THE INFUENCE OF PRINCIPALS’ LEADERSHIP BEHAVIOR ON TEACHERS’ JOB PERFORMANCE IN GOVERNMENT PRIMARY SCHOOL OF ALELTU WOREDA, NORTH SHOA ZONE, OROMIA REGIONAL STATE.

BY: TSEGAYE ALEMAYEHU BERI

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT MA RESEARCH THESIS
ADDIS ABABA UNIVERSITY

JUNE, 2011 E.C.
ADDIS ABABA UNIVERSITY
THE INFLUENCE OF PRINCIPALS’ LEADERSHIP BEHAVIOUR ON TEACHERS’ JOB PERFORMANCE IN OROMIA REGION, NORTH SHEWA ZONE, ALELTU WOREDA.

MA. THESIS

SUMMER PROGRAM

TSEGAYE ALEMAYEHU BERI

JUNE, 2019

ADDIS ABABA UNIVERSITY, ADDIS ABABA
THE INFLUENCE OF PRINCIPALS’ LEADERSHIP BEHAVIOUR ON TEACHERS’ JOB PERFORMANCE IN OROMIA REGION, NORTH SHEWA ZONE, ALELTU WOREDA.

A Thesis Submitted to the Department of Educational Planning and Management,
Postgraduate Program Directorates
ADIS ABABA UNIVERSITY

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN SCHOOL LEADERSHIP

TSEGAYE ALEMAYEHU BERI

JUNE, 2019

ADIS ABABA UNIVERSITY, ADDIS ABABA
Addis Ababa University  
College of Education and Behavioral Studies  
Department of Educational Planning and Management

**Declaration**

I hereby declare that the thesis entitled as ‘‘Influences’ of principal leadership behavior on teachers’ job performance in primary school of Aleltu woreda in north shoa,’’ Oromia Regional State of Ethiopia’’ has been carried out by me as a part of master degree in educational planning and management.

I further declare that this is my original work and has not been submitted to any other University or Institution for the award of any degree or diploma and all source of material used for this thesis have been duly acknowledged.

Submitted by:  
Tsegaye Alemayehu  
Student name  
Signature  
Date

Approved by:  
Dr.Teshome Tola  
Supervisor:  
Signature  
Date
ADDIS ABABA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATES

We hereby certify that I have read and evaluated this “Thesis entitled “Influences of principal leadership behavior on teachers’ job performance in primary school of Aleltu woreda in north shoa” prepared under our guidance, by Tsegaye Alemayehu. We recommended that it be submitted as fulfilling the thesis requirement.

Dr. Teshome Tola
Major Advisor
__________________________
Signature                      Date

Mr.________________________________________________________
Co-Advisor
Signature                      Date

As members of Board of Examiners of the MA Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Tsegaye Alemayehu and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Art in school Leadership.

__________________________________________
Chairperson
Signature                      Date

__________________________________________
Internal Examiner
Signature                      Date

__________________________________________
External Examiner
Signature                      Date

Final approval and acceptance of the thesis is contingent up on the submission of it final copy to the Council of postgraduate(PG) through the candidates’ department Graduate Committee (DGC)
DEDICATION

I whole heartedly dedicate this research work to my wife W/ro Hirut Hailu, my son Murtessa Tsegaye and My sister Birtukan Alemayehu for their love, affections and support.
STATEMENT OF THE AUTHOR

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

This thesis is submitted in partial fulfillment of the requirements for the degree of Masters in school leadership from the Postgraduate Program Directorate at Addis Ababa University. The Thesis is deposited in the Addis Ababa University Library and is made available to borrowers under the rules of the library. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Brief quotations from this Thesis may be used without special permission provided that accurate and complete acknowledgement of the source is made. Requests for permission for extended quotations from, or reproduction of, this thesis in whole or in part may be granted by the Head of the Department or the Dean of the Postgraduate Program Directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name: Tsegaye Alemayehu

Signature: __________________

Date: June, 2019.
ACKNOWLEDGEMENTS

I feel great pleasure and truly privileged to God Lord for his guide and care to all my activities and occasions. My heartfelt and deepest gratitude goes to my major advisor, Dr. Teshome Tola for his whole professional advice and guidance by giving constructive and critical comments, and suggestions to write this thesis.

I am also indebted to all North Shoa Zone Aleltu woreda primary school teachers, principals, vice principals and supervisors those who were engaged in my research as target population for their genuine cooperation in filling the questionnaire to obtain valuable information for this study. I am greatly thankful to Aleltu Woreda Education Office in collaboration with MoE, in arranging this opportunity to upgrade my educational qualification.

I have to express my sincere appreciation to my wife, W'ro Hirut Hailu and My son, murtessa. To my sister Birtukan, whose heart is as big as my love for her. Your journey has begun. Just take one step forward each day. To my wife, I thank you for standing beside me and believing in me as I strived to meet my own expectations. Your support, patience and comment made this accomplishment possible.
ACRONYMS AND ABBREVIATIONS

FGD       Focus Group Discussion
MOE       Ministry of Education
SCL       School Leadership
WEO       Woreda Education Office
ZEO       Zone Education Office
Table of Contents

UNIT ONE  

1. INTRODUCTION  
   1.1. Background of the Study  
   1.2. Statement of the Problem  
   1.3. Basic Research Question  
   1.4. Objectives of the Study  
   1.4.1. General Objectives  
   1.4.2. Specific Objectives  
   1.5. Significance of the Study  
   1.6. Delimitations of the Study  
   1.7. Operational Definition the Study  

UNIT TWO  

2. REVIEW OF RELATED LITERATURE  
   2.1 Overview of Leadership  
   2.2. School leadership  
   2.3. Evolution of School Leadership Theory  
   2.3.1. Transformational Leadership Behaviors and Teachers’ Performance  
   2.3.2. Transactional Leadership Behaviors and Teachers’ Performance  
   2.4. Principals’ Instructional Leadership Behaviours  
   2.5. Leadership Behavior  
   2.5.1. Task-oriented leadership behaviors  
   2.5.2. Relations-oriented leadership behaviors  
   2.6. Behavioral theories
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.1.</td>
<td>The path goal theory</td>
<td>32</td>
</tr>
<tr>
<td>2.6.2.</td>
<td>Fiedler’s Contingency Theory</td>
<td>34</td>
</tr>
<tr>
<td>2.7.</td>
<td>Teacher Job Performance</td>
<td>35</td>
</tr>
<tr>
<td>2.7.1</td>
<td>Leadership Tasks and Functions</td>
<td>37</td>
</tr>
<tr>
<td>2.7.2.</td>
<td>Perceptions of Teachers towards school Leadership</td>
<td>38</td>
</tr>
<tr>
<td>2.8.</td>
<td>School Climate</td>
<td>39</td>
</tr>
<tr>
<td>2.9.</td>
<td>Individual (Teachers’) Performance</td>
<td>40</td>
</tr>
<tr>
<td>2.10.</td>
<td>Factors Affecting Performance of Teachers</td>
<td>41</td>
</tr>
<tr>
<td>2.10.1.</td>
<td>Working Environment</td>
<td>42</td>
</tr>
<tr>
<td>2.10.2.</td>
<td>Leadership Styles</td>
<td>43</td>
</tr>
<tr>
<td>2.10.3.</td>
<td>The Attitudes of Teachers’ Towards Their Profession</td>
<td>43</td>
</tr>
<tr>
<td>2.11.</td>
<td>The Principal’s Influence on Teacher performance</td>
<td>44</td>
</tr>
</tbody>
</table>

**UNIT THREE**

**3. RESEARCH DESIGN AND METHODOLOGY**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Description of Study Area</td>
<td>47</td>
</tr>
<tr>
<td>3.2.</td>
<td>The Research Design</td>
<td>48</td>
</tr>
<tr>
<td>3.3.</td>
<td>Sources of Data</td>
<td>48</td>
</tr>
<tr>
<td>3.4.</td>
<td>Population, Sample Size and Sampling Technique</td>
<td>48</td>
</tr>
<tr>
<td>3.5.</td>
<td>Data collection Instrument</td>
<td>50</td>
</tr>
<tr>
<td>3.5.1</td>
<td>Questionnaire</td>
<td>50</td>
</tr>
<tr>
<td>3.6.</td>
<td>Data Collection Procedures</td>
<td>51</td>
</tr>
<tr>
<td>3.7.</td>
<td>Method of Data Analysis</td>
<td>53</td>
</tr>
</tbody>
</table>

**UNIT FOUR: DATA ANALYSIS AND INTERPRETATION**

**4. RESULT AND DISCUSSION**

11
ABSTRACT

The purpose of this study was to investigate the relationship between The influence of principal leadership behavior on teacher's job performance in Government primary School of Aleltu woreda in North Shoa Zone of Oromia Regional State. Participants of this study were 120 (80 male and female 40) teachers who were diploma, and degree holder. They were selected using random sampling method. Findings indicated that there was moderate
positive relationship between teacher’s perception of leader’s behavior and their performance. Concerning socio-demographic variables, the finding indicated that there was no significant mean difference on teacher’s performance. However, differences were observed by years of teaching experience and academic level. The possible implications of the finding were discussed. There was positive relationship between leaders’ behavior and teachers’ job performance. Principals who practiced good leadership style achieved positive teachers’ perception, improved teachers perception and their performance as well as good management for students’ academic achievement. Teachers’ perceptions came out as one of the most important determining factor of their academic performance. Furthermore, the teachers’ performance was found to be moderate in general primary schools. In general the findings supposed to conclude, that principals’ leadership behavior of general primary schools in Aleltu woreda had significance effects on decision-making, communication and delegation to improve the level of teachers’ performance and thus teachers have not been performing to the expectation. Therefore, based on the findings for better stand to: the regional educational bureao, Woreda Education Office, Zonal Education Office in collaboration with MoE, are advised to organize professional trainings, seminars and workshops for school leaders on how to practice leadership style effectively in order to raise positive perception of teachers and their performance.

Key Words:- leadership behavior, Job performance, leadership
UNIT ONE

1. INTRODUCTION
This study aims to assess the influence of principal leadership behaviour on teachers’ job performance in the primary school of Aleltu woreda, North Shoa Zone, Oromia Regional state. Thus, the paper includes the background of the study, statements of the problem, objective of the study, significance of the study, delimitation of the study, definition of key terms in the study and it ends in presenting the organization of the study.

1.1. Background of the Study
Leadership is a process of influencing others to understand and agree about what needs to be done, how it can be done effectively, and how it can facilitate individual and collective efforts to accomplish the shared objectives. Educational leadership is possibly the most important factor of an effective learning environment. It is defined as the ability of a principal to initiate school improvement, to create a learning-oriented educational climate, and to stimulate and supervise teachers in such a way that the principals may execute their tasks as effectively as possible (Grift & Houtveen, 1999; Kelley, Thornton, & Daughtery, 2005).

Jong and Hartog (2007) reported that innovative role-modelling behaviour of leadership is lined with putting efforts and championing in development, generating ideas, exploring opportunities, and innovative behaviour. Providing vision leadership behaviour is connected with providing directions for future actions, communication of preferred types of innovation, and communication of explicit vision. Consulting leadership behaviour is associated with incorporation of suggestions and ideas in decision, and examining before initiating changes. Delegating is linked with authority that is delegated to employees in better performing their jobs. Support for innovation leadership behaviour is attached with acting friendly, helpful, patient, looking out, and listening innovative employee’s interests. Recognition leadership behaviour is linked with appreciation to innovative employees on their innovative performance, and monitoring leadership behaviour is associated with checking-up on people, and ensuring
effectiveness and efficiency. Resultantly, all leadership behaviours lead toward innovation and high organizational performance with and through the employees of organization.

The school effectiveness literature has consistently highlighted the importance of the principals in providing effective leadership at schools (Ifanti, 2011; Jackson, 2000; Mulford & Silins, 2003). The principal’s role is therefore working cooperatively with teachers to improve student achievement at school. In this context, some researchers have identified a range of behaviours that characterize effective principals’ behaviours (Dimock, 2002; Krug, Ahadi & Scott, 1990; Murphy, 2002). One of the most important of these behaviours is instructional leadership behaviour of school principals since instructional leadership is considered as the behaviour of influencing teachers.

In view of that, the principals can present themselves as effective leaders only when they are good at getting the best out of their teachers and build their capacities so as to prepare them for the tough challenges present in their academic performances (Andreas, 2012). For this, the principals are required to prepare themselves with leadership practices which improve teachers’ academic performance (Orphanos & Orr, 2014) because teachers’ perceptions of their principals’ leadership behaviours not only have an impact on their performance at the school but also in their professional learning. (Liang, Liu, Wu, & Chao, 2015. The quality of teachers’ performance varies depending on several factors, the central one being the work environment (Balasandran, 2007). The principals, who provide the necessary leadership in managing the teachers’ performance, have a large impact on the work environment in their organization. A positive impact would possibly make the teachers reinforce a desired behaviour in their work places especially their commitment towards the school organizations. This was observed in a study by Weber (1996) who explained that principals establish a high expectation for performance in order to increase teachers’ commitment towards the school. Uncertainty in the teachers’ performance will result in negative consequences such as decrease in the level of commitment among the teachers (Balasandran, 2007). In this sense, teachers’
organizational commitment is strengthened if the school leaders practice leadership behaviour effectively.

According to Norton (1999) work conditions that are typically attributed to causing teacher job dissatisfaction were cited by including the variety of administrative routines and relationships with administrative personnel including supervisory relationships and communication channels. Besides, according to Abel and Sewell (1999) teachers’ dissatisfaction emanated from poor staff relations, such as lack of friendly atmosphere among staff and lack of support among colleagues and from the administration.

Generally, from aforementioned discussions, it is believed that principals who demonstrate school leadership behaviours may extract more commitment and satisfaction from teachers in making improvements in schools, using motivation for success, and administrative skills. It is also observed that empirical studies about the effects of principals’ instructional leadership on teachers’ organizational behaviours are relatively rare. There are only a few studies which empirically tested school leadership in relation to teachers’ various workplace behaviours. Hence, the purpose of this study is to examine teachers’ perception of school leadership behaviours and their performance.

1.2. Statement of the Problem

An ongoing challenge for educational administrators is capitalizing on leadership behaviors that have the greatest influence on optimizing teacher job performance. It is recognized that among the countless responsibilities of the tasks of school leaders is satisfying teachers and it’s in turn contribution to student academic achievement (Dinham, 1994). The main problematic issue of schools nowadays is the inappropriate leadership style that school leaders practice which affect school improvement and student learning. Moreover, teachers’ perception is also highly influenced by the leadership behavior that the school leaders practice over time. That is why school leadership has become a top priority in Ethiopian Education policy (MoE, 1994)

This study tries to examine how school leadership behavior, as perceived by teachers and impacted on their performance. Leithwood (2005) concluded that among school-related factors
that are associated with students’ academic achievement, perception of teachers towards their principal leadership style is significant. This indicates that the leadership style school leaders are practicing has a direct influence on school improvement and student academic achievement as well. Therefore, leaders have to be selecting the style which positively influences their effective practices, role modeling and high expectations to enhance school improvement.

As Leithwood (2005) espoused that the most powerful strategy to drive teacher actions is principal visibility while carrying out actions toward increasing student academic achievement. Hence, this study offers supplementary and expanded research on the examination of the leadership style of the school leaders, as perceived by the teachers in accordance to the behavioral leadership theories. Kenneth L. and Doris J. (1997) on the title, explaining variation in teachers’ perceptions of principals’ leadership, they focused on the factors that influence teachers to attribute leadership qualities to some principals. The study by McCann G. (2011) which focus on the purpose to examine middle school teacher perceptions of leadership characteristics that a middle school principal will have to be an effective instructional leader.

In the Ethiopia context, in addition to the challenges that the poor economic conditions pose in terms of making teachers’ working conditions very difficult, lack of fair and competent educational leadership has resulted in teachers’ job dissatisfaction and a tendency to leave their profession (Haile 1999). An ever-increasing demand for schooling due to a rapid increase in the student population the attraction of schools as favorable workplaces has been seriously compromised.

A research by Abwalla Jay (2014) on the title of The Principal Leadership Styles and Teachers performance; the findings supposed to conclude, that principals’ leadership style of general secondary schools in Gambella region had significance effects on decision-making, communication and delegation to improve the level of teachers’ performance and thus teachers have not been performing to the expectation.

A research by Tigistu Awelu (2012) on the title “Perception of leadership in effectiveness of school improvement program” mainly focuses on the main role of school leaders to address
school improvement program and neglects teachers role and contribution. The finding study by Sushanta (2012) also reveals, principals were expected to practice different leadership style to increase teachers’ job performance.

In addition, the finding of the research which was conducted by (Animut, 2014) suggest that ability of principals enable them to act and improve school performance is critical for smooth and effective operation of a school. The finding of Daniel (2012) on the title “Perception of Secondary School Stakeholders” suggest that a possible solution to overcome the problems of representation of educational leadership and educational sector much concern given to deep-rooted cultural barrier and constrains on education.

There were no further researches conducted on Influence of principal leadership behavior on teachers job performance. This made school learning and student academic achievement is greatly influenced by the teachers’ perception of school leadership behavior. Because, teachers have an opportunity and access to change the existing situation in school improvement as well as overall teaching-learning process relate to student academic achievement. The current study is different from the pervious in that many factors have also been found to be relevant with teachers’ academic performance; however, influence of principals’ leadership behaviors will not attract their right share of attention from the teachers’. Therefore, the researcher wants to fill this gap to inform the field in a different teaching and learning context and to gain a deeper understanding of influences’ of leadership behavior on teachers’ job performance in Government primary School of Oromia region North Shoa Zone Aleltu woreda.

1.3. Basic Research Question

The study has attempted to answer the following basic questions:

1. What types of leadership behaviours of the school principals do teachers’ identifies?
2. What types of teaching performance do teachers engage in?
3. Is there relationship between principal’s leadership behaviour and teaching performance of school teachers?
4. Which leadership behaviour most influence teachers’ performance?
1.4. Objectives of the Study

1.4.1. General Objectives

The overall of this study is to assess the perception of school leadership behaviour and their performance in the government primary school of Aleltu woreda North Shoa Oromia regional state.

1.4.2. Specific Objectives

To this end, the study targeted to achieve the following specific objective

1. To examine relationships between school leadership behaviours as perceived by teachers and their performance;

2. To identify significant dimensions of school leadership behaviours as perceived by teachers in predicting teachers’ performance.

3. To explore gender, service years and level of education differences in teachers’ performance;

1.5. Significance of the Study

Teachers are the largest professional body in a school, have the most contact with students throughout the day, and influence the environment of the school greatly. When teachers feel positively about their position, they have tremendous positive influence on the students and the school. The reverse is also true; when teachers have negative feelings about the school, they may negatively influence the students and the school. It is very important for educational leaders to be aware of factors that affect teacher performance. Thus, this study was benefited teachers, principal, educators, non-teaching staff, researchers, experts, primary school of Aleltu woreda, North Shoa, Oromia regional and other related stakeholders.
More specifically, the study was helped teachers to visualize major behavioural characteristics associated with school principals. The study will also give an insight for school principals how teachers may perceive them with regard to their school leadership behaviours. Besides, the study was helped primary school of Aleltu woreda, North Shoa Oromia regional state and other related stakeholders to what extent school leadership behaviours understand by their respective teachers. In the same way, the study was also help educators, researchers and experts to explore further issues related to school leadership behaviours. It was also serve as source of information for other studies.

1.6. Delimitations of the Study
Due to time and the financial constraints the study will be delimitated to 25 government primary schools of Aleltu woreda North Shoa Oromia Regional state (1-8) which has the same guideline and characteristics. It also delimited to assessing the influence of principal leadership behaviour on teachers’ job performance. In addition, as it is understand the leadership roles can be held by department heads, unit leaders, and vice principals but the emphasis of this study was delimited to school leadership behaviour perceived by teachers’ in government schools of primary schools of Aleltu woreda, North Shoa, Oromia Regional state.

1.7. Operational Definition the Study
- **Behaviour**: the actions or reactions of persons or things in response to external or internal stimuli. The way in which one acts or conducts oneself, especially towards others (oxford dictionary, 2002)

- **Leadership**: Is the process of influencing the activities of a group of people towards goal achievement in a given situation (Adeyemi (2004).

- **primary school**: primary school is the source for producing trainable persons who would training for a basic skill of life (ESDP-III, 2010/2011)

- **Perception**: - awareness or mental image of an individual towards leadership along with his or her judgment.
• **School leadership**: Involves a social influence process whereby intentional influence exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization. (Yukl, 2002)

• **Teachers’ performance**: The ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process (Adeyemi, 2010).

• **Teachers’**: Those who are professionally qualified with specific educational field of study and assigned to teach secondary schools.

• **School leadership behavior**: It is about how principals /Vice principals act within an institution. The behavior of principals in the school set-up is of great importance. The transfer of principals /vice principals knowledge and skills to their subordinates and the role that a leaders’ acts in their organization. (Yukl, 2002)

• **School leaders**: Principals and assistant/Vice principals, head teachers’ and supervisors of schools.
2. REVIEW OF RELATED LITERATURE

2.1 Overview of Leadership
Leads the way in defining terms of individual behavior, influence over other people, interaction patterns, role relationships and perception by others regarding legitimacy of influence. History has proven that leaders play a major role in the success of an organization. It is important for leaders to ensure collective efforts are energized towards the achievement of the organizational mission and vision. Extensive researches have been done by past researchers on the importance of leader’s contribution towards moving the organization, motivating the most important assets in the organization, the employees (Sarros & Woodman, 1993; Collins & Porras, 1996; Yukl, 2006).

Some earlier researchers argued that leadership is a major determinant of organizational effectiveness (Peters & Waterman, 1982), whereas other researchers express doubts that leaders have any substantial influence on the performance of their organization (Meindl, Ehrlich, & Dukerich, 1985). Bass (1990) suggested that leadership is the single most critical factor in the success or failure of an organization since managers are the one who may strengthen or weaken the self-determination and efficacy belief of the employees by providing them access to resource, information, support and opportunity (Kanter, 1977).

Previous broad work on leadership research suggested that leaders should adapt the most suitable styles to acquire the commitment and participation from the employees (Russ–Eft, 1999). That means, understanding employee’s situation is very crucial to decide on which behaviours that can fit the interactions between them. The abilities of the leader to manage employees commitment can help further to reduce the complexity and the constant changes in the organization. Therefore, leaders should capitalize on the talents and intellectual potential of employees for organizational success (Wriston, 1990).
According to MOE (2004), forward the most comprehensive definition of leadership as “the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.” They put influence as a key concept in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group. Terry and Franklin (2003), mention that a leader influences subordinates based on one or more of five source of power coercive, reward, legitimate, expert and referent. Whereas the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader.

2.2. School leadership

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, values to the achievement of educational objectives via the development of available resources (Holmes, 1993). Thus, school leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. Bush and Bell (2003) have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts. Accordingly, one of the various overall strategies of ESDP_III is to improve quality of education (MOE, 2005). Therefore, without appropriate leadership for schools the ongoing quality program will not work. Hence, West Burnham (1997) has noticed that before the issue of quality is raised within the school, the quality of leadership may need to be explored.

According to Jemes (2002) where you find good schools you would find good leader. It has been notoriously difficult to account of school leadership, grounded in every day practice that goes beyond generic heuristics of suggested practice (Heck, 1996). In addition to this, an important point is the role of school leader for successful school improvement. Hallinger and Heck (1996) say, important blank spot concerns in-depth description of how principals and other school factors that foster successful schooling.
A leader is an important person to practice different educational rule and regulations. In order to achieve these rules and regulations leaders should know and understand some theories of leadership.

Accordingly, Harris (2003) underlined that there is a grouping recognition that deep and sustained school improvement will depend up on the leadership of the many rather than the few. The school activities should be able to involve all school stakeholders who are benefited from school improvement program. Barnet and McCormick, (2004) have also stated that although leadership is often invested in or expected of persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles through a school.

### 2.3. Evolution of School Leadership Theory

A comprehensive review of leadership theory and its evolution can be tracked over the past 70 years from the “great man” notion of heroic leaders, through trait theories, behaviorist theories, situational leadership, contingency theory, and transformational leadership theory (Bolden, Gosling, Marturano & Dennison, 2003; Hallinger, 1992; Stewart, 2006). Each of these leadership theories offer some insights into the qualities of successful leaders, but there has been a shift in focus from the generic characteristics and behaviors of the individual to the acknowledgment of the importance of responding to different situations and contexts and the leaders’ role in relation to their followers (Bolden et al., 2003).

More recent research spanning the past two decades leaves scholars of leadership theory attempting to define numerous types of leadership which include, but are not limited to: (a) instructional leadership; (b) servant leadership; (c) transformational leadership; and (d) sustainable leadership (Bass, 1990; Blase & Blase, 2000; DuFour & Eaker, 2006; Marzano et al., 2005; Stewart, 2006). These competing leadership theories all place high demands on principals. The current body of research clearly indicates that effective leadership is critical to the overall success of students (Leithwood & Riehl, 2003; Marzano et al., 2005). Leaders can draw upon a wide range of leadership styles, determining which one is right for their staff and school at any
given moment. There is wide recognition in the research that school leaders have the potential to influence the quality of the teacher, which indirectly impacts student learning.

In a review of literature, Leithwood and Riehl (2003) concluded that school leadership has a significant effect on student learning, second only to the effects of the quality of curriculum and teachers’ instruction. Case studies of exceptional schools indicate that school leaders influence learning primarily by spurring teachers into action through ambitious goals and by creating an environment that supports them. Likewise, these researchers reported that large scale quantitative studies conclude that the effects of leadership on student learning are small but educationally significant. Although leadership explains only three to five percent of the discrepancy in student learning across schools, this effect is nearly one-quarter of the total effect of all school factors.

While the effects of leadership appear to be mostly indirect, leaders influence student learning by helping to promote a vision and goals and by ensuring that resources and processes are in place to allow teachers to teach well, meeting the varied needs of their students (Leithwood & Riehl). Blase and Blase (2000) conducted a study that included more than 800 American teachers and directly examined teachers’ perspectives of principals’ everyday instructional leadership characteristics and the impacts of those characteristics on teachers. Data were collected through an open-ended questionnaire in which teachers identified and described characteristics of principals that enhanced their classroom instruction and the impacts those characteristics had on them. The data revealed two themes of effective instructional leadership: talking with teachers to promote reflection and promoting professional growth.

2.3.1. Transformational Leadership Behaviors and Teachers’ Performance

Transformational leadership behaviours were found positively correlated with teachers’ positive perceptions, motivation, trust, conviction, collaboration, innovation, self-esteem and performance (Odumeru & Ogbonna, 2013). Leaders, who practice the qualities of Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individual Consideration,
become successful in engaging their subordinates in making the extra efforts (Balyer, 2012). The performance of the employees also reflects their commitment which is found to be positively correlated with Intellectual Stimulation, Individual Consideration and Contingent Reward behaviour of the leaders (Brown, 2003).

2.3.2. Transactional Leadership Behaviors and Teachers’ Performance

Transactional leadership is a process of exchange of transactions between the leaders and the followers (North house, 2007). The exchange is often in a form of material or tangible rewards like bonuses, salaries and other incentives (Hukpati, 2009). Identifying the needs of the followers is considered one of the best traits of a transactional leader to improve their performance. Two transactional behaviors were identified by Bass 1995: Contingent Reward and Management by Exception Active. Contingent Reward is a transactional leadership behavior based on different transactions according to the needs of the employees while Management by Exception Active is based on the constant supervision and monitoring of the leader to take necessary measures when mistakes occur (Avolio, Bass 1995).

2.4. Principals’ Instructional Leadership Behaviours

The historical context section of the literature review examined the emergence of the instructional leadership concept in the educational field, and its evolution from the principal being the sole instructional leader to instructional leadership being the shared responsibility of all staff members. According to Mitchell and Castle (2005) the concept of the principal as instructional leader emerged in the educational field during the 1970s as a factor of improving school effectiveness.

The principal became the leader who shaped the organization into the instructional leadership model. Hallinger (2003) identified instructional leadership models in the 1980s as strong, directive leadership focused on curriculum and instruction from the principal. The top-down approach became apparent in leadership that “focuses predominately on the role of the school
principal in coordinating, controlling, supervising, and developing curriculum and instruction in
the school” (Hallinger, p. 331).

Hallinger (2003) synthesized essential elements of various researchers’ explanations of
instructional leadership and noted that the principal’s expertise and the principal’s character both
needed to be goal-oriented, and that there must be a focus on student outcomes and achievement.
The principal also needed to help improve teaching and learning through curriculum and
instruction. Hallinger pointed out principals who shared leadership responsibility with others
would be less subject to burnout than principal ‘heroes’ who attempt the challenges and
complexities of leadership alone. Brewer (2001) outlined the focus of instructional leadership as
the focusing on instruction; building a community of learners; sharing decision making;
sustaining the basics, leverage time; supporting ongoing professional development for all staff;
redirecting resources to support a multifaceted school plan and creating a climate of integrity,
inquiry, continuous improvement.

The literature on instructional leadership in schools can be divided into three strains: the theory
behind instructional leadership activity, research on what instructionally oriented leaders do, and
investigations of the effects of leadership efforts on teacher and student outcomes. The first
subset of the literature on instructional leadership is conceptual. It consists of a number of
strands of thought that lay the groundwork for, and importance of, leadership in support of
instruction.

The second component of the literature on instructional leadership articulates what the practice
of instructional leadership looks like in schools. Most of these work places different levels of
emphasis on one or more of three different aspects of instructional leadership: creating a learning
ethos (mission, vision) for the school; managing or developing the instructional program for the
school; and providing direct, hands-on support for teachers’ instructional practice. Some work
emphasizes the importance of fostering a learning ethos. For example, Goldring and Pasternak
(1994) studied principals’ activities and found that the principals’ role in framing school goals,
establishing a clear mission, and gaining staff consensus were strong predictors of school
outcomes. Similarly, Hallinger, Bickman, and Davis (1996) identified establishing a clear school
mission as a key activity of instructional leadership.
Heck, Larson, and Marcoulides (1990) examined principal supervision and support of teachers. They found that higher performing elementary and high school principals spent more time directly supervising and supporting teachers, working collaboratively with teachers to coordinate their schools’ instructional programs and solve instructional problems, and supporting staff development opportunities.

A final set of work that describes the practice of instructional leadership argues for the importance of both creating a learning ethos and providing more hands-on support for instruction. Hallinger and Murphy (1987) contended that instructional leadership focused on defining the school mission through a clear vision of what the school is trying to accomplish; managing the instructional program by working with the staff in areas specifically related to the evaluation, development, and implementation of curriculum and instruction; and promoting the school learning climate.

Leithwood, Jantzi, Silins, and Dart (1993) investigated how principals developed an instructional emphasis in schools. They found that principals who focused on developing a school vision, setting group goals, holding high expectations, and providing individual support for teachers positively influenced school culture and climate.

In their synthesis of the literature, Leithwood, Seashore Louis, Anderson, and Wahlstrom, (2004) cite specific leadership practices that are common in the literature. These include identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations, monitoring organizational performance, promoting effective communication throughout the organization, and the fostering of shared organizational purposes. Effective principal leadership behaviours identified in early research include commitment to a vision and mission, communication of that vision and mission, high expectations, and monitoring student progress (Firestone & Wilson, 1985; Rutherford, 1985; Smith & Andrews, 1989; Krug, 1993).
2.5. Leadership Behavior
Leadership behavior goes beyond the management duty whose job definitions are stated by laws and regulations and can be defined as a person who transfers his knowledge and skills to his subordinates and the role that a leader acts in his organization. Leadership behavior has two dimensions such as Organizational development and alteration process and communication with workers in the organization or increase in efficiency of workers express its construction dimension.

Hooijberg, Lane, and Diversé (2010) explained that there has been an extensive collection of theories studied that give emphasis to behavioral approaches to leadership ranging from Fiedler’s (1967) LPC theory to House’s (1971) path-goal theory to Quinn’s (1988) competing values framework (CVF) and Bass’ (1985) transformational leadership theory. A leader’s behavior is a powerful display of mannerisms that convey the expectations and values of the organization that sets the tone for the organizational climate (Grojean et al., 2004). According to Yukl (2006), researchers have spent more time and energy conducting research on leadership behavior than on any other aspect of leadership. Research in leadership behavior falls into one of two categories: the first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, and their job responsibilities. The second line of research focuses on identifying effective leadership behavior. Despite the fact that there could potentially be numerous leadership behaviors, Farris (1988) identified two specific kinds of leadership behaviors: task-oriented behaviors and relations-oriented behaviors.

As the above researcher leadership daily performs to leadership behaviors and job responsibilities as there was a number of leadership, and it lay on task-oriented and relation oriented.

2.5.1. Task-oriented leadership behaviors
Task-oriented leaders were primarily concerned with reaching goals. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluations, giving
directions, setting time lines, and showing how the goals were to be achieved. As a rule, task-oriented leaders see one-way communication method to clarify what needs to be done, who was responsible for doing it, and how it needs to be done. Task-oriented leaders coordinate, plan, and schedule work-related activities.

They provide their employees with the necessary motivation, equipment, supplies, and technical assistance for completing the task (Northouse, 2010). Task-oriented behaviors include clarifying roles and objectives, monitoring individual performance and operations, and short-term planning (Yukl, O'Donnell, & Taber, 2009). Clarifying behaviors include assigning tasks, explaining job responsibilities, and setting performance expectations. Monitoring behaviors include inspecting the progress and quality of work. Planning behaviors include determining staffing requirements and how to fittingly use them to reach the goals and objectives of the organization.

2.5.2. Relations-oriented leadership behaviors

Relations-oriented leaders, on the other hand, were more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations (Northouse, 2010). Relations-oriented leaders demonstrate an understanding of their employees’ problems. They help to develop their employees’ careers.

They provide their employees with enough information to do the job, they allow individual autonomy in work, and they show appreciation. According to Yukl (2006), relations-oriented leadership behaviors include supporting behaviors, developing behaviors, and recognizing behaviors. Supporting behaviors include showing acceptance, concern, and confidence for the needs and feelings of others. Developing behaviors provide potential benefits to new, inexperienced supervisors, colleagues, peers, or subordinates. Recognizing behaviors show praise and appreciation to others for effective performances, significant achievements, and important contributions to the organization.
2.6. Behavioral theories

Behavioral leadership perspective assumes, like trait leadership perspectives, that leadership is central to organizational performance. However, the focus is on leader’s behavior rather than leader’s personal traits/characteristics. Hersey and Blanchard (1988) report that this approach will initiated at the University of Michigan and Ohio State University in 1945. Various studies were carried out with the intention of identifying leader behaviors that account for effectiveness.

Their findings reveal two major forms of leader behaviors namely; employee centered /consideration and production centered/initiating structure (Hersey and Blanchard, 1988). Employee-centered or highly-considerate leader is sensitive to subordinates’ feelings and strives to make things pleasant for them. In contrast, production centered leader or a leader high in initiating structure emphasizes completion of the task (Schmerhorn et al., 2000).

The results indicate that it is important that a leader should be high on being considerate and initiating structure. That theory contributes for the researcher to analyze leadership style of secondary school leaders they practices in their school activities mainly by focusing the essence participatory leadership style in their school activities. This theory highly discuss that leaders are became effectively leads their organization if they are qualified with a given profession. This is true that leaders of the nowadays time are assigned for a position for being they were efficient to lead their organization. In addition school leaders are assigned to lead schools on the basis of their effective practices of the leadership style they apply.

2.6.1. The path goal theory

This theory is based on the theory of motivation. In this theory the behavior of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction (Ajayi and Ayodele, 2001). The Path-Goal Theory is based upon the intersection of the follower’s needs, abilities, values, and personality with the structure and clarity of the task. The leader determines the proper communication approach in each situation depending on the structure of the task and follower’s experience, skill, confidence, and commitment. When an in experienced or unsure follower must perform an unstructured task, the leader must use a directive
communication approach. If the follower is skilled but lacks confidence or commitment while performing a structured task, the leader must use a supportive communication style. Next, if followers are unsure and the task is unstructured, the leader must use a participative communication style designed to elicit ideas from followers. Lastly, if a skilled follower must perform an unstructured task, the leader must use an achievement-oriented communication style designed to show confidence in the follower to perform well (Hackman & Johnson, 2000).

Similar to the Path-Goal Theory, Hersey and Blanchard’s Situational Leadership looks at the readiness level. In their theory, follower readiness level was the combination of their skill and motivation. Followers with low readiness who were unskilled or unmotivated require the leader to use telling, which is providing specific instructions followed by close supervision. If the follower was willing but does not have the proper skill, the leader must use selling, which is explaining then providing opportunity for clarification but requires less supervision. If a follower was skilled and able but has low motivation, the leader should use participating, which gets the follower involved in the decision-making creating more motivation. Lastly, if the follower has high skill and motivation, the leader should use delegating. In delegating a leader simply gives the follower the responsibility to make decisions and implement the decisions (Hackman & Johnson, 2000).

The Leader-Member Exchange Theory focuses solely on the relationship the leader and follower develop. Near the time followers join an organization, they either become part of the leader’s in-group or part of the leader’s out-group. Simply stated the in-group contains followers who are trusted and allowed to participate in decision making and have input into the organizations future. Members of the out-group are simply expected to perform their duties but were not allowed the autonomy or participation that the members of the in-group are allowed (Hackman & Johnson, 2000).

The behavioral theory could either be job-centered or employee-centered. The job-centered leaders practiced close supervision while employee-centered leaders practiced general
supervision. The Path-Goal Theory is based on the theory of motivation and this theory believes in intersection of the follower’s needs, abilities, values, and personality with the structure and clarity of the task. The review of literature also comprises the concept of management skills that help a leader to become successful in leading practices which means leaders would be successful only when they are equipped with certain managerial skills in getting things done through and with people.

2.6.2. Fiedler’s Contingency Theory

Fiedler was the first to develop this leadership theory, which shows that situational variable interacts with a leader’s personality and behavior. Fiedler (1967) believes that leadership style is a reflection of the underlining need-structure that prompts behavior. That scholar suggests the opinion that leadership styles are constant. Thus, leaders do not change styles, but they change the situation. The bone of contention here is that a leader’s effectiveness depends on the situation. This implies that a leader may be effective in one situation or organization, but not in another.

That theory is used to find out if a person’s leadership style was task-oriented or relationship oriented and if the situation leader–follower relationship, task structure and level of authority match the leader’s style to maximize performance. Leadership is largely determined by the favorableness of the situation at hand, which means the extent to which the situation allows the manager to exert influence on the subordinates (Fiedler, 1967). That scholar conceptualizes situation in terms of its favorableness for the leader, ranging from highly favorable to highly unfavorable situation. He states that the more control exercised by the leader, the more favorable the situation is for him/her.

The favorableness of the situation was determined by three factors. In the order of importance, leader-follower relations come first. That measures how well the followers and the leader get along how he/she was accepted by the followers. A high degree indicates good leader-follower relations and a low degree indicates poor leader-follower relations (Fiedler, 1967). The second
factor was task structure, which measures the extent to which the tasks clearly specify goals, procedures and standard of performance.

A structured task is routine, simple and easily understood. It is perceived to be more favorable because the leader needs not to be closely involved whereas, unstructured task was ambiguous and complex and this is not favorable for it demands the leader to guide and direct the activities of the staff members. The last one is the level of formal authority to punish or discipline, promote, assign work, recommend for promotion and to fire. Fiedler (1971) believes that a good relationship, a structured task and either high or low position of power leads to a very favorable situation for the leader, but a poor relation, unstructured task and either high or low position of power create very unfavorable situations for the leader.

Thus, a task-motivated leader is suitable for very favorable as well as very unfavorable situations. This theory suggests that if a leader-follower relation was poor, the task is unstructured and the leader’s position of power was low, a task-oriented leader would be effective. Also, a task-oriented leader was said to be appropriate for a situation where the leader-follower relation is good, the task was structured and the leadership position was high. Moreover, in case of intermediate favorableness, it was suggested that a person-oriented leader is suitable.

As Dubrin (1998) states good relationship between leader and follower was the most important factor that makes life easy for the leader in terms of influencing and exercising control over his/her situation. It appears that Fiedler’s theory suggests that there are two main leadership behavior styles. There are indications that the leader who was high on task behavior may or may not be high or low on relationship behavior. However, any combination of those two is possible. It has been observed that leaders who are people-oriented create positive climate in their schools (Lussier and Achua, 2001).

2.7. Teacher Job Performance
Performance refers to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 1997; Owei, 1999). McGregor (1960) developed the theory of job performance in his ‘X’ and
‘Y’ theories. Theory ‘X’ postulates that a negative attitude brings low performance, while theory ‘Y’ predicts that positive attributes results in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others.

High performance organizations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organization a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work (Harvard Business School (2005) in Katzenbach and Douglas 1993).

For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. Researchers have identified several features of professional development that have been correlated with change in teacher knowledge and instructional practices (Cohen and hill 2000; Garet et. al.2001).

These features include (a) a focus on teachers’ subject matter content or the teaching methods they employ, (b) duration in terms of the number of hours of training and the number of weeks or months over which training is provided, and (c) an activity format that is integrated into the daily work of teachers rather than removed from the context of direct public school teaching. Those professional development activities mentioned above are expected to increase teacher efficiency but according to this study, these activities rely mostly on elements which impact on teacher job performance in public and private schools.
2.7.1. Leadership Tasks and Functions

Breaking leadership practice into component tasks is an elusive activity because the work of administrators is characterized by “brevity, variety, and fragmentation” (Mintzberg 1973, p. 31; Leithwood & Steinbach 1995; Martin & Willower 1981). The disjointed, discretionary, and emergent work of school leaders, characterized by Weick (1989) as “fire-fighting,” results in a decision-press which can lead to a focus on short-term problem resolutions rather than long-term planning (Peterson 1978). However, because school leaders do not work purely in reaction to their environment, our analysis of their practice is tied to an understanding of the task structures that, over time, inform and guide their work. Recent work argues for approaching school leadership through understanding leadership functions rather than the work of positional leaders (Heller & Firestone 1995). Pursuing a task-centered approach grounded in the functions of leadership within the school, offers a means of accessing leadership practice. While others focus on the “networks of roles” that exist between multiple actors and make up organizational leadership (Ogawa and Bossert 1995), our distributed perspective focuses on the interdependencies between leadership activities or practices. Hence, the distributed frame allows us to examine how social interaction and situation simultaneously constitute leadership practice rather than focusing chiefly on social interaction among individuals.

What constitutes a leadership task? Constructing a school vision, holding a disciplinary hearing regarding misbehavior on a recent class trip, conducting a meeting to persuade parents of the merits of a new discipline code, or monitoring the instruction in a second grade reading classroom are all leadership tasks. Yet, there is tremendous variation in the grain size of these tasks.

A leadership function like “constructing a school vision” consists of numerous tasks including writing a draft vision, facilitating a staff meeting to discuss the draft, and revising the drafts that are spread out over months or even years. In contrast, facilitating a disciplinary hearing is a micro task perhaps connected with the macro function of establishing a safe school climate. The literature documents a variety of macro school-level functions that characterize successful, well-
run schools. For example, Purkey and Smith (1983) note that school-site management, planned curriculum coordination and organization, linking staff development to the expressed concerns of the staff, and a strong sense of order and discipline, are some key characteristics of effective school communities.

More particularly, an extensive literature identifies and describes macro school-level functions that are thought essential for instructional innovation (e.g. Blase & Blase 1998; Blase & Kirby 1992; Firestone & Corbett 1988; Gousha 1986; Leithwood & Montgomery 1982; Seashore Louis, Toole, & Hargreaves 1999; Sheppard 1996). Synthesizing this literature, we can identify several functions that are important for transformational instructional leadership:

- constructing and selling an instructional vision;
- developing and managing a school culture conducive to conversations about the core technology of instruction by building norms of trust, collaboration and academic press among staff;
- procuring and distributing resources, including materials, time, support, and compensation;
- supporting teacher growth and development, both individually and as a faculty;
- providing both summative and formative monitoring of instruction and innovation;
- establishing a school climate in which disciplinary issues do not preclude instructional issues.

2.7.2. Perceptions of Teachers towards School Leadership

Some studies revealed that teachers perceived their principals positively (Chang, et al., 2008), moderately (Wahlstrom and Louis, 2008) and negatively (Keiser and Shen, 2000). Several studies reasoned why principals were perceived positively. Chang, et al., (2008) reasoned that strong principals were rated more positively than average and weak; and average principals were rated more positive than weak. Parkinson (2008) also forwarded that, one most factor teachers’ indicated to positively affect on their job satisfaction are principals’ “warm and caring”.

In some studies, principals were perceived negatively by their teachers. According to Keiser and Shen (2000) teachers had less influence on decision-makings in terms of “school budget, hiring
new teachers and evaluating teachers”. In addition, Khan and Fatima (2009) also found that “the aspect of instructional behavior was weaker among the head teachers”. These scholars argued that principals had problems of implementing their role in the context of leadership decision making especially exemplified “budget transparency, staff development, and teachers evaluation”.

Several studies also found that there were positive relations between principals and teachers. This is due to the relationship between principals and teachers motivation (McGhee and Lew, 2007), principals’ leadership styles and teachers’ performance (Evan, 2001; Matsumura et al., 2009 and Moreland, 2009), principals’ styles and job satisfaction (Bogler, 2001), and between principals’ styles and school learning culture. As stated by the above scholar’s motivation and job satisfactions are the basic issues which establish positive relations between principals and teachers.

2.8. School Climate
Teacher morale is often thought of as a dimension of school climate. Characteristics of schools, such as the physical structure, interactions between teachers and students, and relationships between teachers, parents and community, are often used to help define the broad concept of school climate. In times when significant change is being implemented within a school, the climate of the organization needs to be evaluated. Gaining insight into the dynamics of school processes helps develop clarity for principals and teachers who are implementing and dealing with a school’s organizational change.

School climate is consistently related to teacher job satisfaction, which in turn is related to teacher retention (Taylor & Tashakkori, 1995). Since recruitment and retention are important to the overall success of the school, principals may find it necessary to focus on improving school climate as a way to improve teacher morale and retention. School climate is a broad concept that is complex and extensive in scope. There are inconsistencies within the education community in defining the term (National School Climate Council, 2007). However, common themes in the
research when determining climate include the character, atmosphere, tone, ideology, feel, or environment of a school (Hoy, Smith & Sweetland, 2002). National School Climate Council (NSCC) defines school climate as “the quality and character of school life” which is based on “patterns of students’, parents’ and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (NSCC, 2013, p. 1).

2.9. Individual (Teachers’) Performance
As the performance of an organization is dependent on the quality of the workforce at all levels of the organization (Temple, 2002), it is essential to discuss the concept to find in visual performance. Millcorvich and Bondream (1997) define employee performance as the degree to which employees accomplish work requirements. To them employee performance in effect reflects the efficiency of the organization. People are an organization’s greatest assets: individuals and organizations have learned about the importance of the role of people in an organization, and how the success of an organization depends on its people (Bartlett and Ghoshal, 1995). The role of human resources is absolutely critical in raising performance in an organization (Armstrong and Baron, 1998).

Ultimately it is the performance of many individuals, which culminates in the performance of an organization, or the achievement of goals in an organizational context (Armstrong and Baron, 1998). Amos, et al. (2004) states, that “the effective management of individual performance was critical to the execution of strategy and the organization achieving its strategic objectives”. Performance cannot be left in anticipation that it will develop naturally, despite the employee’s natural desire to perform and be rewarded for it. This desire needs to be accommodated, facilitated and cultivated (Amos, et al., 2004).

In return for that performance, organizations extend themselves in various forms of acknowledgement (Foot and Hook, 1999) Individual performance has become a topical issue in today’s business environment, so much so that organizations go to great lengths to appraise and
manage it (Armstrong and Baron, 1998). Whetten and Cameron (1998), state that individual performance is the product of ability multiplied by motivation. Furthermore, Cummings and Schwab (1973) concur with the belief that performance is ultimately an individual phenomenon with environmental factors influencing performance, primarily through their effect on the factors are those factors over which the organization has little or no control, such as demands for job grading systems (Hellriegel, et al., 1999).

2.10. Factors Affecting Performance of Teachers

The factors affecting the performance of teachers are of two types, the external factors and the internal factors. There are many external factors effecting how a teacher makes discussion in the classroom. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself the grade policies, the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the Classroom teacher who must weld these into a workable framework while integrating a range of internal factors. The individual teacher’s beliefs about how student learn most effectively, how to teach in particular discipline or key learning area. The match between in individual teacher’s beliefs about best teaching practice and whether they can personally meet these demands in the classroom was crucial. A teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Hasan, 2004).

Factors that have impact on student learning are the knowledge, aptitudes, Attitudes, and values with which students leave school or a particular teacher’s classroom. The knowledge, skills, aptitudes, attitudes and values students possess upon entry are the result of some intricate and complex combination of their genetic composition and their home background. To complicate matters further, early difference among children are often magnified by their parents, decisions concerning the schools the children will attend and teachers, and parents, decisions as to the programmers within these schools in which they will be placed. As we investigate and attempt to
understand teacher effectiveness, then, we must take into consideration not only where the students are going.

Effectiveness of a particular teacher depend to a greater or lesser extent on goals being pursued and the students being taught, but teachers themselves differ. Like their students, teachers differ in terms of the knowledge, skills, aptitudes, and values they bring to their classrooms. They also differ in their teaching experience (Abramiet al., 1999).

2.10.1. Working Environment

Teachers’ working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers’ perceptions of their employment. As mentioned, the condition of infrastructure, availability of textbooks and learning materials, heavy workload of teaching, lack of office space to work in, and class sizes all influence the teachers’ performance. The Ethiopia government has placed great importance on quality education and recognizes it as an essential component for development needs of the society.

Establishing learning environments that facilitate positive learning outcomes for all students is to be sure a challenge. They are advocating a particular way of being with students, which will require them, the teacher, to provide opportunities that maximize students’ participations in their own learning and to utilize teaching and learning strategies that engaged learners and are learner-centered. Caring teachers work hard to know students by using multiple sources of knowledge and by structuring their classes to encourage oral and written dialogue that recalls, students thinking. They consciously work to create classroom atmosphere conducive to questioning, self-assessment and helpful evaluation. They also take great care to establish three kinds of relationships: Thus as well as planning for learning, there were aspects of the environment there would need young attention. Two of these were the physical environment and the social emotional environment (Harry Wong, 2007).
2.10.2. Leadership Styles

A school’s principal, as an educational leader, influences teachers and staffs for successful operations of teaching and learning in the school. This implies that the schools Principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers.

According to Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher’s job performance in public secondary schools. It is the most commonly used leadership style by principals in the schools. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, & Usman, 2010). Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools. Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school.

2.10.3. The Attitudes of Teachers’ Towards Their Profession

Attitudes are habitual ways of reacting to situations. The term ‘attitude’ is generally reserved for an opinion which represents a person’s overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and also can be dormant and more generalized. According to Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, particularly in social psychology the new curriculum
emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed. It can help the students develop their integrated language skills. It makes the process of language learning to be a process of developing students' positive emotional attitudes, autonomic thinking and ability to take risks (Yiwem, 2004).

The professional accountability or responsibility of teacher educators includes instructional and non instructional responsibilities. It was suggested that no single technique or method should be used for their appraisal; rather a combination of students” ratings, administrator and peer ratings, systematic observations and performance tests should be employed for evaluating teacher educators” functioning.

In general in review of related literature have been emphasis different major problems that affect performance of teachers. These are working environment, leadership style, the attitude of teachers to their profession, external factors, internal factors and also other factors in the organization environment such as organizational climate, organization values, composition of work group and type of work, constraints of resources influence principals’ leadership style.

In addition, the personal backgrounds of leaders such as personality, knowledge, values, and determine the leadership style. In one way or the other the role of principals' leadership, administrative support, professional development, the job, fair pay, working condition, relationship, responsibility, and supervision and student achievement influences teachers’ job satisfaction. The revised literature helps the researcher to get insight and to answer the basic question which is stated under statements of the problem.

2.11. The Principal's Influence on Teacher performance
Influencing teacher performance is one important role of the school principal. Hipp and Bredeson (1995) argue that “the principal is the key to facilitating decisions that affect not only the working conditions of the school, but also those professionals who work in it” (p. 141). It is
critical for principals to understand and learn how to affect the efficacy of the teachers with whom they work. There are very specific principal behaviors and characteristics that can positively influence teacher performance.

The following list of characteristics was developed by this researcher through the selection of common items that have appeared in several studies by various researchers. Characteristics that were found to be important factors in supporting teacher efficacy across multiple studies were included in the list for the current research. Each characteristic is operationalized in this study.

- **Communication**—The principal establishes strong lines of communication with and among students and teachers (Blase & Kirby, 2000; Whitaker, 2003).
- **Consideration**—The principal expresses genuine concern for the welfare of teachers and makes efforts to get to know each individual (Blase & Kirby, 2000; Hipp & Bredeson, 1995).
- **Discipline**—The principal protects teachers from intrusion into their instructional time. This includes limiting announcements and preventing disruptions to class time (Hipp, 1996; O’Donnell & White, 2005).
- **Empowering Staff**—The principal provides opportunities for teachers to make decisions about their work and to be involved in school-wide decisions (Edwards, Green, & Lyons, 2002; Ross, 1995).
- **Flexibility**—The principal uses varied leadership behaviors as necessary based on specific situations and circumstances in the school (Blase & Kirby, 2000; Marzano, Waters, & McNulty, 2005).
- **Influence with supervisors**—The principal effectively garners support from supervisors and district-level administrative offices to assist in meeting the needs of the school (Ashton & Webb, 1986; Hoy & Woolfolk, 1993).
- **Inspiring group purpose**—The principal creates an environment where all teachers are part of a team and work together toward shared goals that result in student and teacher success (Ashton & Webb, 1986; Hipp, 1996).
- **Modeling instructional expectations**—The principal models his/her belief in the instructional process and emphasizes the importance of the instruction that takes place in each classroom (Ebmeier, 2003; Hipp & Bredeson, 1995).
• Monitoring and evaluating instruction—The principal “keeps an eye” on what is happening in the school and provides feedback to teachers regarding the instructional impact of classroom strategies (Ebmeier, 2003; Hipp & Bredeson, 1995).

• Providing contingent rewards—The principal formally and informally recognizes outstanding work inside and outside of the classroom and shares this recognition in tangible and visible ways (Hipp, 1996; Marzano et al., 2005).

• Situational awareness—The principal is aware of the details and concerns regarding the functioning of the school and uses this information to address current and potential problems (Hipp, 1996; Marzano et al., 2005).

Measuring Teacher Efficacy _ The instrument used to measure efficacy in this study, the Teacher Sense of Efficacy Scale (TSES), is an important step forward in the evaluation of teacher efficacy levels. This instrument was validated on teachers with diversity in their years of experience as well as a wide range of other teacher characteristics. In addition, it used an actual set of activities and tasks that teachers are asked to complete in the classroom to ensure reliability of the instrument. While an overall score and three subscores can be derived from the instrument, Tschannen-Moran and Woolfolk Hoy (2001) indicate that “the total score seems to be the most appropriate gauge of efficacy” (p. 801) for both experienced and novice teachers. More specific subscores are available; however, the authors indicated that those subscores were more reliable for experienced teachers because of novice teachers’ lack of extensive teaching responsibilities.
UNIT THREE

3. RESEARCH DESIGN AND METHODOLOGY

One of the main steps in conducting a research was to collect data that enables a researcher to reach suggested solution for the problem identified. This section present the research design, participants of the study, sampling techniques and sample size, data gathering instrument, method of data analysis, discussions, conclusion and recommendations.

3.1. Description of Study Area

Aleltu is one of the woreds’ of North Shewa of Oromia Region in Ethiopia. It is the capital city of Mikewa which found on the distance of 55 km from Addis Ababa. The Woreda is subdivided in to 22 kebeles’ and it is found in north part of Oromia Regional state and bordered in the northern by east North shewa of Amhara region, in the south by Oromia special zone around Finfine, in the west by west Jida woreda. The woreda has fifty primary school (1-8). It has 277 male and 195 female, total 472 primary school teachers and 7,054 male and 5,214 female total 12,268 primary school student in the year 2011E.C report (Source Woreda Education Office 2011 E.C).

According to the Woreda Truism office Report, the Woreda is classified into three major climate zones on the base of altitude, rainfall and temperature: Dega, Woina-Dega and Kolla. It has a place for tourisms like Etisa Gedam Bowa Senti. The woreda is favorable for the production of the different crops: Teff, wheat, bean, Sorghum, Maize, Barely are the major ones. Vegetable, oil and root crops are other crops in the Aleltu woreda. Aleltu is also known by domestic and wild animals especially in domestic animals. Not only this, different culture, like wearing culture, singing culture, wedding culture were the major known culture in the woreda.
3.2. The Research Design
The main purpose of this study was to assess the Influence of principal leadership behavior on the teachers job performance in some selected primary school in North Shoa Zone Aleltu woreda. Descriptive research design was employed for conducting this study.

Research design was the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclarck, 2007). In order to assess the influence of principal leadership behavior on the teachers job performance and its relation to their performance descriptive survey design was employed. That was because it enables researchers to collect and describe large variety of data related to roles and practices of primary school principals. As argued by Kumar (1999), descriptive research design was used to describe the nature of the existing conditions. Hailu and yitayew (2013) agreed that descriptive survey design of research was more appropriate to gather several kinds of data on a broad size to achieve the objective of the study.

3.3. Sources of Data
Primary source of data was used for this study. The primary source of data for this study was primary school teachers, in Aleltu Woreda North Shoa Zone of Oromia Regional state.

3.4. Population, Sample Size and Sampling Technique
In Aleltu woreda North Shoa Zone of Oromia Regional state, there are 50 governments’ primary schools (1-8) that found in the woreda. In order to manage the study 17(40%) school was selected out of 50 school in the woreda.

There were 472 teachers in the sample primary school and 120(25%) teachers were selected for the study using simple random sampling technique. The population of this study was 472 and sample size was 120(25%).The detail on population, sample size and sampling techniques was presented in the table below.
# Table 1. Description of population and sample size

<table>
<thead>
<tr>
<th>CRC</th>
<th>Number of primary schools</th>
<th>Number of Sample schools</th>
<th>Sample school in %</th>
<th>sampling techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurufa Bido</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Lizib Dengay</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Gowa</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Kararba</td>
<td>6</td>
<td>3</td>
<td>50</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Chole</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Fiche</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Aleltu</td>
<td>6</td>
<td>2</td>
<td>33.3</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Hurufa Lebu</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td>Wera Chole</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>Simple Random sampling</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>17</strong></td>
<td><strong>40%</strong></td>
<td></td>
</tr>
</tbody>
</table>

# Table 2. Descriptions of sample respondents and sampling technique

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of CRC/ school</th>
<th>Categories of respondents</th>
<th>Total Population</th>
<th>Sample size</th>
<th>Sample %</th>
<th>Sampling techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aleltu</td>
<td>Teachers</td>
<td>60</td>
<td>21</td>
<td>33.3</td>
<td>Stratified random</td>
</tr>
<tr>
<td>2</td>
<td>Chole</td>
<td>Teachers</td>
<td>58</td>
<td>13</td>
<td>25.8</td>
<td>Stratified random</td>
</tr>
<tr>
<td>3</td>
<td>Gowa</td>
<td>Teachers</td>
<td>50</td>
<td>15</td>
<td>26</td>
<td>Stratified random</td>
</tr>
<tr>
<td>4</td>
<td>Hurufa Bido</td>
<td>Teachers</td>
<td>49</td>
<td>12</td>
<td>26.5</td>
<td>Stratified random</td>
</tr>
<tr>
<td>5</td>
<td>Hurufa Lebu</td>
<td>Teachers</td>
<td>45</td>
<td>12</td>
<td>26.6</td>
<td>Stratified random</td>
</tr>
<tr>
<td>6</td>
<td>Kera Arba</td>
<td>Teachers</td>
<td>42</td>
<td>10</td>
<td>23.8</td>
<td>Stratified random</td>
</tr>
<tr>
<td>7</td>
<td>Lizib Dengay</td>
<td>Teachers</td>
<td>21</td>
<td>8</td>
<td>38</td>
<td>Stratified random</td>
</tr>
<tr>
<td>8</td>
<td>Menagesh Fiche</td>
<td>Teachers</td>
<td>55</td>
<td>17</td>
<td>30.9</td>
<td>Stratified random</td>
</tr>
<tr>
<td>9</td>
<td>Wera Chole</td>
<td>Teachers</td>
<td>54</td>
<td>12</td>
<td>25.9</td>
<td>Stratified random</td>
</tr>
<tr>
<td>0</td>
<td>NGO</td>
<td>Teachers</td>
<td>38</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>472</strong></td>
<td><strong>120</strong></td>
<td><strong>25.4%</strong></td>
<td></td>
</tr>
</tbody>
</table>
3.5. Data collection Instrument

The data for the study was gathered using different data collecting instruments. Among these, questionnaires and FGD, were employed for the study. The reason behind using different tools was to crosscheck the internal consistence of the data and to obtain valid information.

3.5.1 Questionnaire

In order to gather the appropriate information about teachers’ perception of school leadership behavior and relation to their performance in Aleltu woreda North Shewa zone, questionnaire was used in this study. Questionnaire was designed for 120 sample teachers. Close-ended items were prepared on the issues of perception behavior. Initial orientation was provided to assistant data collectors on how to handle questions that may be raised from respondents. In addition, the researcher arranged conditions to make participants feel free while giving responses with the help of administrative officials and instructors. They were also assured that the responses are confidential and any information was removed from the school site after completed the questionnaire. Finally, the questionnaire was distributed to the respondents in a free classroom setting.

Questionnaires were prepared in simple and clear English language, because the respondent of this study were primary school teachers who can understand the language very well. Before distribution, the drafts of the questionnaire were given to educational specialists for their suggestions and comments to ensure the relevance of each item, the possibility of misunderstanding, omission, and language clarity. Based on the suggestion the necessary correction and adjustment were made.

The content validity of the adapted instruments was evaluated by graduate students from different discipline of educational planning and management, curriculum & instruction and language department at Addis Ababa University. Before the judges make categorization of the items used to measure, the researcher was spent enough time in explaining and briefing its
objective to the judges. In addition, the experts were asked to give their replies under the alternative ‘relevant’, ‘irrelevant’ and state their remarks. Besides, they were asked to give their comments regarding items to be included, irrelevant, and over emphasized items. Finally, three teachers were given the statements to check the clarity and readability and then ready for the pilot study.

Before the actual data collection from respondents, a pilot test was conducted. Accordingly, the English versions of questionnaires were tried out for two days among 25 randomly selected teachers at Lizid dingay, Aleltu, Chole, Hurufa Lebu, Fiche, Kerarba, Hurufa Bido, Wera Chole and Gowa CRC’s. The subjects were taken purposely to represent each cluster of sex and experience in teaching primary school.

3.6. Data Collection Procedures
The Leadership Behavior Description Questionnaire was adapted and used to obtain data on public school teachers’ influences of their school principals’ leadership behavior. Leadership Behavior Description Questionnaire developed by Kozes and Posner (2001) was used for data collection. The instrument consisted of three sub-scales, 15 items measuring ‘consideration’, 15 items measuring ‘initiation of structure’ behaviors of school principals and 10 items measuring conditions for administration. Finally, self-assessment instrument for teacher performance assessment was adapted and used. (Muhammad and Sally, 2015). The higher score on this scale represents higher effectiveness and lower score lower performance. SITE-II was an efficient tool that might be used as one of the data source of teacher evaluation.`

To make the necessary data, first the researcher was make face to face contacts with woreda education office head, school principal, vice principal, teachers and supervisors of each sample school in order to introduce the purpose of study and facilitate condition to safe cooperation for collecting data. Next, the researcher was arrange the time and place to get the identified respondents. Then, questionnaire was distributed to sample respondents in respective school by the investigator with the help of vice principal, department head, unit leaders and other volunteer teachers'.
After the questionnaire filed by respondents, the researcher was collect the questionnaire papers from respondents. The investigator also was interview with woreda education office heads town administration education office head and woreda education office heads. Finally the respondent gives their detail ideas, opinions, and experiences of about their perceptions towards their school leadership behavior.

Table 3. The Procedure Data Collecting and data analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Number of items analyzed</th>
<th>Number of respondents</th>
<th>Responding scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>Teachers perception of school leadership behaviors scale</td>
<td>40</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>1.1</td>
<td>Consideration</td>
<td>15</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>1.2</td>
<td>Initiation of structure behavior of school principal</td>
<td>15</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>1.3</td>
<td>Condition for administration</td>
<td>10</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Teachers performance evaluation</td>
<td>36</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.1</td>
<td>Subject matter knowledge; as a teacher</td>
<td>8</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.2</td>
<td>Instructional planning and strategies</td>
<td>7</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.3</td>
<td>Assessment</td>
<td>10</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.4</td>
<td>Classroom management</td>
<td>8</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2.5</td>
<td>Effective communication</td>
<td>3</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>76</td>
<td>80</td>
<td>40</td>
</tr>
</tbody>
</table>

Key: 1=Never , 2= Rarely, 3= Sometimes, 4= Often , 5= Always
3.7. Method of Data Analysis

The data collected was classified into quantitative. The quantitative data were collected from closed-ended questions. The quantitative data gathered from respondents’ through closed-ended questions were recorded, categorized, coded, tabulated, and analyzed using descriptive statistical tools such as frequency, mean, percentage and Inferential statistical tools such as Pearson correlation analysis, ANOVA and T-test.

The reason to employ Descriptive statistical tools analysis was that, frequencies help to identify a number of respondents’ responses for a given specific items while; percentage was used by the researcher to simplify and explain a given set of data. Mean was also enable to identify average responses given by respondents and Inferential statistical tools such as Pearson correlation analysis was used to see the relationship between teachers job performance and principal leadership behavior, T-test used to see the significances mean differences between the responses of teachers used to compare the year of experience difference on teachers job performance. The calculation was done by using SPSS software version 20. This software was used for data manipulation and inferences.
UNIT FOUR:- DATA ANALYSIS AND INTERPRETATION

4. RESULT AND DISCUSSION
This section was concerned with the analysis of the data gathered from teachers work in the government primary schools to answer the main questions raised in this study. First, descriptive statistics were presented. This was followed by presentation of results calculated through inferential statistics, such as the status and correlation between the predictors and outcome variable. Finally, examine the independent sample T-test and ANOVA was employed to see the mean differences on the outcome variable.

4.1. Background of the Respondents
As mentioned in the previous sections, the predictor variables of interest in the analysis and socio-demographic variables including gender, educational level, and years of experience. The outcome variable of interest was teacher’s performance. Respondents were asked about their background information. Tables below provide some general characteristics of the study variables. The distribution of participants based on the selected socio-demographic characteristics including gender, educational level, and years of experience.
As we can see from the table, majority 80 (66.7%) were male and others 40 (33.3%) are female. The gender distribution of respondents was as chance not equal but it included well. The vast majority of the respondents are diploma holders 99 (82.5%), however, there were many numbers of respondents who have degree 21 (17.5%). Majority of the respondents were 11 and above years of experience and the next minority respondents was between 6-10 years and the least numbers of respondent was 1-5 years who has medium experience.

As the study finding realized that, effectiveness of a particular teacher depend to a greater or lesser extent on goals being pursed and the students being taught, but teachers themselves differ. Like their students, teachers differ in terms of the knowledge, Skills, aptitudes, and values they bring to their classrooms. They also differ in their teaching experience (Abramiet.al, 1999). In general these variables have their own positive or negative influence on teachers’ performance.
4.2. Influence of Leadership Behavior on Teachers’ Job Performance

Teachers’ job performance were one of the most important indicators of their academic performance. The following table shows summaries of the respondents’ perceptions by frequency and percentage were presented.

Table 2: The status of categories of impacts of teachers’ perception of leadership behavior

<table>
<thead>
<tr>
<th>Variables</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of principal leadership behavior on teachers performance</td>
<td>Low (40-80)</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td></td>
<td>Medium(81_100)</td>
<td>81</td>
<td>67.5</td>
</tr>
<tr>
<td></td>
<td>High(101-120)</td>
<td>16</td>
<td>13.3</td>
</tr>
</tbody>
</table>

A=High satisfaction =O and S=Medium satisfaction =R and N=Low satisfaction

KEY: - A=Always, O=Often, S=Sometimes, R=Rarely N= Never

Table 2 above presents descriptive statistics of participants on each independent and outcome variables, to know the status and make more meaning full comparisons. These descriptive statistics explained by frequency and percentage. In all variables, if the frequency and percentage is below the cut of point represents low score and if the calculated frequency and percentage is above the expected, represents high score in each variable.

In relation to the teacher’s perception of leader’s leadership behavior, majority of the respondents have moderate level (81, 67.5), while others do have low and high. From the data presented in table 4.2 teachers in Government primary School of Aleltu woreda North Shoa Zone of Oromia Regional State have different levels of performance.

On the contrary, the analysis of data from the Leaders Perceived Inventory-Observer indicated that teachers rated their principal high in all areas of leadership. This result is not consistent with
the findings of Kursunoglu and Tannogen (2009) who reported that teachers have evaluated the leadership behaviors of their principals moderate. The results are not consistent with LPI-Observer reported means reported by Kouzes and Posner (2003) for the general population.

4.3. Status of Teachers Performance

The focus of this section was to analysis and interprets the results of teachers’ job performance assessment. Performances of teachers were one of the handfuls of factors determining school effectiveness and learning outcomes. To identify factors that influence teachers’ job performance was assessed below. For this purpose, major indicators were presented to respondents to be rated on a five point Likert scale: from Always=5 to Never =1.

Table 3: The Status of categories of teachers’ performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Performance Assessment</td>
<td>Low (40-80)</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Medium(81-100)</td>
<td>78</td>
<td>65.0</td>
</tr>
<tr>
<td></td>
<td>High (101-120)</td>
<td>25</td>
<td>20.8</td>
</tr>
</tbody>
</table>

A=High satisfaction =O and S=Medium satisfaction =R and N=Low satisfaction

KEY: - A=Always, O=Often, S=Sometimes, R=Rarely N= Never

From the data, teachers who were rated to have high level of job performance were twenty five (25) representing 20.8% of the entire population of the respondents while those rated to have medium level of job performance were seventy eight (78) representing 65.0 % of the samples. Those rated to have low performance were seventeen (17) representing 14.2 %. From the table, majority of primary school teachers in government primary School of Aleltu woreda North Shoa Zone of Oromia Regional State operate at a medium level of job performance.

The finding of this study contradicted with the findings of Ossoskwam (2009) who in his research found that teachers could not only have a high or low level of job performance. He concluded in his study that it was not possible to have a mid – way job performance among
teachers. For him, mid-way performance was, if even, there was anything like that was a poor as low level job performance.

The findings of this study also corroborated the findings of Abwalla Jay (2014) who also found that principals’ leadership style had significance effect on decision making and communication to improve the level of teachers’ performance. It was possible for teachers to achieve high level of job performance when provided with the opportunity and right environment to perform their duty.

The findings of this study also corroborated the findings of Milicent (2007) who also found that it was possible for teachers to achieve high level of job performance. However, Milicent (2007) found out that sometimes even when the opportunities were there and the right environment was created, it will still take a committed and dedicated teacher to achieve a high level of job performance. Milicent’s finding was corroborated by the finding of this study. This study revealed that even when all was provided that teachers could still have medium and low job performance depending on the teacher in question. The finding of this study revealed that teachers could not only have a high or low level of job performance.

Majority of teacher in our school engage in professional development in their curriculum and/or specialist area, take an interest in current research in the curriculum, effective teaching strategies and how children learn and contribute to the professional development of other teachers in our school.

They also collaborate regularly with other teachers to improve our teaching practices, develop expertise in and use a range of different resources, build model and nurture strong and positive relationships with all colleagues and contribute to our overall mission of the school as a learning community. Those teachers are committed professionals who communicate effectively. They take responsibility for and participate in professional growth that results in enhanced student learning. The results obtained assured this.
4.4. The relationship between the influence of principal Leadership behavior on Teachers Job performance

4.4.1. Behavior and their performance

The relationship between teacher job performance and principal leadership behavior analyze in the study. Teacher’s perception of leaders behavior has significant positive relationship with teacher’s performance. There was moderate significant relationship between principal leadership behavior and teachers job performance. One of the major issues investigated in this study was the relationship between influence of principal leadership behavior on teacher’s performance assessment in Government primary Schools of Aleltu woreda of North Shoa Zone of Oromia Regional State.

The finding of this study provided evidence to the importance of positive leadership behavior in the teacher’s performance in Government primary Schools of Aleltu woreda North Shoa Zone of Oromia Regional State. For example, as uncovered by the Pearson product moment correlation analysis leadership behavior as perceived by the respondents has significant moderate relative contribution and sound in the attainment of good performance. This finding is consistent with other literatures.

According to Adeyemi (2010) investigated the significant relationship between the leadership behavior of principals and teacher’s job performance in public primary schools. Teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Huber and Darleen, in 1988, spelled out that effective leadership behavior by principals can enhance teachers' acceptance, respect, and understanding in establishing goals for successful school operations. The process of this leadership depended upon the development of a positive relationship between the principals and teachers. Few researches found as, on the contrary, no leadership behaviors characterized in Leithwood’s constructs were reported to have a significant relationship to teacher efficacy, either general or personal (Elliott, 2000).
The following open-ended questionnaire of teachers and principals as well as the teacher responses have been identified by the respondents in the study and the responses of respondents were presented, analyzed and interpreted below. Teachers responded that “the leadership behavior school were practicing has great influences on teachers job performance. School leaders have the chance to change the existing conditions of the school.

For instance, school leaders can plan, share ideas, delegate tasks, enables other to involve on what they plan, monitors, evaluate, feedback it, create vision, etc for school improvement and student academic success. In addition a leadership behavior that includes daily visibility and frequent direct teacher contact impacts the motivation of teachers and students and builds school capacity.” Janzi and Leithwood (1992) found that, the most powerful strategy to drive teacher actions was principal visibility while carrying out actions toward increasing student academic achievement.

**Table 4. The relationship between the influence of principal Leadership behavior on Teachers Job performance**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Number of items analyzed</th>
<th>Number of respondents</th>
<th>Responding scale</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>Teachers perception of school leadership behaviors scale</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>Teachers performance evaluation</td>
<td>36</td>
<td>80</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>76</td>
<td>80</td>
<td>40</td>
<td>120</td>
</tr>
</tbody>
</table>

Key: 1=Never , 2= Rarely, 3= Sometimes, 4= Often , 5= Always
4.4.2. Gender, Years of Experience and Academic Level

This section was shows summary of descriptive statistics and t-values of males and females on teachers job performance (N=120) for testing the differences between two means using the SPSS Compare Means analyzed below.

An independent-samples t-test was conducted to compare the teacher’s performance scores for males and females. There was insignificant mean difference in scores for males ($M=82.5588$, $SD=9.50158$) and females [$M=84.7692$, $SD=8.02598$; $t$ (118) = 1.349, $p=.05$]. The quantitative findings related to the first three questions indicated a significant mean difference was not demonstrated between gender and teacher’s performance. Akiri and Ugborugbo (2008) pointed out that there was no significant difference in the professional productivity of male and female teachers. Most findings at a normal circumstance, indicated as there was no difference on the teachers performance. Therefore, we can conclude that gender difference cannot be mentioned as the factor that potentially influences teacher’s performance.

4.5. Educational Level and Years of Experience Difference on Teacher’s Performance

The focus of this section was to summarize the educational level and years of experience group difference on teacher’s performance. Teachers' job performance, which was a requirement to teach in school was included as part of the demographic characteristics for analysis.
Table 5: ANOVA table summary of the educational level and years of experience group difference on teacher’s performance

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sources of Variation</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Level</td>
<td>Between the group</td>
<td>430.095</td>
<td>2</td>
<td>215.048</td>
<td>2.781</td>
<td>.046</td>
</tr>
<tr>
<td></td>
<td>Within the group</td>
<td>9047.871</td>
<td>117</td>
<td>77.332</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9477.967</td>
<td>119</td>
<td>117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of Experience</td>
<td>Between the group</td>
<td>18.561</td>
<td>2</td>
<td>.115</td>
<td>.115</td>
<td>.892</td>
</tr>
<tr>
<td></td>
<td>Within the group</td>
<td>9459.406</td>
<td>117</td>
<td>9.280</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9477.967</td>
<td>119</td>
<td>117</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One-way between-groups analysis of variance was conducted to explore the educational level difference on teacher’s performance. Subjects were divided into three groups according to their educational level (diploma, and degree). There was significant difference at the p<0.05 level in teacher’s performance scores for the three groups with F (2,119) = 2.781, p < 0.05. It significantly determines their performance. Omoifo and Okaka (2010) and Owolabi, Olabode, Adedayo, Juliu, (2012) make clear that knowledge of the subject matter is the most essential trait, factor and characteristic which the teacher must possess in order to effectively perform his responsibility as a teacher.

They posited that this professional quality was based on the educational status of the teacher. They added that for a teacher to be effective in delivering his lesson, he must have good command of the subject matter which means, he must have an adequate understanding of the basic principles and concepts of the subject to be taught. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

The finding of the study indicates that, “school leaders who make teacher support plus a focus on raising student achievement attain the intended goal in student learning outcomes. Through building of teacher capacity as well as school capacity created a culture of trust by offering a
chance to improve the academic achievement of students.” Thus, school leadership has a direct effect on teacher behavior and classroom practices (Hoy and Woolfolk, 1993).

Moreover, the majority of group discussion stated that the other factor was teaching methodology of teachers. As they were explained there is no usage of teaching methodology at instructional activity in daily teaching learning process. Teaching methodology is the process of teaching and the resultant learning by developing a link between the students and the knowledge and skill contents embodied in the curriculum schools, through effective teaching methods, provide the required environment to the students in learning a particular skill or an area of knowledge with students in understandable teaching, most of the teachers not developed relaxed style of methodology in the classroom rather they are aggressive in classroom.

One-way between-groups analysis of variance was conducted to explore the years of experience difference on teacher’s performance. Participants were divided in to three groups according to their experience level (0-5, 6-10 and 11-above years). Since the exact significance level (.892) provided is greater than alpha (0.05) the results there is no statistical significant in teacher’s performance scores.
UNIT FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION
This section presents summary, conclusions and recommendations. The summary and conclusions involve salient issues found out in the study. On the other hand, recommendations were proposed as a means of improving leadership behavior as well as increasing teachers’ job performance.

5.1. Summary
The purpose of this study was to investigate Teachers’ perception towards school principal leadership behavior and its relation to their performance in government primary schools of Aleltu woreda North Shew Zone Oromia Regional State. In an attempt to examine these factors, the following basic questions were raised in the study.

1. What types of leadership behaviours of the school principals do teachers’ identifies?
2. What types of teaching performance do teachers engage in?
3. Is there relationship between principal’s leadership behaviour and teaching performance of school teachers?
4. Which leadership behaviour most influence teachers’ performance?

The data were gathered mainly through questionnaire and FGD. The data obtained were analyzed using mean scores, frequency, percentage, and ANOVA test statistical tools. Based on the analysis of the data, the following findings were obtained from the study.

To this end, the review of literature considered the relationship between teachers’ perception of school leadership behavior and teachers job performance through many relevant topics. Overall, the review of literature indicated that leadership behavior do have impact on teacher performance. Therefore, some attributes of principal leadership behavior increase or decrease teacher performance. Two survey instruments were utilized to collect the data. The questionnaire and focus group discussion was used to identify the degree of influence of the principals’ leadership behavior. Out of total population 472 (n=120) samples were drawn from randomly
selected government primary schools using simple random sampling technique, these is to give equal chance to respondents. Both teachers perception of leadership behavior and teachers job performance expressed by teachers was measured using Leadership Behavior Description Questionnaire.

Supplementary data was collected on a questionnaire in order to identify the back ground of the respondents, special characteristics of Influences of principal leadership behavior on teachers job performance. There were several data analysis used in determining validity, reliability, statistical significance, correlations, and variable predictors using frequency distribution, T-test, Pearson product correlations. The results provided valuable information in examining Teacher’s Perception of leadership behavior and teachers performance satisfaction. The major findings derived from the study (current status of government primary schools):

1. The study identified that teachers’ perceive the leadership behavior of their leader were observed in study.

Teachers in Government primary School of Aleltu woreda of North Shoa Zone have different levels of performance at frequency and percentage of (81, 67.5).

The findings result in the data analysis revealed that, teachers rated their principal operate at a medium level of job performance at frequency and percentage of (78, 65.0). Those teachers were committed professionals who communicate effectively they take responsibility for and participate in professional growth that results in enhanced student learning.

The teachers use appropriate verbal, diagrammatic or symbolic forms, as organize by the subject discipline, in ways that are familiar to their classes and the explaining skills to enhance the quality of educational process that obviously increase performance of teachers and skilled teachers interpret subject matter using ordinary language to make sure that messages are understood.

2. One of the major issues investigated in this study was the relationship between the influence of principal leadership behavior and teacher’s job performance in Government primary Schools of Aleltu woreda North Shoa Zone of Oromia Regional State.
a) There was moderate positive relationship between principal leadership behavior and teachers’ job performance. Teachers’ job performance in the school system can positively or negatively be affected by their principals' leadership style. For instance, school leaders can plan, share ideas, delegate tasks, enables other to involve on what they plan, monitors, evaluate, feedback it, create vision, etc for school improvement and student academic success.

b) In addition a leadership behavior that includes daily visibility and frequent direct teacher contact impacts the motivation of teachers and students and builds school capacity.

c) Effective leadership behavior by principals can enhance teachers' acceptance, respect, and understanding in establishing goals for successful school operations. Therefore, teacher’s perception of leadership behavior has significant positive relationship with teacher’s performance.

3. Concerning teachers’ socio-demographic variables (gender, experience, educational level) and their perceptions of leadership behaviors were observed in the study area.

a) The finding indicated that there was no significant mean difference on teacher’s performance by gender. Gender difference cannot be mentioned as the factor that potentially influences teacher’s performance. However, differences were observed by years of teaching experience and academic level. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

b) One-way between-groups analysis of variance was conducted to explore the educational level difference on teacher’s performance. The study identified the major factors that affect the effect of teaching methodology on their teachers’ job performance was observed from the item at teachers have integrating subject content with daily teaching-learning process, they use different techniques to teach and usage teaching methodology are major factors in the effect of teaching methodology on their teachers’ job performance.
5.2. Conclusions

Based on the analysis of the data and the findings of the study, the following major conclusions were derived:- The scores teachers gave to leadership behaviors of principals were at an acceptable and satisfactory. We can conclude that the greater variability in the teachers’ observer ratings of their principal’s leadership behavior the more realistic the perception of their principal’s leadership behavior. Whereas teachers’ understanding of leadership behaviors were low on moral conduct, less visionary, not communicating high expectations, not considering employees’ individual needs, not offering rewards and incentives and showing a lack of trust on their abilities, the teachers’ academic performance got affected. Teachers with such perceptions do not articulate satisfaction and become less motivated to reach the performance targets.

There was positive relationship between leaders’ behavior and teachers’ job performance. Principals who practiced good leadership style achieved positive teachers’ perception, improved teachers perception and their performance as well as good management for students’ academic achievement. The school leaders’ lack of skill in practicing leadership style, re-defining school leadership responsibilities and distributing tasks among staff were among the main factors those influence of principal leadership behavior on the teachers’ job performance. Whereas, lack of experience, making school leadership to be an attractive profession were among the less factors those hinder teachers’ performance.

Concerning Teachers’ socio-demographic variable (gender) and the influence of leadership behavior were found to be positively correlated. However, differences were observed by years of teaching experience and academic level. This is among the major factor significantly influences doing their activities in the school. Therefore the perceptions of the teachers related to communication, teamwork, problem-solving, coordination, and appreciation skills of the principals, which are important skills for educational leaders.

From the educational level difference on teacher’s performance the study identified the major factors that affect the effect of teaching methodology on their teachers’ job performance was observed from the item at teachers have integrating subject content with daily teaching-learning
process, they use different techniques to teach and usage teaching methodology are major factors in the effect of teaching methodology on their teachers’ job performance. These findings reflect that teachers with increased age and experience desire an influenced relationship of trust, shared vision, responsibility, commitment and perseverance from their principals as leaders. Moreover, they perceive their principals’ leadership behaviors effective and satisfactory. They desire to be appreciated with rewards and recognition on achieving various performance targets.

5.3. Recommendations

On the basis of summary and conclusions made above, the following recommendations were made:

1. The scores teachers gave to leadership behaviors of principals were at an acceptable and satisfactory. The leadership style school leaders were practicing over time influence teachers’ job performance and student academic achievement. Therefore, to improve this problem
   - School principals had better trained in the leadership practices keeping in view the teachers’ perceptions about a school’s principal as an effective leader.
   - School leaders and supervisors’ should give special attention for teachers’ satisfaction by doing activities that they able to perform.
   - WEO and CRC has to give and facilitate frequent training for principals (Principals should undergo in-service and refreshment training on basic skills of leadership) that could help them to play their leading role properly.
   - School principals, in order to promote teacher satisfaction, should create an open and collegial climate; a climate which is open and honest, in which teachers feel secure about their jobs, freely express and share their feelings and opinions, and in which they collaborate on important decisions.
   - There is an improvement in the perception of school leadership behavior on supportive materials and some initiative for teachers. However, their perception is not maximized as expected. School leaders, supervisors’ and WEO have facilitated the school environment for academic staff by supplying necessary materials for the schools.

2. There was significant moderate positive relationship between teacher’s perception of leader’s behavior and their performance. Teachers' perception in the school system can positively or negatively be affected by their school leadership behavior. Therefore, leaders have to be
selecting the style which positively influences their effective practices, role modeling and high expectations to enhance teachers’ performance.

- School leaders’ has to play a pivotal role to bring positive and improved interpersonal relationships between the teachers, the parents, principals and students.

- School leaders ensure a fair and transparent benefit related payment is implemented / used and facilitate the conditions for meaningful teacher training in schools by working with teacher education institutes.

- School principals are required to develop positive perceptions of the teachers with the help of a blended content of transformational, transactional and passive avoidant leadership behaviors.

3. Teachers’ socio-demographic variable (gender) and their perception of leadership behavior were found to be positively correlated. However, differences were observed by years of teaching experience and academic level.

- Teachers did not feel a sense of belonging to their school and yet sense of belonging is one of the factors that influenced morale and commitment to work. To minimize this problem school leaders and supervisors had better involve teachers in decision making in order to boost their morale and commitment to work.

- School leaders should give value to the older and more experienced teachers by giving them autonomy, and trust and delegating them greater responsibilities to gain their commitment.

- School leaders should be well trained to adopt Passive Avoidant leadership behaviors with the competent, self-motivated and experienced. In this way, teachers would enjoy a sense of autonomy to work in their own way to benefit the schools. This will also develop among themselves a sense of ownership and responsibility to work.

- In the factors that affect teachers job performance of school teachers to improve their teaching methodology with integrating subject content with daily teaching-learning process at classroom was by consulting teaching aids, new informatory literature to bring innovation in their teaching methodology
REFERENCES


Tola Bariso Geda. (PHD), (2015), principal Leadership Behavior & Teachers’ Commitement in
Adama town public 2nd school of Oromia, Arsi University.


APPENDIXES A
ADDIS ABABA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear respondents,

This research aimed to assess teachers’ perception towards school leadership behavior and its relation to their performance in secondary schools of North Shoa Zone. The information provided will be used purely for my academic research, and will be treated confidentially and privately. So I humbly request you to provide the information requested as candidly as possible. While your participation is required, it is greatly valued, and I hope you will take time from your schedule to share your perspective ideas through the provided closed ended and open-ended questionnaire given below.

In responding to the questionnaire, please note the following important points.

✓ It is unnecessary to write your name on the questionnaire.
✓ Read all instructions before attempting to answer the questions.
✓ No need of discussing with other to fill the questionnaire.
✓ Put “X” mark in the boxes or blank spaces provided for you.
✓ Give your answer for all questions.
✓ Write your responses briefly for open ended questionnaire.

Thank you in advance for your cooperation

Part One: General Information and Personal Data

1. Sex: Male ☐ Female ☐

2. Educational Background:
   □ Diploma □ BA/BSc □ MA/MSc □

3. Work Experience
   □ 1-5 years □ 6-10 years □ 11- Above □
### Part Two: Teacher’s Perception of School Leader’s Behavior Scale

**Instruction:** The under mentioned items are used to measure teacher’s perception of school leader’s behavior. Therefore, read each item carefully and put “√” mark in the column which is suitable to you.  

<table>
<thead>
<tr>
<th>No.</th>
<th>The principal in my school</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does personal favors for group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Makes his attitudes clear to the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Does little things to make it pleasant to be a member of the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tries out his new ideas with the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Acts as the real leader of the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Is easy to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Rules with an iron hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Finds time to listen to group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Criticizes poor work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gives advanced notice of changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Speaks in a manner not to be questioned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Keeps to himself/herself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Looks out for the personal welfare of individual group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Assigns group members to particular tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>He is the spokesman of the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Schedules the work to be done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Maintains definite standards of performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Refuses to explain his/her actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Keeps the group informed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Acts without consulting the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Backs up the members in their actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Emphasizes the meaning of deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Treats all group members as his/her equals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Encourages the use of uniform procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Gets what s/he wants from his/her superiors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Is willing to make changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Makes sure that his/her part in the organization is understood by group members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Is friendly and approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Asks that group members follow standard rules and regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Fails to take necessary action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Makes group members feel at ease when talking with him or her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Lets group members know what is expected of them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
33  Speaks as the representative of the group
34  Puts suggestions made by the group into operation
35  Sees to it that group members are working up to capacity
36  Lets other people take away his/her leadership in the group
37  Gets his/her superiors to act for the welfare of the group members
38  Gets group approval in important matters before going ahead
39  Sees to it that the work of the group members is coordinated
40  Keeps the group working as a team

Part Three: Self-assessment Instrument for Teacher Performance Evaluation

Instruction: The under mentioned items are used to measure Teacher Performance. Therefore, read each item carefully and put “√” mark on the number which is suitable to you: [Response Scale: Never (1) Rarely (2) Sometimes (3) Often (4) Always (5)]

I: Subject Matter Knowledge  
- As a teacher

<table>
<thead>
<tr>
<th></th>
<th>I demonstrate accurate knowledge of my subject matter</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I link content with past and future learning experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I demonstrate a variety of skills of my subject area(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I communicate content in ways that students can understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I use school and community resources to help students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I teach according to the intellectual, emotional needs of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I effectively address appropriate curriculum standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I base instruction on goals that reflect high expectations for all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II: Instructional Planning and Strategies

<table>
<thead>
<tr>
<th></th>
<th>I use strategies to enhance students’ understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>I change teaching methodology to make topics relevant</td>
</tr>
<tr>
<td>10</td>
<td>I understand individual differences of students and teach accordingly</td>
</tr>
<tr>
<td>11</td>
<td>I use appropriate material, technology, and resources</td>
</tr>
<tr>
<td>12</td>
<td>I engage, motivate, and maintain students’ attention</td>
</tr>
<tr>
<td>13</td>
<td>I teach the required curriculum according to time-table</td>
</tr>
<tr>
<td>14</td>
<td>I use student learning data to guide planning</td>
</tr>
</tbody>
</table>

III: Assessment

<table>
<thead>
<tr>
<th></th>
<th>I conduct class tests to monitor student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>I assess the student throughout the semester</td>
</tr>
<tr>
<td>17</td>
<td>I evaluate students’ performance and provide feedback</td>
</tr>
<tr>
<td>49</td>
<td>I frequently use informal assessment techniques</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20</td>
<td>I maintain students’ results and use future improvement</td>
</tr>
<tr>
<td>21</td>
<td>I stick to the use of formal tests to measure student performance.</td>
</tr>
<tr>
<td>22</td>
<td>I revise content to enhance students’ achievement</td>
</tr>
<tr>
<td>23</td>
<td>I come well prepared in the subject I teach</td>
</tr>
<tr>
<td>24</td>
<td>I keep official record of students’ learning progress</td>
</tr>
<tr>
<td>25</td>
<td>I use variety of techniques to assess student learning.</td>
</tr>
</tbody>
</table>

### IV: Classroom Management

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>I create a climate of mutual trust and respect in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I maintain a classroom setting that minimizes disruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I strictly follow up and enforce classroom rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I create friendly and supportive classroom environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I am not concerned about student discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I ensure students’ participation in the learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I set classroom rule and regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I encourage students to interact respectfully</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### V: Effective Communication

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>I use correct vocabulary and grammar in speaking &amp; writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I explain lessons according to the age and ability of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>I respond to students’ questions in appropriate manner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B
ADDIS ABABA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FGD with the teachers

Dear Participant,

This FGD will be designed to get ideas that school teachers are commonly discuss what they were experienced about their school leadership behavior over a time. It helps the researcher to arrive on commonly agreed ideas of the teachers’.

The FGD may take approximately 40min-1hr. To make the discussion smooth and clear it will be held by Afaan Oromoo language which is used in most activities in the school. The following are questions designed by the researcher for discussion:

- How do you perceive your leader behave in the school? Discuss on the following points
  - Makes his attitudes clear to the group
  - Does little things to make it pleasant to be a member of the group
  - Finds time to listen to group members
  - Gives advanced notice of changes
  - Speaks in a manner not to be questioned
  - Looks out for the personal welfare of individual group members
  - Refuses to explain his/her actions
  - Backs up the members in their actions
  - Treats all group members as his/her equals
  - Encourages the use of uniform procedures
  - Makes sure that his/her part in the organization is understood by group members
  - Asks that group members follow standard rules and regulations

- Discus on yours job related daily activities

  - Subject Matter Knowledge
  - Instructional Planning and Strategies
  - Assessment
  - Learning Environment
  - Effective Communication