to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individuals may delivered through good and open communication provided by heads of human resource departments, or heads of institutions like principals. The above idea of communication is supported by House (1968; quoted in Cox 2006) path-goal theory; stipulates that for subordinates to perform well, the leader has to guide or direct them through verbal or written communication in the form of notices, memos or meetings. The theory further stresses that through communication, errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task, which would eventually help to enhance job performance in any organization or institution of learning.

Armstrong (2003), presents the advantages of communication in the leadership process in the survey conducted by the performance management in (1997). The advantages of communication in leadership were identified to be: a) individuals get broader perspectives of how they are perceived by others than was previously possible; b). communication further increases awareness and relevance of competencies; c) gives people a more rounded view of performance and finally d) it clarifies to employees' the critical aspects of performance. This view was further strengthened by Ashridge and Handy (1996) that one of the reasons why communication is important to support a number of human resource processes such as appraisal, resourcing and succession planning. Communication, therefore, becomes more than distributing messages; and it becomes an interplay between actors Johansson, (2003). Depending on the method of communication, the circumstances under which the communication was conducted, and the actors involved in the communication, different outcomes can be delivered. The quality of

communication is dependent on both actors, namely, the principals and teachers, and the actual situation prevailing at the time.

Armstrong (2003) noted that communication is often anonymous and may be presented to individuals or managers or to both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open, the culture is, the more open the communication is likely to be revealed to the subordinates. One of the reasons why communication is so important is that it supports a number of human resource supplies. However, these scholars do not show how the principals' communication to the teaching staff could be used to enhance teacher performance in secondary schools. This study is, therefore, tries to undertake the task of filling this gap. In a related view, Narayana (as cited in Nanson, 2010), identified that communication as leadership behavior has been mishandled and has tended to reduce its proper contribution to leadership. Areas in which it has been mishandled include; education managers are not being frank, and often give the wrong communication to teachers. Very often, principals' entrust their information to junior staff who often pass on inaccurate messages to their colleagues.

From the above reviews, it is important to conclude that, the idea of communication is important in leadership. Where communication is truly practiced the leadership tends to be democratic. On the other hand, where it is denied to the subordinates, the leadership style becomes autocratic. Contrary to this practice, there are some leaders take the view that communication is an option, and that it may or may not be communicated to the subordinates (Okumbe, 1998). It is unfortunate, however, that the idea of communication as a leadership behavior had not been fully explored, although, its value is clear if properly managed. It should be noted that not all the above studies were positively correlated between leaders' communication with the teaching staff and teacher performance. This is a potential research gap for this study to undertake. Besides, it is very hard to find adequate literature in the context of government secondary schools in the country in general and in Oromia national regional state in particular. To close such gaps, this study considered the communication the principal makes with the teaching staff to be a factor which has a positive influence on the job performance of secondary schools teachers in Adama City and East Shewa zone.

Englund (2007) stated that since a variety of variables are interacting during communication hard to predict the immediate outcome. Organizations have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized are other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes. Communication in organizations is viewed as social systems and is often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation (Bredeson, 2003). Weick argues that schools can be described as loosely coupled systems and loosely coupled systems, require even more sense making and communication than tightly coupled systems (1995).

Witherspoon (1997) and Hall (2005) argued that the more people and ideas get intense, an organization gets the more important the communication processes are. Different researchers indicate that communication in school settings are warranted Communication which is a process of creating and exchanging messages includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages (Goldhaber, 1993). Communication is closely connected to organizational structure and culture and can be used to analyze and reflect as well as affect what is happening in the organization. It is seen as a pervasive role rather than an individual skill (Kowalski, Petersen, & Fusarelli, 2007). In almost all school activities, communication plays an important role. According to Miller (1998), communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills, we communicate not only with verbal but also with non-verbal methods. These are essential in the teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to help students' comprehension of difficult concepts.

According to Miller (1998), the most advanced curriculum and the highest hope have little chance of success without a supportive physical learning environment. In order to foster productive communication in the classroom, principals must allow for flexible changes that are beneficial for group interaction. It should be noted, however, that the appropriate spatial distances and arrangements are limited by countless variables, including the conversational topic, the nature of the relationship, and the physical constraints present in the leadership style. Miller (1998), presented some guidelines for improving teachers' performance including that, teachers should:

offer a variety of stimuli; be secured, entertain comfortable feelings; should adopt to fit to their activities and finally, teachers' should give some privacy and freedom." Moreover, Woolfolk (2004) stated, that "Communication is more than 'teacher talks-student listens'. It is more than the words exchanged between individuals. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Eriksen, (2001); Weick, (1984); and Gronn, (1983).

To view leadership as a social process makes communication essential both for understanding how the work inside organizations contribute to results and how the individual leader should use communication as a tool. Communication is so vivid in our everyday work and lives, we easily forget how much it affects what and how we do things. A traditional way to describe communication is as a process including a sender, a message, channels, a receiver and feedback Dimpleby & Burton, (1998; Fiske, 1990). Today's view of communication is, therefore, much more complex. Communication can have several purposes that are meant, to satisfy individual and social needs; to cooperate and understand the world, and a way to distribute information and messages (Dimpleby & Burton, 1998).

2.7 Shared Decision-Making and Teachers' job performance

Shared decision-making is the process through which both superiors and subordinates sit together to discuss how to run the organization (Okumbe, 1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. On the other hand, if participation in decision –making is denied it portrays an autocratic leadership style. On the contrary, if leaders are reluctant to be involved in decision making process it shows that laissez-faire type of leadership is practiced in the institution. Webster (2002) defines participatory leadership style as a way of involving individual participation in decision-making. While Chandan (1987) defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process. This is in line the Path-goal theory of House (1968), Yukul, (1998) and Cox (2002) that stipulates both leaders (principals and subordinates) should involve themselves in decision- making if an organization is to achieve its goals. He added that when goals are set jointly, the subordinates (teachers) become more committed; self-confident and knowledgeable about the set goals thus making them perform well. Thus, this model encourages

active participation by the subordinates involved, increases creativity and commitment, and develops talents and skills of team members.

The study conducted by UNESCO in 2006, on the performance of teachers in Ethiopia shows that lack of participation in the decision making process has negatively affected their performance..

This study indicated that;

“there is a strong sense of distance from zonal, regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation”. Without adequate communication or consultation, teachers lose morale to perform well and even some feel marginalized and more incompetent in their roles.

On other hand, Ndu and Anogbo (2007) argued that where teachers are not involved in governance, it will result in teachers behaving as if they were strangers within the school environment. Consequently, most teachers do not put in their best to exercise their full sense of commitment and dedication to the school. Teachers who are not satisfied in the workplace are more likely to leave the profession (Choy et al., 1993). Udo and Akpa (2007) asserted that where teachers are adequately involved in the decision-making process, the realization of the school goal will be easy, and apathy and opposition within the school will be minimized. Similarly, if teachers receive support from their principal and from local parents; if they get a chance to be involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession (Lumsden, 1998).

According to Mullins (2005), many people believed that staff participation in decision- making leads to higher performance which is very essential for survival in this increasingly competitive world. Welfson (1998), repeated that boredom (dullness) and frustration (disturbance) at the work place, are often the result of denial of the opportunity to the employees to be involved in the decision-making processes of the organization which leads inevitably to the feeling that their ideas are not wanted or listened to. He further expanded that staff turnover increases as employee's walkout of the door for more interesting jobs.

Wilkinson (1999) substantiate this fact and saw involvement of employees in decision-making as empowerment while a neglect of employees in decision- making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming

involved, Employers need to provide opportunities and structures for their involvement. Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision- making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

According to Shaw(1971) and Collins et al., (1989), employees' involvement in decision-making is multifunctional and so broad in scope. They further stated that involving teachers in the decision-making process is like when two men cooperate to roll a stone that neither could have rolled alone.. Many managers express a belief that involvement of workers in decision-making will improve the quality of workers decision making in the organization (Collins et al., 1989).

On the other hand, where teachers lack motivation and are not being involved in decision-making; excessive excuses, absenteeism and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of the organization (Awotua-Efebo, 1999). Okoye (1997), stated that workers should be involved in decisions that are directly concerned with their general working conditions, fringe benefits and staff development programs, which promote the attractiveness of the institutional climate.

Openness and risk taking characterize the kind of school climate that encourages involvement of teachers in decision-making. This environment encourages teachers to try new ideas and approaches (Short et al., 1991). However, it should be noted that teachers were less willing to participate in decision- making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity. When people are part of the decision -making process, there is greater opportunity for free expression of opinions and ideas on existing disputes and more occasions for disagreements and agreements (Ezeuwa, 2005).

Likewise, in a school where staff meetings are held regularly to discuss issues concerning the school, through consultative management style, is an example of a participatory organization. According to Vander Westhuizen, et al., (2008) "regular formal contacts between the (principals) leaders, subordinates teachers and other members of the organization" (schools), increase the level of workers' satisfaction and hence their job performance. In such organizations, every person is equal and has his/her democratic right to express his/her opinion freely. participatory

management provides an environment that makes employees' needs known and creates a means of expressing it openly in all areas of the organization (Sodhi, 2009).

Furthermore, Somech et.al (2009) states that “participative management has the potential to balance the involvement of managers and their subordinates in information processing, decision-making, and in problem-solving endeavors. Therefore, there are many potential benefits that an organization practicing participatory style could use to its advantage in achieving its goals. Consequently, when several people make decisions together, the social commitment to one another is greater, and hence increases their commitment to making better decisions. As the saying goes, “Two heads are better than one”. This means that when two or more people sit and try to solve a problem together, they are more likely to make better decisions than one person. In a similar manner, Oduro, (2004) maintains that “problem-solving through consultation is impossible with a single person’s wisdom”.

The dilemma behind participatory management is that it is a time-consuming approach. The more the number of people involved in the decision-making process, the longer it can take to reach decisions, because it requires more time for all the participants to exchange views, share opinions and reach a consensus. A related barrier is that participation is associated with meetings and it is, therefore, a time-consuming process. Shennu, (2010) resonates that the major weakness of a participatory leadership style is that it is time-consuming. The challenge is that on occasions when there is an immediate deadline, this approach prevents leaders from taking quick decisions, even in crisis situations. In fact, participatory management motivates employees by considering their suggestions, which certainly can have a positive impact on teamwork and employees performance, but probably not in all situations.

2.8 Delegation of Duties and Teachers' job performance

Oxford (2005) defines delegation as the process of giving rights, authorities and duties to the people of lower rank. While, Webster (2002) define delegation is the act of investing with authority to act for another. Brech (1969) defines delegation as the “passing on the others of a share in the essential elements of management process”. (Chandan,1987) looks at delegation as a process of dividing up total work load and giving part of it to subordinates.

Delegation is where a leader transfers power, responsibility, authority and decision- making procedures to subordinates working in various departments of any given organization (Hannagan,

2002). Blair (2002) defines delegation as a management skill that underpins a style of leadership which allows the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potential. Maicibi (2005) stated that, delegation is the process of a supervisor/ officer dividing up his total work load and giving part of it to subordinates. Maicibi identified that effective delegation is efficient, motivating and developmental towards work performance.

Delegation as a leadership behavior is highly supported by House (1968) Yukul, (1998), and Cox's (2002) path-goal theory which stipulates that for the proper job performance of the subordinates, and institutional goal achievement, the leader has to distribute different tasks to subordinates according to their skills, abilities, knowledge, interests, talents and experience. In the case the subordinates become confused, the leader has to come and direct them. These Writers further remove barriers to clear the way for better performance. This motivates and satisfies workers so they accept the leader's behavior and hence perform their jobs well. On the basis of the path-goal theory, therefore, the leader who fails to delegate duties to subordinates is autocratic, while the one, who practices delegation of duties as part and parcel of the organization, is a democratic leader. On the other hand, where leaders give delegation as a free will to whomever reluctantly is considered as laissez-faire leadership style.

Tolera (1995) in his study "Leadership style and teacher satisfaction in primary schools in West Wolega zone of Oromia regional state" identified that delegation of authority can only be successful when the subordinates have the ability, information and are knowledgeable about the task and their willingness to perform, and when supported and permitted by the organizational structure where there is a clear line of management and communication without any difficulty.

Healthfield (2004) found out that for delegation to be successful the leader has to establish objectives of the delegation, specifying the tasks to be accomplished and deciding who is to accomplish them. Though Heathfield does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help teachers to perform better in secondary schools (2004). Chapman (2005) found out that it is important to ask other people what level of authority they feel comfortable when delegated to accomplish a task. He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He, however, explained that inexperienced

or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable, unlike the principals and teachers of government secondary schools in this study site where both the principals and the teachers are all much less experienced and reliable. These, therefore, need regular supervision by inspectors of schools for work to be done as expected and to the desired standard and quality. McNamara (1999) on the other hand identified that for the delegated task to be done well, the supervisor and the subordinate must agree on how to do the job prior to starting to do the task.

Mullins (1993) defines delegation of authority as 'the authorization to undertake activities that would otherwise be carried out by someone in a more senior position. Cole (1996) similarly describes it as a process whereby a manager or a senior officer entrusts some of his authority to subordinates, or team mates, to perform certain tasks or duties on his behalf. They, however, warned that the manager or the senior officer remain accountable for those tasks or duties to his own superior officers.

The school, by its nature, is a complex institution where delegation of authority is unavoidable. It is, therefore, imperative for all school managers and administrators at whatever level, primary, secondary or tertiary, to understand the concept of delegation, its importance and how to use it effectively. Therefore, this subtopic sets out to explain the concept of delegation, its place in school management, the possible barriers to effective delegation and ways of ensuring productive delegation.

The above definitions show that, delegation exists at both institutional and individual or personal levels. At the institutional level, it has to do with location of decision-making and it is reflected in the institutional chart, that is, it provides the structure of the organization. It is also influenced by the size of the organization. In other words, the larger the institution, the more the need for delegating responsibilities or tasks "at various levels throughout the institution" (Mullins, 1993). At the personal level, delegation involves passing of one's authority and responsibility to fellow workers to act on one's behalf, usually because one is unavoidably absent or busy with something else. Delegation is essentially a two-way power-sharing process. The manager delegating passes on his responsibility and authority but is still accountable, while the one receiving them by implication undertakes to carry them out and be ready for any blame for his mistakes. However,

sufficient authority must be given to him/her to hold accountable (Nwachukwu, 1988; Cole, 1996; Mullins, 1993).

In practice, delegation can be found to operate within two ends of a continuum: at one end is a loose control but wide freedom, while at the other end is a tight control with little freedom. The level of control can fluctuate between the two ends depending on the individuals involved and the situation (Nwachukwu, 1988).

According to Mullins (1993), how much delegation goes on in an organization can be influenced by its size and complexity, as well as the delegate's capacity to perform the task within a given period of time. In addition, the key terms associated with delegation are authority, responsibility and accountability (Mullins, 1993). Furthermore, it is stated that organizations, including schools, are not supposed to be static. Government expects growth and development. Schools, certainly experience changes in staffing, student enrolment, curriculum development, societal demands on schools and will, therefore, raise their complexity and mount more pressures on the school principals to delegate more tasks and duties (Nwachukwu, 1988).

Delegation of authority is therefore very important in school management and should be well understood by school principals, as well as by the teachers, especially its process, benefits and how to make it work to the benefit of the educational system. This is necessary in view of the fact that most school principals and their deputies' appointments are usually based on experience and personal knowledge (Ayinla, 1999). Most of the principals are deficient in their training. In addition, most problems that the educational system is facing today, including, insubordination, truancy, poor academic performance, and so on, are probably the result of poor supervision and improper delegation of duties.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

In order to investigate the effect of principals' leadership style on teachers' job performance, descriptive survey design was employed. This is because it enabled the researcher to collect and describe large variety of data related to the leadership style and teacher performances. As argued by Kumer (1999) descriptive research design is used to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also stated that descriptive survey design is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study. In the same line of argument, Best and Kahn (2003) have stated that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

3.2 Research Method

The study employed descriptive survey method by incorporating both quantitative and qualitative approaches with giving more emphasis on quantitative as the leading method through close-ended questions. Quantitative approach was emphasized because investigating; the principal leadership style on teacher performances of general secondary schools could better be understood by

collecting large quantitative data, in a formal, structured and rigid manner. Furthermore, the qualitative approach was incorporated in the study with information gained from interview, document analysis and through open-ended questions and hence, it helps to validate and substantiate the quantitative data. Thus, the approach was preferred on the ground that the influences of school leadership styles were better perceived from the opinion survey of school Principals" and teaching staff.

3.3 Sources of Data

In order to investigate the principal leadership style and the teachers' performance both primary and secondary source of data were utilized. The secondary schools principals and teachers were chosen as at the basis of the nature of the study where principals have direct positive or negative influence upon teachers job performance and hence the researcher will easily investigate the influence through gathering firsthand information regarding the issue under the study.

3.3.1 Primary Source of Data

The secondary schools principals' and teachers chosen as primary sources of data by expecting that, they have better exposure, experience and firsthand information regarding the issue under the study. Questionnaires and interview were used to extract data from teachers and their principals.

3.3.2 Secondary sources of data

Document analysis has been done to analyze the job description of teachers, the records of delegation, selection of teachers for workshop, training, promotion and rewards. The existence of new instruction acquaints with teachers (like, General Education Quality Assurance Packages, Continuous professional development tools etc.) were analyzed.

3.4 The study site

The study sites are situated in Oromiya National Regional State; Adama city administration and East Shewa Zone. Adama has got six government secondary schools (9-10) and east Shewa Zonal administration on the other hand has 19 secondary schools.

3.5 Population

The determination of the population and sample size of school principals' and teachers' for this study is based on the statistical results obtained in both study sites on August 2015. According to the annual statistics report of Adama city administration there are six government secondary

schools which comprises (6 principals, 6 vice principals and 83 teachers'). Both teachers' and principals' number in all secondary government schools of Adama city Administration therefore give a sum total of 95. On the other hand there are 19 secondary schools in the east shewa zone comprising 19 school principals', 19 vice school principals, and 341 teachers; giving a sum total of 379. The research selected 13 secondary government schools from both administrative zones using convenient sampling method. The total population expected for this study therefore is 247 school principals' and teachers' coming from 13 government secondary (9-10) schools both in Adama City administration and in East Shewa zonal administration.

3.6 Sample Size and Sampling Techniques

In order to get relevant and authentic information about the leadership style of principals on teachers' job performance, respondents were selected by using simple random sampling technique. As mention above from a total number of 25 schools (13) government secondary schools grade (9-10) in both administrative zones 4 from Adama city administration and 9 from East Shewa zone have been selected to be included in the study. The purpose of selecting these 13 schools situated in the main towns of east shewa zone including Adama city was to minimize the error of sampling and to obtain at most similar result from respondents.

After selecting 13 government secondary schools, sample teachers were selected. The total numbers of teachers' in the sample schools were (243). To determine the sample size of teachers, simple random sampling technique, especially the lottery method was employed. Thus, out of (243) total population, 128 teachers were taken as a sample in the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done.

To represent equal proportion of sample teachers in each secondary school William (1997) formula has been utilized. Hence it was done by dividing the targeted sample teachers (128) with the total number of teachers in the sample secondary schools (234) and multiplied by total number of teachers' in each school:

Mathematically; $Ps = \frac{n}{N} \times (n_0 \text{ of teacher in each school})$

Where, Ps = Proportional allocation to size

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$n = \text{Total teachers' sample size (128)}$

$N = \text{Total number of teacher in the thirteen selected sample schools (243)}$

0.5267 was found to be a PS value

After this, the researcher has employed simple random sampling technique based on the assumption that it gives equal chances for the respondents to participate in the research, therefore, especially lottery method has been employed, to select the representative teachers in each school. The government secondary schools principals' were selected from the schools which were already included in the study. Moreover, the respondents are available in the study to get relevant and real information regarding to the issue under study. Accordingly, 128 teachers and 26 principals and vice principals were taken as a sample for this study.

For detail information on the list of respondents included in the study see Table 3.1 below;

Table 3.1- The summary of the population, sample size and sampling technique

S.N	Name of high school	Total number of principals & teachers		Sample size and percentage				Sampling technique
		Principals' and Vice principals'	Teachers	Principals		Teachers		All principals and vice principals' were included in the study. On the other hand all teachers included in the study were selected through simple random sampling technique especially using a lottery method.
				No	%	No	%	
1	Awash Melkasa	2	19	2	100	10	52.63	
2	Wonji Secondary	2	17	2	100	9	52.94	
3	Mojo secondary	2	17	1	50	9	52.94	
4	Dukem secondary	2	21	2	100	11	52.38	
5	Meki Secondary	2	16	2	100	8	50.00	
6	Batu secondary	2	17	2	100	10	58.82	
7	Adami Tulu secondary	2	17	2	100	10	58.82	
8	Wolenchity secondary	2	18	1	50	10	55.55	
9	Methahara Secondary	2	15	2	100	8	53.33	
10	Goro Secondary	2	22	1	50	12	54.54	
11	Adama secondary	2	19	2	100	10	52.63	
12	Adama Kutir hulet	2	17	2	100	10	58.82	
13	Burka Boku secondary	2	19	1	50	10	52.63	
	Total	26	234	22	85	128	54.70	

Source: ACAEO and ESZEO August 2015 statistical report

3.7 Instruments for data collection

In order to acquire the necessary information from participants, three types of data collecting instruments: questionnaire, interview and document analysis were used.

3.7.1 Questionnaire.

Closed ended questionnaire likert measurement types of questionnaires were employed to collect quantitative data from selected teachers. Data collection through questionnaire method was selected because it is convenient to conduct survey and to acquire necessary information from large number of study subjects with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers can read and understood the concepts that were incorporated in the questionnaires.

The questionnaires have two parts: The first part of the questionnaire describes the background information of respondents'; sex, academic qualification, field of specialization, teaching load per week, experience and responsibilities assumed. The second and the major part of the questionnaire are about possible effect of independent variables of principals' involvement of teachers in decision-making, communication to teachers and delegation of duties to teachers on dependent variables of teachers' performance in terms of lesson plans preparation, assessing of student achievement and involve in co-curricular activities by using closed ended question items. The closed ended items were prepared by using likert measurement scales. The values of the scales were between one and five points.

3.7.2 Interview

Semi-structured interview guide was used to gather in-depth qualitative data from (22) school principals and their vices. Interview method in general has greatest importance in getting in-depth inside out information. It also provides opportunity to observe non-verbal behavior of respondents and gives opportunities for clarifying misunderstandings. It also could be adjusted to meet many diverse situations (MoE, 1999, Mayring's, 2007). This in-depth interview was carried by the researcher to collect reliable data from respondents'.

3.7.3 Document Analysis

In addition to administering questionnaires and conducting semi-structured interview, document analysis was done to substantiate the information gathered by the questionnaire and interview. Documents like, Minutes of meeting, policy document, Job description records, communication books, letters posted on the notice board, records of letters from the record office to check whether delegations were done to subordinates. Additionally, document for selection of

subordinates for workshops, trainings, experience sharing visits, personal development, promotion and rewards were analyzed. Moreover, documents like like, General Education Quality Assurance Packages, and continuous professional development documents were cross chaked to validate whether the staff and principals have access to the documents.

3.8 Procedure of Data Collection

Before dispatching the questionnaire, two assistant data collectors were selected to gather data from the sample schools. The assistants were selected on the basis that they are familiar to the locations where the data is going to be selected and they also have acquired enough English languages to help respondents' if help is needed during filling the questionnaires. Their languages and familiarity of the research areas thought to facilitate the data collection process. Then, the questionnaire were dispatched and collected through these assigned data collectors. To make the data collection procedure smooth and make free from confusions, the data collectors were properly oriented on data collection procedures. A half day workshop was organized to data collectors to help them acquire adequate knowledge on the nature of the questionnaires' and its objectives. Additionally these data collectors were monitored and closely follow up by the researcher. Before the questionnaires' were distributed the researcher provided orientation for all respondents concerning the objective of the study and how the items would be answered. Then, questionnaires were dispatched to selected sample teachers. Side by side, the semi-structured interviews were conducted with school principals and vice principals by the researcher himself. The researcher had initial contact with the interview to explain the objective of the study. While conducting the interview, the researcher used only notes.

3.9 Method of Data Analysis

Descriptive survey was used to analyze the data collected through questionnaire. Descriptive research might simply report the percentage summary on a single variable over another (Towers 1992; Barry's; 1994). A uni-variant level analysis was done based on related frequencies tables', means and percentages obtained from frequencies tables. The data collected from teachers through closed ended items about their background information especially, their age, sex, academic qualification and subject of specialization, teaching load per week, experience and responsibilities were analyzed by using frequency tables, and percentages. Opinions collected from principals' using questionnaires in the form likert scale were analyzed using weighted means. Furthermore, questions related to principals' involvement of teachers' in decision-making

were combined to form one average index of principals' in decision-making which was categorized into: *greater involvement* represented by *democratic* leadership style, *moderate involvement* represented by *laissez-faire* style of leadership and *limited involvement* representing *autocratic* leadership style. The other two indices; Principals communication with teaching staff was categorized into (*regular* communication, *moderate* communication and *irregular* communication), and principals' delegation of duties to teachers were categorizing into (*frequent* delegation, *moderate* delegation and *less to no* delegation. Data collected by interview guides were analyzed by organizing it into patterns, categories and through description. Pearson's correlation statistics was used to check the relationship between the two variables. The cumulative indices for both variables (based on the responses given by participants) were calculated to measure this relationship. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further statistical significance.

3.10 Validity and Reliability Checks

In order to check the validity and reliability of the research instruments, the pre-test was done in Goro and wolenchity secondary schools where 29 teachers and 4 school principals were participated. An expert on the area of research has read though the questionnaires and made suggestions on the parts of the items.

After questionnaires were administered, in both schools, a filled out questionnaires were returned. The researcher carefully gone through responses in order to modify and edit some questionnaires which may show some defects if any. Accordingly, necessary modification on 9 items and complete removal and replacement of 6 items with appropriate ones were done.

3.11 Ethical Consideration

In the beginning of the study, the researcher went to the education offices of both zonal administrations with the letter of support which was prepared by Adama Science and Technology University School of Education science and Technology teachers Education Department of Psychology. The researcher briefly discussed about the objectives of the study with the officials of education offices. Both education offices (Adama City and East Shewa) wrote a support letters for respective woredas and schools selected to be included in the study.

The researcher and two data collectors contacted the woreda education offices and selected schools holding the support letter written by the zonal administration of Adama City and east shewa. Finally, the data collection processes were carried out after getting permission from the selected sample schools of Adama city and east Shewa zonal administrations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Data presentation and analysis

This chapter presents the analysis and interpretation of the data gathered by the instruments designed to collect data, questionnaire, and semi-structured interview and document analysis. The summary of the quantitative data has been presented by the use of tables that incorporates some other statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen, elaborate and triangulate the quantitative data. Hence the research design is descriptive type, the qualitative data is used to substantiate and triangulate the result obtained from the interpretation of the quantitative data.

As mentioned earlier, among various available data collecting instruments; questionnaire, semi-structured interview and document analysis were used to collect necessary information for this study. Thus a total of 128 questionnaires were distributed to 13 secondary school teachers. But properly filled and returned questionnaires were 122 (95.3%). The remaining 6 questionnaires were not included in the analysis; due to containing incomplete information and not responding as designed to respond but writing their feeling at the back page of the questionnaire. Among 22 interview respondents 20 (90.9%) have properly participated and gave necessary information on the issue under investigation. In general a total of (93.1%) of respondents were participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and is safe to analyze and interpret the data generated from the data collection tools.

Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, academic qualification, subject of specialization, service year (experience) teaching load per week and responsibilities assumed (Hakanen and others (2006). The researcher accordingly has summarized the demographic data of the respondents in the following table.

4.1 Demographic Data of the Respondents

The results of the respondent's personal background information are presented as follows.

Table 4.1 Teachers response on back ground information

Item	Question	Characteristics	Distribution	
			Frequency	Percentage
1	Sex	Male	83	68
		Female	39	32
		Total	122	100
2	Age	20-30 Years	49	40.2
		31-40 Years	46	37.7
		41-50 Years	21	17.2
		Above 50 years	6	4.9
		Total	122	100
3	Academic Qualification	Diploma	2	1.6
		BA/BSC	108	88.5
		MA/MSc	12	9.8
		Total	122	100
4	Field of Specialization	Natural Science	81	66.4
		Social Science	41	33.6
		Total	122	100
5	Teaching Load per Week	12-17 Period	14	11.5
		18-21 Period	73	59.8
		22-24 Period	30	24.6
		Above 24 Period	5	4.1
		Total	122	100
6	Experiences	1-8 Years	49	40.2
		9-17 Years	45	36.9
		18-25 Years	16	13.1
		26-34 Years	11	9.0
		Above 34 Years	1	.8
		Total	122	100
7	Responsibility	HRT	39	32
		HoD	26	21.3

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	CC and Unit leaders	22	18
	In and Sup	14	11.5
	CPD coordinators	13	10.7
	Others	8	6.6
	Total	122	100

Key for the abbreviation used in the above table;

HRT - Home Room Teachers,

In and Sup.- Inspection and supervision

CC - Club coordinators

CPD - Continuous Professional Development

HoD- Head of Department

CC - club coordinator

According to the information analyzed in Table 4.1 item 1, out of the total 122 teachers 83 (68%) are male and 39 (32%) are female. This may show that the male teachers' number is more than two fold of that of female teachers in government secondary schools under study. According item 2 analysis 49 (40.2%) of the total teachers participated in the research were within the age interval of 20-30 years old while 46(37.7%) were within the age interval of 31-40 years while 21(17.2%) were above within the age interval of 41-50 years old. The remaining few 6(6.9%) were above 50 years old. From this, it is possible to conclude that most teachers (77.9%) are below 40 years of age who could energetically participate within any additional assignment the school will delegate.

To analyze the academic qualifications of respondents, the responses were categorized in to three groups, diploma, BA/BSc degree and Master level degree. Table 4.1 item 3 depicts that 2(1.6%) hold diploma, 108 (88.5%) are first degree holders and the remaining 12(9.8%) hold master's degree. Master's degree holders are assigned in the positions either as school principals and/or inspection and supervision heads of the school. From this one can easily figure out that, an educational qualification of the majority of respondents (88.5%) is either BA or BSc degree. This complies with the guideline drawn by Ministry of Education (MoE, 2008), stating that at least first degree holders are supposed to teach in secondary schools of Ethiopia.

Item 4 above in Table 4.1 shows that teachers teaching Natural science (Mathematics, Chemistry, Biology, Physics, ICT & T.D and Sport science) were the majority 81 (66.4%) while teachers' teaching social science (History & Geography, Business & economics, and Languages) were only 41 (33.6) which is a most probable to comply with and show the 70/30 education policy of the nation where many students should have to be specialized in Natural sciences in preparatory level education.

Regarding respondents teaching load per week indicated in the above Table 4.1 item 5, 14 teachers (11.5%) are teaching 12-17 periods per week, and 73 teachers (59.8%) are teaching 18–21 periods per week, 30 teachers (24.6%) are teaching 22-24 periods per week and the remaining 5 teachers (4.1%) are teaching 24+ periods in a week. The findings in the table above depicts that majority of secondary high school teachers in these zonal administrations meet the normal requirement of teachers to teach in a week (18 and 24 lessons) which is higher and normal load distribution recommended by the Ministry of Education. Except 5 teachers (4.1%) of the total all teachers are neither over loaded nor under loaded and therefore their performance is expected to be high. But most of the principal who gave interview for this study stated that;

“...teaching load allocation is normally done by the principals in consultation with the deputy as well as the HoDs. Most of the principals said that teachers with 12-17 teaching load per week were teachers who are assumed different responsibilities like HoDs, HRT, unit leaders, club coordinators, CPD coordinators, and supervisors at school level...”

Years of teaching experience analyzed in the table above, item 6 indicated that out 122 teachers 49 (40.2%) of teachers have served for about 8 years and below, 45(36.9%) of respondents served for the years 9-17 years, 16 (13.1%) for 9-18 years, 13(10.7%) teachers taught for 18-25 years, 11(9%) taught for about 34 years and the remaining 1 teacher has served for more than 34 years as a teachers. This study showed that more than (40%) of teachers' have been teaching for less than or equals to 8 years which implied that serious supervision and support as well as coaching and mentoring should be in place to help these teachers overcome possible problems related to teaching methodology, classroom management, students' achievement assessment and recording marks. This also could imply that most teachers in government secondary schools have to get sufficient professional experience sharing from others. Good opportunity perceived in this study is that about (60%) of teacher have served in teaching profession for more than 8 years who are believed to acquire all possible teaching experience to transfer their experience to other teachers.

The analysis of item 7 in the above table indicated that 39 (32%) respondents are home room teachers and 26 (21.3%) of respondents are department heads. while, 22(18%) of respondents are committees in co-curricular clubs and Unit-leaders of respective schools. 14 teachers (11.5%) of

the respondents are working as inspectors and supervisors at school level and while 13 teachers (10.7%) were continuous professional development coordinators. The remaining 8(6.6%) were participating in Other responsibilities including women empowerment, guidance and counseling, School data base, five in one group and other related activities. CPD coordinators indicated that they have been participating in administrative work. This means that apart from teaching, teachers must have took part in other administrative responsibilities including fund raising, report writing, income generating activities, coordinating continuous development activities and the like. Few respondents reported that; they have been taking responsibility to introduce newly recruited teachers to others staff members so that they will adjust themselves to the school environment easily.

This usually was being done having order from principals' that implies that principals' are the one to give them additional responsibility. For many respondents this was not the case. They were not given any extra responsibility at all. The interview result of one of the vice principals' substantiates this idea as follows;

"...But, majority of teachers expect command from their principals, department heads or other concerned staff members to do their work properly. The respondent indicated there is low initiation of teachers in performing their task without external pressure. Therefore, it is possible to conclude that although teachers indicated their agreement regarding to their responsibility, they did not implement it effectively expecting external injections from their principals'. This in turn implies that low initiation among secondary school teachers of the study area; which reduces their involvement in various school issues as well as their efforts in improving achievements of students..."

4.2 Leadership styles practiced

After having analysis of demographic information of respondents, the next duty of the researcher was continuing descriptive analysis of subsequent opinions. This analysis was done primarily dealing with the questions prepared and presented to analyze leadership styles in practice within the schools under study.

For the sake of analysis, the researcher organized the opinions of the respondents as follows to relate their responses with type of leadership they are referring. Accordingly, strongly disagree

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and disagree were analyzed to represent *disagree* and is represented with *autocratic* leadership style. Similarly, *neither agree nor disagree* is analyzed to refer a *laissez-faire* style of leadership. In the same way agree and strongly agree were combined to mean *agree* which is analyzed to refer *democratic* leadership style. To this effect, the researcher asked respondents to give their opinions on the questionnaires whether their principals involve them in decision making processes of the school administration. The results of opinions generated from respondents' through administering questionnaires are presented in Table 4.2 below.

Table 4.2: Distribution of Respondents opinion on teachers' involvement in during decision-making process

making process

Items presented in principals' Decision-making process		Responses				
		Agree		Neither agree nor disagree	Disagree	Total
1	My Principals consider teachers' suggestions and thoughts in any decision making process including teachers suggestion for training and development	F	77	24	21	122
		%	63	20	17	100%
2	My principals consider my views and thoughts as valuable in final decision making meetings of school administration	F	65	32	25	122
		%	53.3	26.2	25.5	100%
3	My principals consults me whenever he/she wants to pass final resolution	F	57	43	22	122
		%	46.7	35.2	18.1	100%
4	My principals allow me to demonstrate high degree of innovation, initiation and creativity in decision making process of the school	F	61	33	28	122
		%	50	27	23	100%
5	My principals encourages co-operation among the teaching staff during decision-making process of the school	F	70	19	33	122
		%	57.4	15.6	27	100%
6	My principals are comfortable with my suggestions Of staff promotion in staff meetings	F	32	31	59	122
		%	26.2	24.4	48.4	100%

The analysis of teachers involvement in decision making process, Table 4.3 above, item 1 revealed that 77 (63%) of the respondents' reported that their principals considered their suggestion and thoughts in decision making process while 24 (20%) of the respondents fairly agreed in their opinions. This left the minority 21 (17%) of the respondents do not agree on the question. This means that majority of respondents' 77(63%) of secondary school teachers' thoughts and suggestions were being considered in decision making process carried out by the school administration. This gives clue about *democratic leadership* style is being practiced. Okoye (1997) viewed that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the

attractiveness of the organization climate and for good performance. Ndu and Anogbo (2007) stated that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and loyalty to the school.

Item 2 in the table above explored the opinions of the respondents whether their views in meetings were considered in the final decision making of the school administration. 25 (20.5%) of respondents' disagree that their views in meetings are not being considered in the final decision of the school administration. This also depicted that some the schools principals' under the study area are practicing an *autocratic leadership* style which does not consider views of the followers during passing final decisions. The other 32 (26.2%) respondents' were fairly in agreement with the question, which is an indication of a *laissez-faire* type of leadership style being practiced in their respective schools. The implication is that the leader does not worry about the subordinates, for he/she gives them all the freedom needed to perform any task given. Slightly greater than half of the respondents 65 (53.3%) opinions were in agreement with the fact that their views in meetings are considered in final decision making of the school administration.

Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. Leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. This implies that the majority of the principals in the study area have been practicing democratic leadership style which takes into consideration the views of the subordinates for the smooth running of the institutions. However, there are few principals as showed by (20.5%) of the respondents who do not consider the views of their teachers in final decision-making of the school administration which implies that an *autocratic* style of leadership which does not consider subordinates views for proper running of the institutions is being practiced.

The analysis of item 3 depicted that the respondents' opinions on whether they often consulted by principals on issues that the administrators want to make decision. The result in Table 4.2 showed that 22 (18.1%) of the respondents' opinions were disagreement that they were not consulted whenever their principals want to pass final resolutions in the school meetings. But 43 (35.2%)

respondents' fairly agree. while 57 (46.7%) of respondents reported their agreement in their opinions. This clearly shows that the majority 57 (46.7%) of teachers in the study were consulted by their principals whenever they pass final resolutions in meetings. This means that most of the principals in the study area are practicing democratic type of leadership style, where principals' are consult teachers before passing any final resolutions. This motivates teachers to perform to the best of their abilities in order to achieve the goals they themselves ratified in meetings.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). However, there were some principals (35.2%) practiced *Laissez-fair* style of leadership which implies that teachers were fairly in meetings before passing the final resolutions. The conclusion is this regard could be there are certain issues a principal has to pass without consulting teachers.

When item 4 explored; on the questions whether their principals allow teachers high degree to demonstrate innovativeness, initiation and creativity during the decision making process of the school, 61 (50%) of respondents' opinions were in agreement that their principals allow them to demonstrate innovativeness and creativity during decision making process of the school while 33 (27%) of respondents' opinion were fairly agreed with the question. However, 28 (23%) of respondents were in disagreement with the view that their principals encourage them to demonstrate innovativeness and creativity during decision making process of the school. This clearly shows that half 61(50%) of the secondary school teachers in in the study area are encouraged by their principals to be creative and innovative during decision making process in the schools. This will give ground to conclude that this type of principals demonstrate *democratic* leadership style because they thought that creative and innovative teachers would bring about new ideas that are needed to achieve school goals and objectives.

Item 5 was asked to find out whether principals encourage cooperation among the teaching staff during decision making process of the school. The information in Table 4.3 showed that more

than half 70(57.4%) respondents were in agreement that their principals encourage cooperation among the teaching staff during decision making process of the school. while 33(27%) of respondents' were in disagreement with the question that their principals encourage cooperation during staff meetings. The remaining 19 (15%) of respondents fairly agree in their opinions. This clearly indicates that more than half (57%) of the secondary schools teachers in study areas are encouraged by their principals to have cooperation during the decision making process of the schools. "Two heads are better than one". This means that when two or more people sit and try to solve a problem together, they are able to make better decisions than one person. Oduro, (2004) maintains that "problem-solving is impossible with a single person's wisdom". Such principals who encourage cooperation among teaching staff are *democratic* in personality. They know very well that teachers cannot perform to their expectation unless cooperated in school aspects like decision making process.

Item 6 established whether principals were comfortable with the suggestions teachers made for promotion in staff meetings. The result in Table 4.3 indicated that the 59 (48.4%) of the respondents' disagree on the issue that principals are comfortable with the decisions teachers make in the staff meetings while 31 (24.4%) respondents fairly agreed in their opinions. However, 32 (26.2%) respondents' were in agreement that their principals were comfortable with the decisions they pass in staff meetings. This shows that more (48%) of secondary government schools principals were uncomfortable with the suggestions of teachers while passing decision for staff promotion. Therefore, the majority of secondary schools principals are uncomfortable to the views of teachers for staff promotion in meetings which implies that an autocratic type of leadership style is being practiced by the secondary school principals in the study area that allows no exchange of views and ideas without any one feeling uncomfortable with other people's views. Feeling uncomfortable in views of one another would lead to poor performance among the teaching staff. Ezeuwa (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

"...during interview with school principals they were asked how and when they involve their teachers in decision making of the schools; almost all principals' responded saying that they organize staff meetings in which teachers participate in decision-

making, in setting meeting agenda, and when exchange of ideas are needed in views of how to run the school. This indicated that most of the principals practiced democratic style of leadership where principals were attempting to promote unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their performance... ”

The researcher went to establish the respondents' opinion on how their principals communicate to teachers. On this note, the respondents gave their opinions and the results indicated in Table 4.4

Table 4.3: Distribution of Respondents opinion to evaluate principals communicate to teachers

No	Items Means of Communication	Fre. & %	Responses			
			Agree	Neither Agree nor disagree	Disagree	Total
1	My principals sends memos	F	45	39	38	122
		%	37	32	31	100%
2	My principals makes Telephones calls	F	51	26	45	122
		%	41.8	21.3	36.9	100%
3	My principals organizes meeting	F	73	20	29	122
		%	59.8	16.4	23.8	100%
4	My principals writes a note	F	63	22	37	122
		%	52	18	30	100%
5	My principals use other means of technologies (Email, internet, Facebook...) to communicate with teachers	F	64	38	20	122
		%	52.5	31.1	16.4	100

When analyzing item 1 in Table 4.3 the majority 45 (37%) of the respondents' reported that their principals send them memos when they want to communicate to them while 38 (31%) of of themm disagreed in their opinions. The remaining 39 (32%) of the respondents fairly agreed that their principals send memos to them when they want to pass any communication to them. This means that 37% of the secondary school teachers in the study area were communicated by their principals through memos. Supported by House (1968), Yukule, (1998), and Cox, (2002) path-goal theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. This possibly revealed that in some of the secondary schools of Adama city and east shewa zonal administrations a *democratic* type of leadership style is being practiced by principals and they found this means of communication easy to pass information to teachers through memos.

Item 2 was administered to examine the respondents' opinions on principals make telephone calls when they want to talk to teachers. The analysis in the table above indicated that 26(21.3%) of respondents fairly agreed to the asked question. while 45 (36.9%) of respondents disagreed with the view that their principals make telephone calls when they want to communicate to them. But slightly greater number of respondents 51 (41.8%) of the respondents agreed that principals make telephone calls when they want to talk to them. This implied that about 42% of the secondary school teachers in study areas were communicated by their principals through telephone calls. Oxford (2005) stated that communication is a process of passing on information from one person to another. He recommended that means of communication which could save time as better means to achieve set goals in time. In this case principals were using telephone calls because it is quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. This characterizes that proper communication to teaching staff by principals and in turn implies that principals' were practicing a democratic type of leadership style. It seems that, if well practiced continuously and at all levels it could yield high teacher of performance. If teachers were informed ahead of time what to do they will perform better in their responsibilities.

Item 3 further investigated the respondents' opinion on whether principals organize meetings when they want to talk to teachers or not. The result in Table 4.3 indicated 73 (59.8%) of the respondents agreed that their principals organize meetings when they want to communicate to them while 29 (23.8%) of respondents disagreed with the view. This left 22 (18%) of respondents fairly agreeing in their opinions. This shows that (60%) of the secondary school teachers in the study area are communicated to by their principals through meetings. Armstrong (2003) further notes that, the more open, the culture is, the more open communication is likely to be revealed to the subordinates which enhance teacher performance. This indicated principals' in the study area use democratic style of leadership where staff meetings are organized for teachers to exchange their views with their superiors. It is through such meetings that teacher performance is enhanced.

Item 4 further investigated the respondents' opinions on whether principals write a note in the staff notice board when they want to talk to teachers. Accordingly 37 (30%) of respondents

disagreed with the view that principals write note on the staff notice board when they want to communicate to them while 22 (18%) of respondents fairly agreed in their opinions to the asked question. This slightly more than half of the respondents (52%) opinions in agreement that their principals write note in the staff notice board when they want to talk to them. This indicates that more than half of secondary school teachers in study areas were communicated to by their principals through attaching note on the staff notice boards. According to Miller (1998), communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. This is because staff notice boards are open and accessible to every teacher to get information.

"...When principals were asked on how they communicate to their teachers, they responded that they organize meetings through which they talk to the teachers. Others replied that they communicate to teachers through telephone calls, memos and passing information through other teachers. The researcher therefore noted that a principal who communicate freely to the teaching staff through meetings, memos and telephone calls showed democratic leadership style and such communications motivate, encourage and give information needed for teachers to execute their duties and responsibilities well. On the other hand, a principal who did not communicate to teachers showed autocratic leadership style and de-motivated, discouraged and impeded teachers' performance because they are not availed with information in time to do what is expected of them. However, a principal who did not mind to communicate nor to take seriousness in providing information to teachers, practiced laissez-faire leadership style and this usually makes teachers lazy to perform what is expected of them..."

Mullins (1993) identified that delegation of authority as 'the authorization to undertake activities that would otherwise be carried out by someone in a more senior position'. Cole (1996) describes it as a process whereby a leader or a senior officer cedes or entrusts some of his authority to subordinates or team mates to perform certain tasks or duties on his behalf. They however warned that the manager or the senior officer remains accountable for those tasks or duties to his own superior officers.

The researcher went to explore the respondents' opinions on the questions asked whether principals' delegate duties to their teachers or not. The results in Table 4.4 indicated below.

Table 4.4: Distribution of Respondents opinion on whether principals delegated duties to teachers

S/N	Items presented on delegation	Frequ. And %	Responses			
			Agree	NaNd	Disagree	Total
1	My principal delegate me when he is out	F	69	22	31	122
		%	56.6	18	25.4	100%
2	My principals direct me how to perform delegated duties	F	67	33	22	122
		%	55	27	18	100%
3	My principals guide me how to perform delegated duties	F	65	31	26	122
		%	53.3	25.4	21.3	100%
4	My principals supervise me on duties I am delegated	F	68	29	25	122
		%	55.7	23.8	20.5	100%
5	My school principals reinforce me on the duties I am delegated	F	54	25	43	122
		%	44.3	20.5	35.2	100%
6	My principals' delegate me of duties I have Knowledge	F	63	30	29	122
		%	51.6	24.6	23.8	100%
7	My principals delegate me of duties I am skilled at	F	72	17	33	122
		%	59	14	24	100%
8	My principals delegates me on duties that I am talented at	F	59	28	35	122
		%	48.3	23	28.7	100%

As it is viewed in Table 4.5 item 1 above, significant number 69 (56.6%) of respondents' opinion was in agreement with the view that they are being delegated duties by school principals when needed. On the other hand, 31 (25.4%) of respondents' disagree with the view that they are delegated duties by the school administrators. The remaining 22 (18%) of respondents fairly agree in their opinions. This means that above half (56.6%) of the secondary school teachers in study areas were delegated duties by their school administrators implying that a democratic style of leadership has been practiced by principals. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization. Thus, once concluded that Proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance (Hannagan 2002).

Item 2 establishes opinions of respondents' on whether teachers are directed by the school principals on how to perform the delegated duties or not. Results in Table 4.4 reveal that 67 (55%) of the respondents agreed that they are directed by school principals on duties delegated to them. On the other hand, 33 (27%) respondents fairly agreed in their opinions. The remaining 22 (18%) respondents disagree in their view that they are directed by school principals on duties delegated to them. Based on this finding the researcher noted that more than half (55%) of the secondary school teachers in this zonal administrations were directed by their school principals on duties delegated to them. Lussier & Achua (2001), stated that the leader should be both high directive (structure) and high supportive in setting high expectations for work improvement and rewards for subordinates when the expectations are met. This would lead to conclude that Proper direction by principals to subordinates is a character of democratic leadership style and if it is practiced properly and continuously teachers' performance will be enhanced.

When analyzing item 3 about respondents' opinions on whether they are guided by school principals on how to perform the delegated duties to them or not, 65 (53.3%) of the respondents agreed in their opinions that they are guided by school principals on duties delegated to them while 26 (21.3%) respondents' opinions were in disagreement with the view. The remaining 31 (25.4%) respondents' in their opinions fairly agree to the asked question. This implied that similarly above half of (54.1%) secondary school teachers in the study area were guided by school principals on duties delegated to them. This leads to conclude that guidance of subordinates by their superiors on what to do is an element found in democratic style of leadership. The researcher discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in performing what has been given to them.

According, to information obtained from item 4 to assess whether principals supervise them on the delegated duties or not, 68 about (56%) of the respondents agreed in their opinions that they are supervised by principals on the delegated duties while 25 (20.5%) of respondents opinions were in disagreement with the view. The remaining 29 (23.8%) of respondents fairly agree in their opinions to the asked question. This shows that more than half (68 or 55.7%) of teachers in secondary schools of the two zonal administration were supervised by their principals on the delegated duties. McNamara (1999) identified that for the delegated task to be done well, the supervisor and the subordinate must agree on when the job is to be finished. It can be noticed

from this information that great deal of principals in selected secondary schools in the study area are practicing democratic leadership by showing proper supervision of subordinates, which is an element embodied in democratic leadership style and hence, supervision of the delegated duties make teachers committed, hardworking, effective and efficient in their work.

Item 5 was administered to find out the respondents' opinions on whether they are rewarded and reinforced by principals for the duties delegated to them or not. Results in Table 4.4 indicate that 54 (44.3%) of respondents gave their opinions in agreement that they are reinforced by their principals for the duties delegated to them. On the other hand, 43 (35.2%) of respondents' opinions were in disagreement with the view that they were reinforced by principals for duties delegated to them. The remaining 25 (20.5%) of respondents' fairly were agree in their opinions to the asked question. It showed that less half (44.3%) of the secondary school teachers in the study area were reinforced by their school principals for the duties delegated to them. Principals who reinforce their teachers in monetary terms, promotion, and verbal appreciation for any duty delegated were referred to be democratic in nature. Such rewards motivate teachers, make them committed and hardworking thereby enhancing their performance.

When item 6 was analyzed to understand respondents' opinions on whether they are being delegated on duties they have knowledgeable, 63 (51.6%) of respondents agreed that their principals delegate them duties they have sufficient knowledge. However, 29 (23.8%) of respondents' opinions were in disagreement with the view and the remaining 30 (24.6%) of respondents were fairly agree in their opinions to this question. Based on this finding it could fair to say that more than half (63 or 51.6%) of the secondary school teachers in the study area were delegated on duties on which they have sufficient knowledge. Delegation of duties based on teachers' knowledge enhances their performance and makes their work easy. This is highly supported by House (1968), Yukul (1998) and Cox (2002) of path-goal theory stating that, for the proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience they acquire.

The researcher further examined the respondents' opinions on whether they are delegated duties they are skilled at. Results in Table 4.4 reveal that 72 (59%) of respondents opinions were in agreement that their principals delegate them duties they are skilled, while 17 (14%) of

respondents fairly agreed in their opinions to this question. The remaining 33 (27%) respondents' disagree that they were delegated duties they are skilled at. This indicates that most (72 or 59%) of the secondary school teachers in study area were delegated duties on which they are skilled at. This is a chrematistic behavior of a democratic leadership style that takes into account about the skills one has before any task is given. The skills embodied in teachers' through training enables them to be very confident and stable in their responsibilities thus enhancing their performance. However, there were some principals who were autocratic in nature hence they were assigning duties to teachers irrespective of skills they have which was revealed by (24%) of secondary school teachers in the study area.

The final item (8) administered in Table 4.4 was to assess teachers opinion on whether they were delegated on duties they are talented. Significant number of respondents 59 (48.3%) gave their opinions in agreement with the view that, their principals delegate them duties they are talented at, while 35 (28.7%) of respondents were disagreeing in their opinions to the asked question. Ther remaining 28 (23%) fairly agree to this question. This shows that about half of respondents' (48.3%) of the secondary school teachers in the study area were delegated duties at which they are talented which in turn implies that teacher job performance of teachers in the study area is being enhanced because talent add efficiency and speed up work performed.

“...According to the findings of interview with principals on what criteria do principals follow when delegating duties to the teachers, principals responded that some duties are delegated to teachers based on knowledge, skills and subject specialization of the teachers’.principals said that for one to be a head of chemistry department must be skilled and knowledgeable in chemistry. Most of the principals said that some duties are delegated depending on the talents of the teachers; for example teachers talented in painting are assigned tasks in pedagogy in order to prepare teaching aids. However, some principals said that they delegate duties to teachers with experience, seniority and those who are committed to work. This was because teachers with skills, knowledge, experience and commitment perform well on duties delegated to them than teachers without such qualities”

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The summary of the overall distribution of respondents' opinion on teachers' involvement in decision making, means of communication principals' used and delegation of duties to teachers is shown below in table 4.5 below.

Table 4.5: Summary of teachers' involvement in decision-making means communication, and delegation of duties.

Question on independent Variables	Average respondents' opinion in favor of				Total
	Frequency & percentage	Agree	Neither agree nor disagree	Disagree	
Teachers' involvement in decision-making	Frequency	68	34	20	122
	%	56	28	16	100%
Means of Communication To Teachers'	Frequency	73	32	17	122
	%	60	26	14	100%
Delegation of duties to teachers'	Frequency	75	29	18	122
	%	61	24	15	100%

According the overall distribution of respondents' opinion on teachers' involvement in decision making 68 (56%) of respondents agree that their principals' were participating them in decision making process followed by 34 (28%) of the respondents fairly agree on the view that their principals' involve them in decision making process of their respective school. The remaining 20 (16%) of respondents reported disagree in their opinion. This is to mean that their principals were not involving them in decision making processes of the school. This implies that significant amount 68(56%) of the secondary school teachers in the study area were involved in decision making processes of their respective schools. This in turn shows that many secondary school principals in Adama and east shewa zonal administrations are practicing democratic leadership style which allows subordinates (teachers) to participate in decision making. Despite of this, a considerable number 34 (28%) of the respondents fairly agreed in their opinions, meaning that there are some secondary school principals who practiced Laissez-faire leadership style. Therefore, as far as teachers involvement in decision making is concerned, democratic followed by laissez-faire styles of leadership have fairly affected teacher performance in secondary schools in the study area.

Concerning means of communication principals hold to the teaching staff, the overall results in Table 4.6 reveals that 73(60%) respondents were in agreement that their principals communicate

to them while 32 (26%) were fairly agreed on the view that their principals communicate to them. On other hand, 17 (14%) of respondents were disagree in their opinions on the asked question. This means that more than half (60%) of the secondary school teachers in study area had communicated by their principals. This shows that a considerable number of secondary school principals in the study area practice democratic leadership style as communication being crucial function of democratic leadership style, which to mean that proper communication of supervisors to subordinates' (teachers') is a characteristic feature embodied in democratic style of leadership. In this regard Heenan and Bennis, (1999) stated that, the leader as much as possible should attempts to make each individual feel he/she is an important member of the institution he/she belongs to. Communication is multidirectional process where ideas are exchanged between employees and the leader and if a leader maintains this type of leadership style, a high degree of staff morale is always enhanced (Mba, 2004).

When analyzing whether principals delegate duties to teachers, the overall results in Table 4.6 indicated that 75 (61%) of respondents were in agreement in their opinions that teachers' were being delegated on respective duties while 29 (24%) of respondents were fairly agreed on the view that they are delegated duties by their head teachers. But the remaining few 18 (15%) of respondents disagreed that, their principals were not delegated duties to them. This indicate that above half (61%) of principals' in the study area were being delegated duties by their respective principals. This means that democratic leadership styles are being practiced in the study area.

4.3 Teachers Job performance

Teacher' performance was described in terms of duties performed by teachers both inside and outside the classroom with interest and morale. Inside duties include; preparation for classes, guiding the learning process of students, checking students' progress and setting good example for students while outside duties were identified as helping students to get involved in co-curricular activities including staging drama, anti-HIV/AID and red cross movement, environmental protection, and fieldwork football, volleyball and the like Adepoju (1996), Hornby (2000).

For the purpose of analysis, the questions asked to get teachers' opinion about their performance, very rarely and rarely were combined to form an index of *rarely* which indicated *low performance* which is ranged from (0-49%) while, *Neither rarely nor regularly* indicate *moderate/fair performance* which ranged from (50-70%) and regularly and very regularly were

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combined to form an index of *regularly* which indicated *high performance* which ranged from (71-100%).

To this effect, the researcher went to establish the way teachers make lesson plan preparations and their responses are indicated in Table 4.8.

Table 4.7: Teachers 'responses on lesson plan preparation

S/N	Lesson plan preparation among teachers	Responses					
		Regularly		Neither rarely nor regularly		Rarely	
		F	%	F	%	F	%
1	I use internet lab when preparing lesson plans	67	54.9	21	17.2	34	27.9
2	Make arrangements of work for the lesson to be taught	81	66.4	23	18.8	18	14.8
3	I make plans for the lesson to be taught	94	77.0	15	12.3	13	10.7
4	I always come with lesson plans to class	67	54.9	32	26.2	23	18.9
5	I make record of contents covered and not covered	90	73.8	17	13.9	15	12.3

While analyzing whether teachers use internet lab when preparing their lesson plans or not, the results in table 4.8 item one indicate that 67 (54.9%) respondents were regularly used internet lab when preparing lesson plans but 34(27.9%) rarely used internet lab for lesson plan revision. The remaining 21 (17.2%) of respondents were fairly used internet lab. This means that above half (54.7%) of secondary teachers in in the study area were using internet lab for lesson plan preparation. Setting other things neutral, the result of showed that there is sign of good performance among teachers of the schools under study because it implies that teachers would get proper content/matter of lesson to teach their students.

“...This was truly supported by principals when asked whether their teachers’ use internet lab during lesson preparations. Majority of the seventeen (17) principals responded that their schools have established internet lab where both teachers and students will use the center as a place where they will develop their capacity. ”

Item 2 in the table above was administered to ask teachers whether they make arrangements of work for the lesson to be taught revealed that majority 81 (66.4%) of respondent were Regularly making arrangements of work for the lesson they are assigned to teach, while, 23 (18.8%) of respondents fairly agreed in making schemes of lesson. The remaining 18(14.8%) were rarely making schemes of work for the lesson. The above finding implies that majority (66.4%) of secondary school teachers in the study area were making schemes of work during lesson plan

preparations. This is the implication of good performance hence when teachers' are scheming their lessons properly it guides the teacher to logically follow the order of teaching without skipping some topics. Scheming further ensures that the syllabi are completed in time and complying the plan of academic year.

“...Interviews conducted with principals on issue how teachers' are getting prepared for lessons indicated that secondary school teachers in the study areas are given scheme books/teachers' guide prepared on each subject which is helping them to scheme every term in the subject. They further stated that to ensure that, scheme books and papers were checked and signed primarily by department heads and/or vice director of school and approved by principals. This was approved not all but in some schools when the researcher was checking documents of each school. Department heads and vice principals are also in charge of supervising the coverage of contents taught and completion of syllabus. This further has helped to ensure hard working and commitment on the side of teachers which in turn has led to good performance...”

Item 3 similarly was administered to check whether teachers were producing lesson plans for the subjects they are assigned to teach. 94(77) of respondents reported that they were regularly making plans for the lessons they are assigned to teach while, 15(12.3%) of the respondents reported that they fairly produce lesson plan. The remaining 13(10.3%) of respondents reported that they rarely make plan for the lesson to be taught. The finding showed that majority (77%) of the teachers in secondary schools of Adama city and east Shewa Zonal administrations are making lesson plans for the lessons to be taught. This has a positive effect on job performance because planning teaching process before it was perfumed makes teachers get organized, ready and prepared to teach. Secondly it is a professional demand for teachers to prepare lessons plans before teaching. The researcher, however, discovered that teachers responded positively on this question because it is against teachers' professional ethics to teach without a lesson plan. This was further confirmed by the interview finding with principals'.

“...The result of semi structured interview conducted with principals on whether teachers produce lesson plans for the subjects they are teaching revealed that majority of teachers under their supervision rarely make lesson plans. They further explained that government schools do not have sufficient money to purchase utilities including white sheet of papers, carbon papers and the like which will be used to produce weekly, monthly and yearly lesson plans.”

For the question asked whether teachers come to class with lesson plans, above half 67(54.9%) of respondents participated in this research reported that they are regularly coming to class with their respective lesson plans, and 32 (26.2) respondent were responded undecided to this question while 23(18.9%) of respondents reported that the rarely come with their lesson plans to class. At this point specific question “Always teachers come with lesson plans” in to their class was separately analyzed which gave; 37 (30.3%) of respondents were regularly marking record of lesson taught. In the visit to class check (two observations), observed teachers in their respective classes were found without lesson plans in classes they were teaching. This was contrary to (54.9%) of the respondents who indicated that teachers came with lesson plans in to class. Based on the above responses it is thus, fair to conclude that the majority of the teachers in secondary schools of the study area were not producing lesson plans adequately.

While analyzing item 5 in the table 4.5 above; significant amount 90 (73.8%) of respondents reported that they regularly were making records of lesson taught while, 17 (13.9%) respondents on the other hand said they fairly made record of lesson taught. The remaining 15 (12.3%) of respondents reported that they are rarely making record of lesson they are teaching. This finding has implication to teacher performance because making record of work for lesson taught and not taught helps a teacher to discover topics taught and not taught to complete the topics and syllabi assigned to cover in a given time with in the academic year thereby ensuring good performance.

“...the responses of interviews found from principals revealed that teachers make records of work for lessons taught and not taught for recording purposes and supervision of teachers whether they have been teaching or not. This has helped principals to find out contents completion of syllabus performing and non performing teachers. The non performing teachers are then directed, guided and motivated to perform well. ...”

For the questions administered to investigate whether teachers are properly assessing their students' in their respective school were analyzed in the following Table 4.7.

Table 4.8: Teachers' responses on how they assess the students

Assessing students by teachers	Responses					
	Regularly		Neither rarely nor regularly		Rarely	
	F	%	F	%	F	%

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I give tests to my students monthly	67	54.9	37	30.3	18	14.8
I give home work to my students every day	70	57.4	27	22.1	25	20.5
I give examinations to my students based on the plan of respective school	78	63.9	23	18.9	21	17.2
I give exercises to my students every day	67	53.3	37	30.3	20	16.4

According to the finding in the Table above for item 1, 67(54.9%) of respondents reported that they are regularly giving tests in a monthly basis while 18 (14.8%) of respondents answered they rarely gave tests to their students. The remaining 37 (30.3%) of the respondents were neither rarely nor regularly give test to students. This means that above half (124 or 72.9%) of the secondary school teachers in study areas were giving tests in a monthly basis to assess achievements of their students. In teaching-learning process giving tests to students has a significant implication to job performance. Based on this analysis the teachers in the study area are in position to identify the abilities of different students. For academic professionals, assessing through giving tests is believed to enable teachers' to arrange extra teaching schedule for weak and medium students. Interestingly the following result was obtained from the semi-guided interview held with school principals'

"...principals interviewed whether teachers give tests to students in a monthly basis, one principal said that assessing students through tests is regularly done in his respective secondary school. This has helped students to read harder thus improving their performance. To this effect, the researcher discovered that regularly giving tests could help teachers to grade and stream students for proper guidance and teaching. It also would help teachers to identify students learning abilities (fast, medium and lower). And this certainly could enhance teacher performance."

As shown in the table above for item 2, the analysis indicated that 70(54.9%) of the respondents are regularly giving home work at daily basis. While, 27(22.1%) of respondent were fairly giving home work to their students. The remaining 25 (20.5%) were rarely giving home work to students. This means that above half (54.9%) of the secondary school teachers in study areas reported that they were giving home work to their students in a daily basis. This has positive effect on performance of students. Regular giving of homework to students means students are

ever busy after school hours which would help them to do further readings and explore more on the subject matter. The researcher believes that when teachers give homework to students, in turn they are extending their teaching roles to helping students which will help them to revise and be busy after classes.

“...the interview result with majority of school principals confirmed that, their respective teachers' were giving regular homework at least at within two days interval to enhance students' achievement.”

The result of item 3 in the above table 4.7 showed that that 78 (63.9%) of respondents reported that they are regularly giving examination to students based on the school academic plan. While 23(18.9%) of respondents fairly give examination to students. This left only 21 (17.2%) respondents reported that they rarely give examination to students. The result showed that most of secondary school teachers (63.9%) in the study area were giving examinations to their students regularly. This is believed to help teacher to screen students based on their achievements according to their intelligence and abilities, which indirectly is used as instrument to evaluate teachers' performance. Consecutive administrations of test for students help teachers' to promote able students' from one class to another.

“...Interviews conducted with principals on how teachers assess students, revealed that teachers usually give term examinations that help to assess the progress of the learners in secondary schools in in the study area.”

The researcher further discovered that, while analyzing important documents and files of schools, in addition to the government policy of promotion, the school principals and teachers in secondary schools under study have set some criteria to assess students through examinations and set additional points with if condition saying “if a student fails in three subjects and his average achievement is....., if a student fails in two subjects and his average achievement is....and the like...” to determine their promotion from grade to grade.

The result of Item 4 indicated that 65 (53.3%) respondents were regularly giving exercise to their students regularly. While, 37 (30.3%) fairly gave exercise to the students and the remaining 20 (16.4%) of respondents were rarely give exercise to students. This means that more than half (53.3%) of the secondary school teachers in study area have been giving exercises to their respective students which was taken as one of the means during assessment students achievement.

This would lead one to conclude that the schools are experiencing good performance which in turn will be evaluated by the achievements of students. In general the results of this specific showed that teachers are competent at maintenance of students' abilities through exercise supported which by 65(53.3%) of the respondents. Indirectly the result obtained from this item revealed that teachers in the study are competing to their higher level of performance which is being observed on the results of students they are teaching.

The researcher continued investigating teachers' involvement in the co-curricular activities of their respective schools and their responses are analyzed in Table 4.8 below.

Table 4.8: Teachers' responses about involvement in co-curricular activities of the school

Items		Responses					
		Regularly		Neither Regu. Nor Rarely		Rarely	
		F	%	F	%	F	%
1	I encourage students to participate in different clubs	55	45.1	41	33.6	26	21.3
2	I participate in football competition of my school	74	60.7	39	32	9	7.3
3	I mobilize students to participate in any school completion	61	50	40	32.8	32	26.2
4	I mobilize students to participate in environmental protection club for gardening activities	60	49.2	39	32	23	18.8
5	I mobilize students to question and answer event organized by the school	68	55.7	24	19.7	30	24.6
6	I participate in any co-curricular activity assigned by the school	87	71.3	28	23	7	5.7
7	I participate in Anti-HIV/AIDS and red cross club	49	40.1	34	27.9	39	32
8	I encourage students to use library and laboratory	76	62.3	26	21.3	20	16.4

According to Table 4.8 above Item 1, less than have 55(45.1%) of respondents reported that they were regularly encouraging students to participate in different clubs of their respective school while 41(33.6%) of respondents reported that they were fairly involved in encouraging students. The remaining 26 (21.3%) of respondents reported that they were rarely encouraging students to participate in the clubs of the school. This shows that (45.1%) of the secondary school teachers in study areas were regularly involved encouraging students. This has a positive educational implication for students' in developing both cognitive and psychomotor domain of students.

Based on above table 4.8 Item 2 responses from respondents, 74(60.7%) of participants reported that they are participating in the football completions organized by the school while 39(32.0%) were fairly participated in the football completion organized. The remaining few 9(7.3%)

responded they are rarely participated in the football completion. Majority of teachers (60.7%) were being participated in completions organized. The reason for this could be, many teachers in the schools under study were with the age level of less than 30 who have interest and are talented in football and yet some principals motivate teachers who participate in football competitions by giving them some allowances. The implications of organizing competitions is that sport activities make both teachers and students physically fit, relieves them from repetitiveness and tediousness of classroom work and open up fitness and intelligence.

Item 3 results indicated that 61 (50.0%) of respondents expressed that they are regularly mobilizing students to participate in the exiting clubs where they are interested and talented while 40(32.8%) of respondents said that they are fairly mobilizing students. The remaining 32(26.2%) said that they are almost not taking part in mobilizing students to participate in clubs. As indicated above significant number of teachers reported that they were mobilizing students to take part in the clubs where they have interest and talent. Schools recognized that participating in clubs have intrinsic value in defining the future of not only students but also some teachers. Some of them will find themselves on the way when they are performing either in the young age (student) or in the middle age (teacher). In this regard schools in the study area are actively participating in sporting and artistic activities which are helping them to communicate the larger community of the school.

Based on the Item 4 responses about 60(49.2%) of respondent reported that they are mobilizing students to participate in environmental protection club where gardening and keeping the school compound clean is being promoted while 39(32%) were reported that they were fairly mobilizing students for the asked question. The remaining 23(18.8%) of respondents reported that they are rarely mobilizing students to take part in keeping their environment. It is optimistic that about half (49.2%) of respondents answer was directly linked with the current green technology concept through participating in the club promoting about environmental protection and planting trees in the school compound.

“...This was supported by the interviews conducted with principals who said that teachers mobilize students in compound cleaning and planting flowers and trees so as to keep a clean and attractive environment for teaching and learning process. Secondly, clean compounds keep away different diseases causing insects like mosquitoes which could delay conducive teaching and learning process hence they

could give inconvenience and cause suffering from Malaria which in turn impede performance among teachers and students. Principals said that both teachers and students perform well when they are healthy and well-kept from diseases.”

For Item 5 more than half 68 (55.7%) of respondents said that whenever there is question and answer competition in the school they are regularly mobilizing school community mainly students while 24(19.7%) of respondents replied that they are fairly mobilized students. The remaining 30(24.6%) of respondents reported, they were not participating in mobilizing school community. Completions have double fold values. In one hand it stimulates and encourage students to study hard and to get in to their hidden talents and on the other hand it will add good performance to the teachers who are organizing the event.

Among respondents 87(71.3) replied for the question asked on item 6 that they are happily taking responsibilities given by their school administrators while only 7(5.7%) were not in a position to take part in co-curricular activities. The remaining 28(23%) of respondents reported that they are fairly participated in co-curricular activities of respective schools. This implies that majority of teachers in secondary schools under study were being participated in co-curricular activities of their respective school which in turn have positive impact on their job performance.

From the table 49 (40.1%) of respondents reported that that they rarely participate in HIV/AIDS and red cross related activities organized in the school while 34(27.9%) were fairly participated in the events of anti-HIV/AIDS and Red cross. The remaining 39(32%) of respondents indicated that they fairly participated in HIV/AIDS and Red Cross related events organized in the schools. This means that most of 73 (60%) of secondary school teachers in study areas were not being involved in HIV/AIDS and red cross related activities organized by the schools. This has its negative implication on the chances of the students within study area to develop their skills and talents in staging drama.

“...When principals were asked whether their teachers are involved in HIV/AIDS slogan, Red Cross promotion and staging drama with in the schools, some of them showed negative response because of the costs needed to promote and stage drama to in the schools.”

Table 4.8 item 8 analysis result indicated that 76(62.3%) of respondents were regularly helping and encouraging students to use library, computer lab and laboratories while 26(21.3) of respondents reported that they are fairly encouraging students to participate in library and laboratories. The remaining 20(16.4) were reported that they rarely are taking part in encouraging students to use

laboratory and library. From this we can draw conclusion that significant number (62%) of teachers in government secondary schools of Adama City and east shewa zonal administration have been encouraging students to use laboratory and library.

“...from the interview results of principals; on which co-curricular activities they involve their teachers more? More than half 14 school principals responded that teachers participate in football, basketball, in club like HIV/AIDS and Red Cross, and environmental protection. They replied the reason why that that the above mentioned co-curricular activities are part of their teaching curriculum is because it is advocated by National Staff Development Council [NSDC]. Even though, the government advocacy for co-curricular activities in place, the researcher found the gap that many schools under study area were lacking facilities like sufficient balls, models for demonstration, and playgrounds. The researcher further discovered that indoor games like table tennis, domino, dart, cheese, and like were not in place due to lack of budget and facilities. Lack of these facilities has hampered teacher not to perform fully in co-curricular activities of government secondary schools in the study area.”

The overall analyses of distribution of teachers' performance in secondary schools of Adama city and East Shewa Zonal administration is presented in Table 4.9 below.

Table 4.9 Summary of overall distribution of teachers' by their performance

Teachers response	Frequency	Percentages
Regularly	74	61%
Fairly	28	23%
Rarely	20	16%
Total	122	100%

According to the table (Table 4.9) above while examining the *overall performance* of teachers in terms of lesson plan preparations, accessing students' achievement, and involving self and students in co-curricular activities results revealed that 74 (61%) in government secondary school teachers revealed that *they regularly* make lesson plan preparations, assess students achievement and involve their selves and students in co-curricular activities while 20(16%) of respondents indicated that *they rarely* performed in the schools with the activities given above. This left the remaining 28 (23%) of respondents who were indicating that they makes lesson preparations, neither regularly assess students nor involve themselves and students in co-curricular activities. This means that significant (61%) of the secondary school teachers in Adama city and east shewa

zonal administrations were regularly preparing lesson plans, assessing students, and were involves and involving students in co-curricular activities. Thus, one can concluded that regular lesson plan preparations by teachers, assessing students' achievement, and involving themselves and students in co-curricular activities indicate that there is good teachers' performance in the schools in the area under study.

Depending on the summary of the distribution of teacher performance above, the researcher further rate teachers' performance into *low performance* ranging from (0-50%), *moderate performance* ranging from (51-70%) and *high performance* ranging from (71%-100%). The results of these ratings are presented in Table 4.10 below.

Table 4.10: Distribution of ratings of teacher performance

Teacher performance	Ratings (%)	Frequency	Percentage
Low performance	0-49	27	22%
Middle level performance	50-69	73	60%
High performance	70-100	22	18%
Total		122	100%

According to Table 4.10, middle level teachers' performance with range of (50-70%) rated highest with a total number 73 (60%) of the respondents. This was followed by low teacher performance with ranging from (0-50) with total number 27 (22%) of the respondents. The remaining 22(18%) of respondents were rated as high performers. This means that majority (60%) of the secondary teachers in the study area are performing (fairly) moderately in lesson preparations, assessment of students' achievement and involving themselves and students in co-curricular activities. Only 22(18%) were rated as high performers. At this point the researcher likes to further investigate the effect of leadership styles on job performance to find out the relationship between independent variable (leadership styles) affect dependent variable (job performance).

4.4 Teachers performance as a function of leadership styles

The general objective of this study was to assess how leadership styles are affecting job performance. The research could not go into deeper to investigate the relationship of all identified variables as dependent and independent by inferential statistics. For the purpose of this study Pearson's correlation was used. The Pearson's product momentum correlation is a measure of relationship between two variables (dependent and independent). Therefore, to determine the relationship between independent and dependent variables the researcher used Pearson's correlation statistic of variables.

Table 4.11 Relationship between leadership styles and teachers' job performance

		Leadership Styles	Teachers Performance
Leadership Styles	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	122	122
Teachers Performance	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Table 4.11: indicates that there is a strong positive relationship between principal leadership styles and teachers performance ($r = 0.816$). The relationship is statistically significant ($\text{Sig.} = 0.000$) at 0.05 level of significance. This implies that increased democratic leadership styles (like encourage co-operation among teachers in decision-making, organizing meeting for policy implementation with teaching staff and increase delegation according to knowledge, talent and skill) helps to enhance teachers' job performance. Democratic leadership style is the form of leadership styles which positively affects job performance.

Thus, the study findings indicated that there is a positive relationship between leadership styles and performance of teachers in government secondary schools of Adama City and east shewa zonal administrations. This will lead to conclude that the majority of the respondents had leadership styles evidenced by increased participation in decision-making, communication and delegation recognition, supervision, commanding control over other teachers in the school and the nature of the teaching profession and having realized their goal in life which was training the nation.

CHAPTER FIVE

5. SUMMARY AND MAJOR FINDINGS OF THE STUDY

5.1 Summary

The quality of educational process and its product is unquestionably influenced by teachers' job performance. School performance entails; teaching consistently with diligence, honesty and regularity arranged by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions. Thus, teachers have to perform a wide range of roles and responsibilities that may relate to teaching, school management, curriculum changes, educational innovations, teacher education, working with parents, and community services.

According to table/4.1 108 (88.5%) respondents were first degree holders. This complies with the guideline drawn by Ministry of Education (MoE, 2008), stating that at least first degree holders are supposed to teach in secondary schools of Ethiopia. On the other hand 66.4% of the teachers involved in the study were teaching Natural science (Mathematics, Chemistry, Biology, Physics, ICT & T.D and Sport science) which is most likely to comply with 70/30 education policy of the nation where 70% of students should have to be specialized in Natural sciences in preparatory

level education. The other finding from this table is that about 60% of teachers were in teaching profession for more than 8 years but the remaining 40% were teaching for less than 8 years. This also was taken as good opportunity where less experienced teachers will acquire all possible experiences from experienced teachers and there will be smooth transfer of knowledge.

When analyzing the first table 4.4 for teachers' involvement in decision making all types of leadership styles were reported by respondents per item. First item revealed that 77 (63%) of the respondents' reported that their principals do not considered their suggestion and thoughts in decision making process. This is a characteristic behavior pattern of autocratic leadership. In the contrary, Okoye (1997) viewed that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate and for good performance. Ndu and Anogbo (2007) stated that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. In the same way items 2 and 3 resulted in 53% and 47% of respondents in agreement (democratic type of leadership) with the fact that their views and their talents demonstrated in meetings were considered in final decision making of the school administration. Goldman (2000) supported this idea by stating; leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction.

More than half (57%) of the secondary schools teachers reported that they were encouraged by their principals to have cooperation during the decision making process of the schools. Oduro (2004) stated that "Two heads are better than one" this means that "problem-solving is impossible with a single person's wisdom". About half of teachers included (48%) reported that their principals' were uncomfortable to the views of teachers for staff promotion. Feeling uncomfortable in views of one another would lead to poor performance among the teaching staff. Ezeuwa (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

About 37% of the secondary school teachers were reported that they were communicated with principals through writing memos and about 42% of teachers hold communication through

telephones and about 52% reported that their principals use electronic technologies like email, internet, Facebook for communication. Oxford (2005) in this regards revealed that communication is a process of passing on information from one person to another and he recommended that means of communication which could save time as better means to achieve set goals in time. The overall percentage regarding principals' delegation of teachers was calculated to be 53.4%, which generally shows that there is more delegation of duties in the secondary schools under study.

Teacher' performance was described in terms of duties performed by teachers both inside and outside the classroom. Inside the classroom duties include; preparation for classes, guiding the learning process of students, checking students' progress and setting good example for students while outside duties were identified as helping students to get involved in co-curricular activities including staging drama, anti-HIV/AID and red cross movement, environmental protection, and fieldwork football, volleyball and the like Adepoju (1996), Hornby (2000).

From the research more than 64% of teachers included in this research reported that they have been using internet lab, making assessment of student in a regular base, producing lesson plans, and were always recording contents covered and not covered. Similarly about 55% of respondents reported that they were giving tests, home works, examinations, and exercises/work sheets for students in a regular base. These activities are very significant in teaching learning and are used as indicators of good job performance. These activities have positive effect on achievements of students. Giving home works, tests, exercises and work sheets in a regular base means students are ever busy during and after school hours which would help them to go further in readings and explore more on the subject matter.

“...the interview result with majority of school principals revealed that, most teachers under their supervision and principal ship are meeting the deadlines set by the school for tests and examinations. Some teachers are voluntarily organizing makeup classes to help middle level students.”

On the other hand, teachers' were very much involved in co-curricular activities. The overall percentage of their response (54.3%) confirmed that more than half of the teachers involved in this study were actively involved in different school club based activities through participating

and, encouraging and mobilizing students to participate in one of school clubs based on their talents.

The Pearson's correlation coefficient statistics was used to check the relationship between leadership styles and job performance. As it is indicated in table/4.11, there is a strong positive relationship between principal leadership styles and teachers performance ($r = 0.816$). The relationship is statistically significant (Sig. = 0.000) at 0.05 level of significance. This implies that increased democratic leadership styles (like encourage co-operation among teachers in decision-making, organizing meeting for policy implementation with teaching staff and increase delegation according to knowledge, talent and skill) helps to enhance teachers' job performance. Democratic leadership style was found to be a form of leadership style which positively affects job performance. This type of leadership emphasizes group and leader participation in the making of policies. Decisions about institutional matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

5.2 Major Findings of the Study

The semi-structured interview was conducted with 20 school principals to extract in-depth information on leadership styles and job performance. The data collected from teachers through closed ended items of the questionnaire is analyzed and interpreted by using frequency tables, percentage, and means and correlation analysis. The data gathered through open ended items of the questionnaire and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

Teachers included in this research rated their principals' leadership style as democratic and the response of principals' also showed that they were not the only sources for decision making, they give freedom to teachers, and being in between they were as information supplier for teachers and higher education officials at woreda, zonal, and regional levels.

With respect to the teachers' job performance, the principals' response shown that teachers in sample schools have moderate level of performance. This also was crosschecked by the question presented to teachers in table 4:10 and majority of the teachers responses were in moderate level of performance. The interview of vice principals' strengthens this idea by stating that teachers have good subject matter proficiency, have good ability in lesson planning, and participating in co-curricular activities. But their performance is low in teaching methods and classroom organization and management. This also could be supported by the demographic data where more than 40% of teachers were under eight years of experience. These teachers are equipped with necessary subject matter knowledge but were showing gaps in methodology and classroom management. The result of document analysis indicated that teachers were not assessing a student regularly which was rated as one of the tools to measure students' achievement.

Even though the research leave the ground to further study to test the relationship between leadership styles and job performance through detail inferential statistics, the analysis done through frequencies, percentages, means analysis and correlation analysis shown that principals' leadership styles have strongly positive relationship with teachers' job performance. This implies that increase in leadership styles (like increased involvement in decision-making, in communication and increased delegation of duties based on knowledge, talent and skill) helps to enhance teachers' performance in secondary schools under study.

A situation whereby the level of teachers' performance in the schools (59%) on average shown that many secondary school in the study area were practicing a democratic type of leadership style. It should be noted that teachers were willing to participate in decision making if they perceive that their principals sought their opinions.

The Findings of this study revealed again that based on the result of semi-guided interview conducted with principals' staff meetings were used as basic instrument to involve teachers' in decision making processes. Enhanced principals' communication with teachers have been identified as a tool to teachers' high performance where principals' communication with teaching staff makes teachers to perform high because through enhanced communication teachers' were informed what to do and how to implement it. This will conclude that timely and proper communication to teaching staff by principals is a characteristic behavior of democratic

leadership style and if in place and well-practiced at all levels could bring about high teacher performance.

Furthermore, the study finding indicated that principals' proper delegation of duties make teachers to inculcate a sense of responsibility, hardworking and commitment among themselves which in turn enhances teacher performance. The findings discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in performing what has been given to them.

Better performance of teachers depends on Principals reinforcement of their teachers could in terms of monetary, promotion, and verbal appreciation for any duty delegated are democratic in nature. Such rewards motivate teachers, make them committed and hardworking thereby enhancing their performance. The finding revealed that the better performance depends on proper delegation of duties basing on teachers' knowledge enhances their performance and makes the work simpler.

Thus, the study findings indicated that there is a positive relationship between leadership styles and performance of teachers in government secondary schools of Adama City and east shewa zonal administrations. This will lead to conclude that the majority of the respondents had leadership styles evidenced by increased participation in decision-making, communication and delegation recognition, supervision, commanding control over other teachers in the school and the nature of the teaching profession and having realized their goal in life which was training the nation.

From this study the researchers found out that, before few years ago principals were being appointed by competition without considering their specialization and training they got, which lead the secondary school principals to practice a partially laissez-faire and the democratic leadership style. As a result, teachers were not willing to accept the principal-ship position. At the schools where the principals were laissez-faire; teachers lead themselves, each individual are responsible to determine the job, teachers have a right to determine school objectives, principals perceive teachers as they know about their job, and principals ask approval for each individual. In

the schools with democratic principals' leadership; teachers exercise self-direction, principals ask for teachers idea on planning, and principals believe on teachers' creativity to solve problem.

From the finding of this study, the teachers' job performance found to be at moderate level. They perform best in lesson planning/instructional planning, subject matter proficiency. They were not good enough in assessing and recording students' progress, in classroom organization and management, and communication. And they perform less in instructional strategies/teaching methods, and instructional technology/media.

CHAPTER SIX

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

It can be concluded that there is strong and positive relationship between the principals' leadership style and teachers' job performance. Among the three leadership styles practiced, the democratic leadership style found that increase the teacher's job performance.

Principals' were expected to practice different leadership style to increase teachers' job performance. Thus, the finding point out that the nature of the school culture, the principals personality, the relationship of principals with his staff, the large environment, and lack of facilitates and equipment, were among the main factors affecting principals' leadership style.

The results indicated that the independent variables (communication, decision-making and delegation) on dependent variable (lesson plan preparation, assessing student achievement and co-curricular activities) of the government secondary schools under study were found to be moderate. These would have significant influence on achievement of educational goals and objectives in secondary schools. Furthermore, the study showed that the better performance in secondary schools might well motivate teachers by principals.

The study concluded that; the way principals' involve teachers in decision-making have a significant effect on teachers' performance in the area under study. This indicates that principals involve teachers in decision-making through staff and departmental meetings and teachers' views

in meeting are valued and implemented in final decision of the schools. This has greatly enhanced teachers' performance.

Regarding communication findings revealed that regular communication between the principals and teaching staff makes teachers effective in their performance because they were informed on what to be done and how to be done. The finding concluded that the way principals communicate with teaching staff has a significant effect on teachers' performance in secondary schools under study. This shows that principals' communicate with teachers through meetings, memos, note board and telephone calls and electronic media including email, internet and Facebook has made teachers well informed of what to do and how to do it and in turn enhanced their performance.

On another hand, the researcher concluded that Principals' delegation of duty to teachers has a significant effect on teachers' performance in secondary schools under study. This implies that principal delegation of duties to teachers according to their teaching experience, skills, talent, commitment and knowledge of subject specialization has enhanced performance of teachers.

6.1 Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to intervene and to improve the principal leadership styles which are associated with teachers' performance in general secondary schools of Adama City and East shewa zonal administrations.

Principals' were expected to practice different leadership style to increase teachers' job performance. The study finding show that the nature of the school culture, the principals' personality, the relationship of principals with his teachers, the environment, and lack of facilitates and equipment were rated among major factors affecting principals' leadership style. Therefore, Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to maintain appropriate intervention necessary for each school.

Respective regional to woreda level education offices are advised to provide training on leadership and communication skills for school principals so that principal should organized regular meetings like three times a term, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.

While the researcher was contacting the zonal and woreda level education offices seeking some relevant documents for analysis, it was hard to find requested documents. Therefore, the researcher would recommend that proper recoding of student and teachers files has to be maintained and kept safe at all levels of the sector.

Timely and content wise selected short term trainings has to be facilitated to equip principals with different leadership styles which in turn will be resulted in better teachers performance.

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Appendix I

QUESTIONNAIRES TO BE FILLED BY TEACHERS

Section A: Introduction and general information

Dear Respondents:

I am a post graduate, Master's level student of Adama Science and Technology University. Currently I am carrying out a study as a partial fulfillment of Master of Arts degree in social psychology on the topic:

“Assessing the effect of Leadership styles on job Performance”

*The case of secondary schools of Adama city and Esat Shewa Zonal Administrations of
Oromia Regional State*

Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. Hence this questionnaire is designed for secondary school (9-10) teachers. It is on this background that you have been randomly selected to participate in the research work to complete the following questionnaires.

Therefore, I kindly request your sincere co-operation by answering all the questionnaires following the instructions at the beginning of each section. The success of this study is directly depended upon your honest and genuine response to each question. You are requested to be as frank as possible when answering these questionnaires. Your responses will be highly respected and given the highest confidentiality.

I Thank you in advance for your heart felt cooperation.

Please, show your agreement to fill the questionnaires by answering the question.

Would you fill the entire questionnaires voluntarily? Yes ☐ No ☐

Note:

- ✓ Do not write your name.
- ✓ Your answer should represent what is true in your thinking.
- ✓ Be frank at all stages of your response.
- ✓ Give a true picture of your thinking about your present performance in the school.
- ✓ Be sure to keep the statement in mind when deciding how you think about the aspect on your performance.

- ✓ Give answer for all questions by filling in the spaces provided or ticking the appropriate alternative.

Section A: General Demographic and leadership styles assessment

Part I: General Information

This part of questionnaire contains the personal information. Thus, please fill the necessary answer for each item properly by writing in the space provided.

A1: General Demographic information

A1.1 Sex: Male ☐ Female ☐

A1.2 Age: 20-30 ☐ 31-40 ☐ 41-50 ☐ >50 ☐

A1.3 Academic qualification: Diploma ☐ BA/BSc ☐ MA/MSc ☐

A1.4 Field of specialization: Natural Science ☐ Social Science ☐

A1.5 Teaching load per week: 12-17 periods ☐ 18-21 ☐ 22-24 ☐ >24 ☐

A1.6 Years of teaching experience: 1-8 ☐ 9-17 ☐ 18-25 ☐ 26-34 ☐ >34 ☐

A1.7 Responsibilities you are currently assumed at school: HRT ☐ HoD ☐ CC/UL ☐

I&S ☐ CPD C ☐ Other ☐

SECTION B: Independent variable: leadership style

PART II:

This part of the questionnaire containing close ended items that focused on the leadership styles under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership styles and rate the following using a scales where;

1=Strongly Disagree (SD);

2=Disagree (D)

3=neither Agree nor Disagree (nAnD);

4=Agree (A);

5=Strongly Agree (SA)

B.2.0 Items related to Involvement in decision-making

No						
B.1.0	Items	1=SD	2=D	3=nAnD	4=A	5=SA
2.1	My principal consider teachers' suggestions and thoughts in any decision making					
2.2	My principal consider my views and thoughts as valuable in Policy making Meetings of the school administration					
2.3	My principals consults me whenever he/she wants to pass final resolution					
2.4	My principals allow me to demonstrate high degree of innovation, initiation and creativity in decision making process of the School					
2.5	My principals encourages co-operation among the teaching staff during the decision-making process of the school					
2.6	My principal is comfortable with my suggestion of staff promotion					

**** Code: Strongly agree + Agree = Agree; Strongly Disagree + Disagree = Disagree;**
Neither agree nor Disagree = **Fairly**

B.2 Items related to communication to teaching staff

B.2	Items	1=SD	2=D	3=nAnD	4=A	5= SA
2.1	My principal sends memos when he/she wants to communicate to me					
2.2	My principals make telephone calls when he/she want to talk to me					
2.3	My principals organizes meeting when he/she wants to talk to me					
2.4	My principals write a note in the staff notice board when he/she wants to talk to me					
2.5	My principals uses other technologies such as email and the like when he/she wants to communicate with me					

B.3.0 Items related to Delegation of duties

No B.3	Items	1=SD	2=D	3=nAnD	4=A	5= SA
3.1	I am delegated duties by school principals					
3.2	I am directed by the school leaders on how to perform the delegated duties.					
3.3	I am guided by the school leaders on how to perform the delegated duties.					
3.4	I am supervised by the school principals on duties delegated to me.					
3.5	I am reinforced by my principal for the duties delegated to me.					
3.6	My principal delegate me of duties I have knowledge					
3.7	My principal delegates me of duties I am skilled at.					
3.8	My principals delegates duties that I am talented at					

**** Code: Strongly agree + Agree = **Agree**; Strongly Disagree + Disagree = **Disagree**;**

Neither agree nor Disagree = **Fairly**

SECTION C: Dependent variable: Teacher's performance

PART III: this part of the questionnaire containing close ended items that focused on the teacher's performance under investigation. Based on the concept of each item, please select the option that directly represent your opinion on teachers performance and rate the following using the scales where;

1= Very rarely; **Vr**

2= Rarely; **Ra**

3=neither rarely nor regularly; **nRnR**

4=Regularly; **Re**

5=Very Regularly **VR**

1. Items related to Lesson Plan Preparations

No C.1.0	Items	1=Vr	2=R	3=nRnR	4=R	5=VR
1.1	I use internet lab when preparing lesson plan					
1.2	I make arrangements of work for the lesson to be taught					
1.3	I make plans for the lesson to be taught.					
1.4	I always come with lesson plans to class					
1.5	I make record of contents covered and not covered following my lesson plan					

2. Items related to assessing students' achievement

No. C.2.	Items	1=Vr	2=R	3=nRnR	4=R	5=VR
2.1	I give tests to my students monthly					
2.2	I give home work to my students everyday					
2.3	I give examinations to my students every quarter of the semester					
2.4	I give exercise to my students everyday					

****Code:** Very rarely + rarely = **Rarely**; neither rarely nor regularly; **Fairly**;

Regularly + Very Regularly = **Regularly**

3. Items related to involvement in Co-curricular activities

No.	Items	1=Vr	2=R	3=nRnR	4= R	5=VR
3.0						
3.1	I encourage students to participate in different clubs					
3.2	I participate in football competitions organized by the school					
3.3	I mobilize students to participate in any school completion					
3.4	I mobilize students to participate in environmental prote gardening activities					
3.5	I mobilize students to question and answer event organi					
3.6	I participate in any co-curricular activity assigned by the school					
3.7	I participate in Anti-HIV/AIDS and red cross club					
3.8	I encourage students to use library and laboratory of the school					

Code: Very rarely + rarely = **Rarely; neither rarely nor regularly; **Fairly**;

Regularly + Very Regularly = **Regularly**

Any other

involvements_____

Appendix II

Questionnaires for principals

Dear principal:

This interview guide is for general secondary schools like you who were expected to carry out the good leadership styles to enhance teachers' performance. It is on this background that you have been randomly selected to participate in the research. You are requested to be as honest as possible when answering these questions. Your response will be highly respected and accorded with highest confidentiality.

Thank you for your progress kindly cooperation!

1. Background Information of the Principals.

- 1.1 Your subject of specialization.....?
- 1.2 Your service year in this school.....?
- 1.3 How long have you been as a principal.....?
- 1.4 In which ways do you involve teachers in decision-making of the school.....?
- 1.5 How do you communicate to your teachers often
- 1.6 What criteria you have when delegating duties to your teachers.....?
- 1.7 How do your teachers prepare lesson plans.....?
- 1.8 What methods do your teachers use to assess the students.....?
- 1.9 In which co-curricular activities do you involve your teachers.....?
- 1.10 In what ways do your leadership styles affect teacher's performance.....?

INTERVIEW GUIDES FOR PRINCIPALS

Part I:

1. School_____

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2. Qualification _____
3. Age_____
4. Duration of time as principal in years_____
5. Number of teachers in the school_____

Part II:

1. What do you understand about rewards and reinforcement given to teachers? Do you give reinforcement for teachers? If yes, what is the basis for your reinforcing mechanism? What are your usual ways of reinforcing teachers?
2. How frequently do you clarify the work to be achieved?
3. Is there a system of monitoring and evaluation in your school? If yes, how often do you evaluate teachers work? What is the basis for your evaluation? How do you evaluate the system of feedbacks?
4. How do you tackle problems? Do you try to give solution before the problem arise or after the problem arise?
5. How do you perceive about communication? How often do you communicate about the schools' strategic vision and goals?
6. How do you evaluate the status of trust and respect between you and teachers?
7. How do you explain the diversity existent among teachers? How do you understand teachers' differences in terms of skills, needs and desires? Explain the basic importance of understanding teachers' need and desires in the school.
8. How do teachers perceive about teaching? What are your ways of motivating teachers towards the profession of teaching? If present, how often do you perform it?
9. Have you observed teachers engaged in developing their own ways of doing things? How do you regard a teacher who has improved his/her ways of teaching with new ones? How do you acknowledge a teacher who managed to solve his problem?
10. What is the importance of involving teachers in school decisions? How often do you involve teachers involve in decision making? How often do you involve in changing the working

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procedure, strategy and system of the school? What new ways of doing things have you tried since your recruitment in the school?