



**LEADERSHIP BEHAVIOR OF PRINCIPALS AND ITS IMPLICATIONS  
ON TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS  
OF NORTH SHOA ZONE OF OROMIA NATIONAL REGIONAL  
STATE, ETHIOPIA.**

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MANAGEMENT**

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## POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this Thesis entitled “Leadership Behavior of principals and Its Implications on Teachers Job Performance in Secondary Schools of North Shoa Zone, Oromia National Regional State” prepared under our guidance, by Teferi Bedasa Begi. We recommend that it be submitted as fulfilling the Thesis requirement.

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Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of Graduate Studies (CGS) through the candidate’s department or school graduate committee.

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## **ACRONYMS AND ABBREVIATIONS**

<b>AOLB</b>	Achievement Oriented Leadership Behaviour
<b>DLB</b>	Directive Leadership Behaviour
<b>ESDP</b>	Education Sector Development Program
<b>MoE</b>	Ministry of Education
<b>PLB</b>	Participative Leadership Behaviour
<b>SLB</b>	Supportive Leadership Behaviour
<b>SPSS</b>	Statistical Package for Social Science

## ABSTRACT

*The aim of the study was to examine the Leadership behaviors of principals and its implications on teacher's job performance in secondary schools, in North Shoa Zone. The method employed in the study was a descriptive survey. Out of 45 secondary schools, 6 secondary schools were selected through Simple random sampling technique by lottery method because all secondary schools are opened before 2000 E.C. Questionnaire and interview were used to collect data from 5 supervisors and, they were selected using purposive sampling techniques and 161 teachers were selected using simple random sampling techniques by lottery method from sample schools in the Zone. The data were analyzed with both qualitative and quantitative statistics using frequency, percentages, mean scores, standard deviations, and correlation. The findings indicated that leadership behavior currently in practice by secondary school principals of North Shoa Zone were least directive and participative leadership. Alternative- oriented and supportive leadership behavior emerged as the least preferred leadership behavior in the area under study. Teachers' job performance was also found to be at a low level in the schools. From the findings, it was recommended that school principals should use both supportive and participative behavior of leadership in their school administration in order to enhance better job performance among teachers. The use of the Alternative- oriented and directive leadership behavior should be discouraged among school principals as it could not bring a better job performance among teachers. According to the respondent's response, directive and participative leadership behaviors were the least practiced behaviors. There was no significant difference between the responses of two groups. The result of the level of teachers' job performance showed that the job performance level of teachers was at low level. There is significant and positive relationship between participative and supportive leadership behaviors and teachers' job performance.*

# CHAPTER ONE

## INTRODUCTION

This chapter describes background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitations and, and definition of key terms.

### 1.1. Background of the Study

Teachers who do not feel supported in their work may be less motivated to give their best in the classroom, and teachers who are very satisfied with their jobs are very unlikely to change the institution they work for or to change their profession. The issue of leadership behaviors is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership behaviors in various ways in their organizational daily activities, programs, and performance ESDP III (MoE, 2011).

Education leaders ensure the achievement of all students through quality of teachers' job performance. Quality and quantity of staff in educational institutions, quality of education, appropriate principal leadership behavior, adequacy of resources, and working environment are some of the significant factors in education. Leadership is considered as an interpersonal process through which a leader directs the activities of individuals or groups towards the purposeful achievement of given objectives within a particular organizational context by means of common understanding. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2013). Rauch and Behling (as cited in Yukl, 2010), stated that leadership is the process of influencing the activities of an organized group toward goal achievement. Based on this idea, the demand for great leaders is growing in modern times, as society and technology is becoming increasingly advanced.

Leadership is one of the most significant professions of the world. All the professions in the society have their bases in this noble profession; it is quite evident from that the pace of evolution of leadership greatly depends on teaching and learning quality. Schools are important institutions where students follow careers and give meaning to their lives. School leaders are those persons, occupying various roles in the school, which provide and exert influence and

direct in order to accomplish the school's goals (Leithwood and Riehl, 2003). An educational leader is an individual whose actions (both in relation to administrative and educational tasks) are intentionally geared to influencing the school's primary focus and ultimately the students' achievement (Witziers, Bosker, & Kruger, 2003). It is the vision and direction of the school leader that filters down to the teachers and into the classrooms where the students are being taught. As change filters through the school, students are exposed to the blueprint of initiatives that promote students achievement. In sum, leadership, then, is a process of influence with intentions of enabling groups and individuals to achieve goals or objectives.

Leadership as a capacity, which implies that, the capacity of a leader is to listen and observe, and to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision making, and to articulate their own values and visions clearly but not to impose them.(Leithwood and Riehl, 2003).

Furthermore, Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. Although educational leaders have historically focused on resource allocation and process requirements, today's leaders have additional responsibilities related to student achievement and the necessary skills to motivate and lead all people who influence student learning. Such an administrator advocates excellence in student performance by building a system of relationships with stakeholders in their schools. Thus, the influential behaviours of the school leader may have impact on students' achievement. Leadership behaviours are the processes or activities of an individual or group in efforts toward achieving a goal in a given situation.

The main challenges for the principals are to create and promote the conducive atmosphere for teaching and learning: efforts in undermine teachers in decision making, immutable communication with teachers' and delegation of duties at schools is considered as the most influential of the teacher's job performance within entire school atmosphere that not applying efficient leadership styles. Successful school principal have been taught to be, due to the different styles that are used in their administration process. The principal's leadership style influences the efficiency and also the effectiveness of the teachers' job performance in school. The success of any school critically begins with the school leader that is responsible for ensuring

that all teachers and students meet challenging task and the desired standard level in education. (Moore, Cheng and Dainty, 2002 and UNESCO, 2006).

In North Shoa Zone, there are 45 secondary schools. These secondary schools had 26694 students, 825 teachers, 325 department heads, 45 principals and 75 vice principals in 2011 academic year. In 2010 academic year, the result of grade ten students national examination was not as expected. The examinee students were 12044 and those have got above 2.00 point were 10474 students. Forty-eight students have registered 4.00 points and 7249 students have got above 2.57 points and passed to preparatory school. As the result of the above situation, the school environments were not safe and comfortable for teaching and learning for many cases. Hence, this study aimed to Principals' leadership behavior and its implications on teachers' job performance in secondary schools of North Shoa Zone. The specific aims were to study the commonly practiced principals' leadership behaviors,' the level its implications on teachers' job performance, and the relationship between principals leadership behavior and teachers job performance in secondary schools of North Shoa Zone. In secondary schools of North Shoa Zone, maybe there was absence of trust between teachers and principals, lack of democratic and participative leadership of principals, lack of training and support, resistance by school administrators, lack of formal authority and lack of experience.

## **1.2. Statement of the Problem**

Effective leaderships have a positive impact on organizational effectiveness. Organizational effectiveness is based on the effectiveness of the performance of leaders and staffs. It is the responsibility of the leader to establish good atmosphere for the teaching learning process. Houston (2008) tried to remind school leaders that their job is to turn lights on, not off. They must create the environment and possibility of success. They must do that through trust and forgiveness. Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals.

In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities.

Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Whether or not, a teacher performs these virtues effectively in secondary schools in North Shoa Zone, a subject to investigation. So the study was set out to examine critically the relationship between principals' leadership behaviour of principals and its implications on teachers' job performance in secondary schools in North Shoa Zone. The concern of the study was to determine the best behaviours of leadership out of the nomothetic, idiographic and transactional leadership behaviour (Adewole and Ianiyi, 1992) that would enhance better job performance among teachers in secondary schools in the North Shoa Zone. The relationship between principals leadership behaviour of principals and teachers' job performance as has been a subject of controversy by many researchers (Adeyemi, 2006). The controversy was centered on whether or not the behaviour of leadership of principals influences the level of job performance among teachers.

Teachers' job performance could be described as the duties performed by teachers at a particular period in the school system in achieving organizational goals. In light of this, Adeoyemi, (2010) described that teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. Teachers are the most valuable assets of any school. A successful highly productive school can be achieved by engaging teachers in improving teachers' job performance. All teachers are not equal in their performance. But if they are handled effectively, their moral can be increased and they become more productive. There are many factors of teacher's job performance. These are: the school culture and climate, feedback (appraisal results), the roles of supervisor, and teachers' skill.

The principals' leadership behaviors could be measured through their qualifications, training, experience, school decision making, and their experience to delegate authorities, teachers' freedom to do their duties, and interact with each other and with their principal freely; and teachers' job performance could also be seen through their involvement in different school activities, and duties. Daft (2006) defined leadership as the ability of the leader to influence people towards the attainment of goals. Leadership is a process whereby an individual influences a group of individuals to achieve common goals. In some Secondary school of North Shoa Zone, Teachers' job performance may be affected by: absence of supportive school culture, absence of

trust between teachers and principals, lack of democratic and participative leadership of principals, lack of training and support, resistance by school administrators, lack of formal authority and lack of experience.

To solve these problems, the quality of educational leaders, at the Zonal, Woreda and school levels is the mandatory to be attained. In view of the forgoing, the purpose of this study will be to determine mediating effect of school climate on the relationship between teachers' counterproductive work behavior and job performance in secondary schools in North Shoa Zone and to investigate the relationship between principals' leadership behaviors and teachers' job performance in secondary schools of North Shoa Zone.

Some researchers stated that the principal, as the person who lays down the ground rules for the school, is directly responsible for developing and maintaining teacher morale, and studies have linked high teacher morale to high productivity and high student achievement. The findings of those studies vary to a certain degree. One of these studies was conducted by Razi and his associates in 2013 at Islamic Azad University among physical education organization employees. These studies reveal that there was strong relationship between leadership behavior sub-variables and factors of job performance.

Tomas (2015), in his research on the Influence of Leadership Style on Teachers' Job Satisfaction in private primary schools of Addis Ababa, indicated that both transactional and transformational leadership styles promote high teachers' job satisfaction. All these researchers had used descriptive-quantitative research method. But the current researcher specifically focuses on to identify types of leadership behaviors of principals, and its implication on teacher's job performance. The major factor that initiated the researcher to conduct this research was some school principals had not encouraged or supervised their teachers on their delegated duties. In some secondary schools, the teachers had not monitored their students' progress and in 2010 academic year, the result of grade ten students national examination was not as expected result. The researcher had to identify that how much school principal behaviors encourage or persuade the teachers on their job performance at school to make them to do well the school duty. The researcher has used descriptive research method through detailed description of specific situation using questionnaire and interviews.

To examine the leadership behavior of principals and its implication on teachers' job performance, the following research questions were raised:-

The study attempts to answer the following basic questions:

1. What types of leadership behaviors are practiced by school principals in secondary schools of North Shoa Zone?
2. What are the major factors that affect leadership behavior of principals in secondary schools of North Shoa Zone?
3. How is the relationship between leadership behavior of principals and teachers' job performance in secondary school?
4. How do teachers perceive principals leadership behavior?

### **1.3. Objective of the Study**

#### **1.3.1. General objective**

The main objective of the study was to investigate the impact of leadership behaviors of principal on the teachers' job performance in secondary schools of North Shoa Zone.

#### **1.3.2. Specific objectives**

The study was to:

1. Identify the types of leadership behaviors practiced by secondary school principals in North Shoa Zone.
2. Identify the major factors that affect leadership behaviour of principals in secondary school of North Shoa Zone.
3. Check the significance relationship between leadership behaviour of principals and teachers job performance in secondary school of North Shoa Zone.

### **1.4. Significance of the Study**

The findings of this study may have the following significances:-The information may be helpful for higher officials of the Regional, Zonal and Woredas level regarding how the school principals apply their leadership behaviour to achieve educational objectives effectively.

It may give an awareness to the principals how their leadership behaviour affect the teachers' job performance negatively or positively. The study provides to Zonal and Woredas educational leader that what kinds of leadership behaviour and teachers' job performance will be employed in secondary schools of North Shoa Zone and could give feedback to school principals. It may enable teachers, department heads, principals, and cluster supervisors to know the impact of using inappropriate leadership behaviors on teacher's job performance. A Finding of this study will create an avenue (opportunity) for the teachers to evaluate their performance as well as to evaluate their administrators' leadership behavior and the climate of the school. It may serve as the reference and may call for further in-depth researchers on the topic, particularly leadership behaviour and teachers' job performance in the secondary schools of North Shoa Zone. It is important to create awareness to principals' about the most determinant leadership behavior of principals that influence the teachers' performance.

The focuses of teachers' job performance is improving student' achievement in this regard, the role of research was to study factors that affect teachers' job performance in the study area for the sake of understands view point of secondary school leadership behavior of principals' on factors that affect teachers' job performance. Any organizational leaders could play a great role in the development of the country, and give appropriate and integrated service to the society members' as well as to the workers in the organization in particular. Moreover, leadership behaviour affects teachers' job performance in the school area. Unless fruitful and appropriate leadership behaviour is used, the achievement of organizational goal would be in vain (ineffective). The concerned bodies and leaders' awareness and alertness about the existence of different type of leadership behaviours take the large part in implementing the school. As mentioned in the section of the statement of the problem, the quality of education is affected by the lack of effective leadership at school levels. The decrease in quality of education, results increase the unemployed in a country. This is reflection of lack of capacity and commitment of educational leaders at school levels.

The teachers perform well and might not perform effectively because of the leadership behaviours employed on them. It is expected that from the finding of this study, the educational leaders of secondary schools and other co-managerial bodies may get some important information about the effects of leadership behaviours on teachers' job performance.

By encouraging the practice of leadership in school, and using the necessary approaches in assisting teachers, make teaching learning process more effective and conducive environment. This study will give a comprehensive data on teachers' job performance and thus it will prove an incentive for teachers to improve their job performance. It can also play its role in improving quality assurance programs and student learning.

### **1.5. Delimitation of the Study**

In North Shoa Zone, there were 14 Woredas and 45 secondary schools. The total population of study was 825 teachers, 325 department heads, 45 principals and 75 vice principals. The Zone is located 112 km away from Addis Ababa. To achieve the purpose of the research, the study was delimited in scope randomly to five (35.7%) Woredas. These five Woredas had 20 secondary schools, from 20 secondary schools six (30%) secondary schools were randomly selected by lottery method for the study. The study was also delimited to five Woredas namely: Werejarso, Debre Libanos, kuyu, Hidabu Abote and yaya Gulale. The schools that found in these Woredas was selected through simple random sampling by lottery method were: General Tadesse Birru, Debre Tsige, Gebre Gurracha, Alemayo Atomsa, Tulu Milki, and Fital Secondary Schools.

The study also delimited to investigate leadership behaviors of principals and its implications on teachers' job performance issues. Because leadership behavior of principals and its implications on teachers' job performance issues at school level includes many areas like the whole possible effect of principals' involvement of teachers in decision-making, communication to teachers and delegation of duties to teachers, on teachers' performance in terms of lesson plans preparation, assessments of student progress and involve in co-curricular activities. It was difficult to investigate all these leadership behaviour of principal's issues in the selected secondary schools at once. Because of this the researcher demarcates the scope of the study to investigation of leadership behaviour of principals and its implication on teachers' job performance issues (decision-making, communication to teachers and delegation of duties to teachers, planning, leading, motivating and controlling on dependent variables of teachers' performance in terms of lesson plans preparation, assessments of student progress and involve in co-curricular activities) in the sampling secondary schools of North Shoa Zone.

## 1.6. Key Terms

**Teachers' job performance:** Refers to identification with, and involvement in the teaching occupation. In this study, the teacher performance considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

**Leadership behaviour:** Processes or activities of an individual or group in efforts toward achieving goals in a given situation. It follows the premise that leadership includes the function of the leader, the follower, and the other situational variables.

**Woreda:** a division or area marked off developed for administrative purpose, with defined authority and responsibility.

**Leadership style:** is the pattern of behaviours, which a leader adopts to influence the behaviours of his/her followers terms of: the way principals involve teachers in decision-making; the way they communicate and the way they delegate duties to teachers. The way the principals behave in line of decision-making, communication and delegation is hypothesized to determine teacher performance in general secondary schools Oromia region.

**Secondary School:** General secondary school grade (9-10) according to Ethiopian Education Training policy.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the concepts of leadership behavior and teachers job performance. Under this chapter different definitions and studies conducted on leadership behavior and teacher's job performance are presented.

#### **2.1. Leadership**

There are different definitions of Leadership. Leadership is the process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004). Leadership is defined principally by the models, roles and behaviours which are used to describe it. Lambert (2003) writes that leadership is a "combination of breadth of participation and depth of skilfulness". Leadership is also the act of identifying important goals, motivating and enabling others to devote themselves and necessary resources to achievement (Mc Quire, 2001). Jameson (2006) also defines leadership as shared understandings of the relationship of influences with in a leadership context, operating dynamically in a series of process to achieve a mutual goals'. Robbins (2003) defines leadership as coping with change-leaders establish direction by developing a vision of the future; then they align people by communicating this vision and inspiring them to overcome hurdles' (an obstacle or difficulty)..

Leadership, is that effective leaders will identify productive areas of confusion and uncertainty that exists in society, will demonstrate that they do not have all the answers but they willing to learn, and will able to act differently, think differently and seek inspiration from different sources. Yukl (2010) define leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Leadership in education sector comprises process and action influencing other people with affect learners in relation to education and training provision with in institution. (Mosadegh, 2003) views leadership behaviour as a series of attitudes, characteristics and skills used by a manager in different situations in accordance with individual and organizational values.

Managers use different behaviours in different situations with different subordinates to motivate them to perform at their utmost potential. Several studies have been conducted to examine the impact of leadership behaviors on organizational outcomes (Kreitner, 2008).

## **2.2. Leadership Behaviors**

In 2012, Yukl proposed the hierarchical taxonomy that describes leadership behaviors used to influence the performance of a team, work unit, or organization. The four meta-categories and their component behaviors are task-oriented behaviors, relations-oriented behaviors, change-oriented behaviors, and external leadership behaviors. **Task-Oriented Behaviors:** The primary purpose of task-oriented behaviors is to ensure that people, equipment, and other resources are used in an efficient way to accomplish the mission of a group or organization. Specific component behaviors include planning and organizing work-unit activities, clarifying roles and objectives, monitoring work-unit operations, and resolving work-related problems. **Relations-Oriented Behaviors:** Leaders use relations-oriented behaviors to enhance member skills, the leader-member relationship, identification with the work unit or organization, and commitment to the mission. Specific component behaviors include supporting, developing, recognizing, and empowering.

**Change-Oriented Behaviors:** Leaders use change-oriented behaviors to increase innovation, collective learning, and adaptation to external changes. Specific component behaviors include advocating change, articulating an inspiring vision, encouraging innovation, and encouraging collective learning. **External Leadership Behaviors:** In addition to influencing internal events in the work unit, most leaders can facilitate performance with behaviors that provide relevant information about outside events, get necessary resources and assistance, and promote the reputation and interests of the work unit. Three distinct external behaviors include networking, external monitoring, and representing (Yukl, 2012).

## **2.3. Types of leadership behaviors**

Researchers have identified certain leadership behaviours used in organizations (Adewole and Ianiyi, 1992; Nias, 1994). These are the Nomothetic, Idiographic and Transactional leadership behaviours. The Nomothetic leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter.

Everything is by bureaucracy, that is, by official protocol. Hence, subordinates (teachers) are expected to conform completely bureaucratic processes. The leader perceives his office as a centre of authority and applied the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders (Nworgu, 1991; Goldring and Sharon, 1993).

The Idiographic leadership behaviour focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for themselves. Hence, organizational demands are minimized. Authority is delegated while the relationship to others is in line with individual's personal needs. The transactional leadership behaviour is a hybrid between the nomothetic and idiographic leadership behaviours. It is situation-oriented. However, unlike the idiographic leadership behaviour, which emphasizes individual's needs, the transactional leadership behaviour recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfilment of individual personality drives. Transactional leadership allows for the practices of good human relationship ( Bidwell, 2001).

The selection of a particular type of leadership behaviour, at school level, depends on a number of factors. Some of the most important factors influencing the choice of a particular type of leadership behaviour depend on the following factors: the leaders personality, the nature of the task, the type of people involved in the task, the expectation of the group, the relationship between the leader and the other members of the group, the nature and culture of the organization (MoE, 2004).According to different writers various approaches are used in categorizing the behaviours of leadership. For example, (Holt, 1993) argues four major categories of leadership behaviours. These are supportive, directive, participative and achievement behaviours of leadership.

Path Goal theory suggests that leaders may not only use varying behaviors with different subordinates but might use different behaviors with the same subordinate in different situations. The theory suggests that depending on the subordinates and situations, different leadership behaviors will increase acceptance of the leader by subordinates; level of satisfaction and motivation to high performance. Based on situational factors, Path Goal theory proposes a fourfold classification of leader behaviors as described below.

Directive leader: Tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013).

Directive behavior is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier and Achua, 2010). In this case subordinates have no chance to participate in decision making process. The leader reflects authority, rules, and regulations of the organization. Supportive leader: Shows concern for subordinates' wellbeing and personal needs. Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy and Miskel, 2001).

Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates (Northouse, 2013). Supportive leadership is appropriate when task is simple, formal authority is weak, and the work group does not provide job satisfaction (Lussier and Achua, 2010).

Supportive leadership shows concern for subordinates' wellbeing and personal needs. A principal exercising this leadership is friendly, approachable and attends to the wellbeing and human needs of teachers. Supportive leadership is appropriate when the task is simple, formal authority is weak and the work group does not provide job satisfaction. The leader is friendly and approachable. Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy and Miskel, 2001).

Participative leader: consults with subordinates about decisions. A participative leader consults subordinates, obtains their ideas and opinions and integrates their suggestions into decision making (Northouse, 2013). Participative leadership is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier and Achua, 2010). Relationship between Leader Behaviors and Employees' Job Satisfaction. Participative leader: consults with subordinates about decisions. A participative leader consults subordinates, obtains their ideas and opinions and integrates their suggestions into decision making. The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier and Achua, 2001).

Participative leadership is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high; when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier and Achua, 2010). Achievement oriented leadership sets clear and challenging goals for subordinates. In a school organization, such a principal establishes a high standard of excellence for teachers and seeks continuous improvement. In addition, an achievement oriented principal shows a high degree of confidence in teachers. This leadership is appropriate when teachers are open to autocratic leadership, have external locus of control and their ability is high. The leader prepares challenging goals; encourages innovation; and focuses on confidence of subordinates. From these four behaviors of leadership, participatory and supportive leadership behaviors are more appropriate to the school context than achievement oriented and directive behaviors of leadership. This is because the first two are focusing on participatory decision making process in solving school problems. On the other hand the others two are focusing on school leader's superiority over teachers; which do not encourage participation of teachers and school leaders in solving different problems.

Achievement-oriented leader: Sets clear and challenging goals for subordinates. The leader establishes a high standard of excellence for subordinates and seeks continuous improvement. Further leader shows a high degree of confidence in subordinates (Northouse, 2013).

Achievement-Oriented leadership is appropriate when followers are open to autocratic leadership, have external locus of control, and follower's ability is high; when task is simple, authority is strong, and job satisfaction from co-workers is either high or low (Lussier and Achua, 2010). Simple, authority is strong and job satisfaction from colleagues is either high or low. In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier and Achua, 2001).

## **2.4. Leadership Styles**

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, (Ezeuwa, 2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of achievements educational goals and can accelerate the process of schools development or can destroy the progress of education (Adeyemi, 2004).As such; a leadership style occupies an important position in school management.

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002).The leadership behavior leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

### **Autocratic (authoritarian) leadership styles**

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (John, 2002).

### **Democratic (Participative) Leadership Styles**

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to (Goldman, 2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. (Goldman, 2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader. In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, 2006) suggest that a leader can behave in different ways in different situations.

### **Laissez Faire (Free-rein) Leadership Style**

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by (Hackman and Johnson, 2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group.

## **2.5. Impact of Leadership Behavior on employee**

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory and Toth, 2004). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass and Avolio, 2000).

Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behavior. According to (Bass and Avolio, 2000) good leadership, corporate culture isn't forced but it is developed.

Communication is daily and open. Everyone understands the vision and goals of the organization, and everyone has input into how they can be improved. Employees feel that they are an important part of the whole and that every job matters within the company. Decisions for promotions are based on picking people of integrity whose talents and experience best fit the positions. Employees are encouraged to compete with their own best to get ahead and they understand that helping their coworkers to succeed is the best way to get ahead them. The result of good leadership is high morale, good employee retention, and sustainable long-term success. Leadership can help a business maintain singular focus on its operations.

According to (Burns, 2000) larger business organizations can suffer from too many individuals attempting to make business decisions. Business owners can use leadership skills to get managers and employees on the same page and refocus on the original goal. Leadership skills can also help correct poor business practices or internal conflicts between employees. (Chemers, 2003) stated that Leadership can have negative effects on organizational performance. Leaders who are overly dominant or become obsessed with achieving goals can overlook various details in the business organization. Managers and employees may also be less willing to help dominant or extremely critical leaders with accomplishing goals and objectives. In a work environment where multiple conflicting demands can make everything seem equally important, goals establish what is relatively more or less important and focus staff and student attention and effort accordingly (Vroom and Jago, 2000).

According to (Tandoh,2011) study found that if a job- centered style or behavior is exhibited by leaders or managers is limited and that this style has positive effect on employee performance. What this means is that managers are very particular about getting results and only motivate employees to give their best in order to increase productivity. However, it is also observed that there is very little or minimal employee-centered style of leadership exhibited and this negatively impacts performance. This probably suggests that management act with strict internal rules to achieve results and the fact that the practice is also not demo.

## **2.6. Factors That Determine Leadership Behaviors**

There are a number of factors that can help to determine which type of leadership behaviour is most effective and/or when to draw on a different or combination of leadership styles. Listed below are a number of these factors as outlined by (Ibara, 2010).

### **Size of an Institution/Organization**

Many organizations have the tendency to grow, and as they grow, to divide into subgroups where the real decision making power lies. As institutions or organization grow, problems arise which may become more difficult to address at a macro or senior management level. At the same time, as institutions and organizations grow larger and become more multifaceted, there is a propensity for decision making to be centralized (Naylor, 1999). This situation leads to limited employee participation or no participation at all. Leaders may, if inclined, present ideas and invite input from employees (Ibara, 2010).

### **Degree of Interaction/Communication**

Organizational interaction or communication in this paradigm refers to a relational approach between two or more individuals on the basis of social and organizational structures aimed at achieving goals (Ololube, 2012). Given that uncertainty surrounds many situations in organizations, leaders need to be involved with their staff. In this way, leaders can keep focused on key issues and ensure that organizational learning takes place. The quantity and quality of interaction in an organization tends to influence the style of organizational management with the main issue being that employees must work together in order to accomplish tasks. According to (Naylor ,1999), for organizations to be effective: Managers must constantly share information; Managers must have open channels of communication; There must be information of sufficient potential to demand regular attention from leaders at all levels; Interpretations of complex data/information should be done in face-to-face discussions with staff Managers must debate the nature of the data/information and the possible assumptions and actions that results from it (Naylor ,1999).

Organizations can operate as open or closed systems. An open system receives information, which it uses to interact dynamically with its environment. Organizations are open systems. Openness increases the likelihood of better communication and in turn the functioning and survival of organizations (Ololube, 2012).

### **Personality of Members**

The personality attributes of employees and other managers/leaders can influence the leadership style of an organization. Some people tend to react more to certain styles of leadership than others. Individuals who like to depend on others generally do not like to participate in organizational affairs since their need for security and direction is better served by a rigid organizational structure. Those with an understandable sense of direction wish to advance in their careers and enjoy participating in organizational decision-making processes tend to be more inclined towards open and collaborative leadership styles. Leaders should adapt to such situations by providing opportunities for participation to those who desire them and directing those who find it more difficult to participate in organizational decision-making (Ibara, 2010).

### **Goal Congruency**

The term goal congruence is applied to an organization that ensures that all its operations and activities support the achievement of its goals. Organizations with high goal congruence review their operations and activities to ensure that none of these limit or inhibit the ability to achieve organizational goals. In a situation like this, there is a unity of direction as everybody (individuals, departments and divisions) is working towards the attainment of a common goal. Different leadership styles may be called for depending on the degree of existing goal congruence in an organization.

### **Level of Decision Making**

Differentiating effective leaders from ineffective leaders is a major management concern. One means of differentiation may be the quality of decision making and that effective leaders make good decisions or choices that yield favourable outcomes for the organization (Schoderbek, Cosier, &Aplin, 1988). In addition to leadership ability, employee perception often plays a big role in the implementation and outcome of decisions (Weddle, 2013).

In a centralized organization, there is little or no provision for decisions or input from lower level staff. Directives are handed down and strict obedience is expected. Leadership in these organizations tends to be directive rather than participative or laissez-faire. Hence, the location of decision-making, which is the functional specialization of the organization, determines the style of leadership that is called for (Ibara, 2010). (Weddle, 2013) identified five levels of decision making in organizations. With each level the amount of time and the decision making involvement increases:

Level One: Leader makes the decision alone & announces the decision. This level requires little time and no staff involvement. This is particularly useful in crisis situations where immediate action is needed. Level Two: Leader gathers input from individuals and makes the decision. The leader seeks input, usually to cover blind spots and enhance the depth of understanding of the issue at hand. Key individuals hold important information and not consulting is seen to be irresponsible. Level Three: Leader gathers input from team and makes the decision. The leader holds a team meeting and solicits input from the team, listens to the team's ideas and then using that information, makes a decision. Level Four: Consensus building. At this level, the leader is part of the team and s/he is just one vote/voice among many. The group processes all possible options and compromises until everyone is in agreement. Level Five: Consensus and delegation with criteria/constraints. The leader delegates decision making to the team and is not a part of decision making discussions. This requires the leader to be very clear with the team as to the criteria/constraints that must be met for their decision to be able to move forward. Failure to meet these criteria could result in the need for the team to reconsider their decision or the need for the leader to choose a default and/or use another level (from above) for moving the decision forward.

## **2.7. Factors that Affect Leadership Behaviors**

Several factors have been attributed to the perceived ineffectiveness of the secondary schools among which are teacher factor, parental factor, economic factor, societal factor and principals' leadership behaviour but this study was limited to the principals' leadership behaviour as a potent factor for school ineffectiveness. It has been observed that many secondary school principals do not involve their subordinates (teachers) in their daily routine administrative duties and as a result do a lot of things themselves.

Personal experience has shown that many principals of secondary schools do not provide good leadership of the school system. Some do not motivate their teachers very well, some do not even relate very well with the teachers let alone students. It appears some member of teaching staff do not feel comfortable with the ways their principals behave in schools. This seems to be the reasons why most teachers put up non-challant attitude towards their job and consequently leads to ineffectiveness of the schools. The behaviour of leaders has been identified as one of the major factors influencing the productivity of teachers in any organization in which the school system is not an exemption (Babayemi, 2006).

Without leadership, an organization can best be described as a scene of confusion and chaos. According to the author, when leadership in an organization is effective, there is progress, but when the leadership is defective, the organization declines and decays. In order to build strong teacher commitment towards the realization of school goals, principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction. Strong leadership embodied in the principal was instrumental in setting the tone of the school. It can be inferred (indirect) from the foregoing that leadership behaviour has a very positive relationship with school effectiveness. It was again this backdrop that the present study found out the relationship between leadership behaviour and teachers job performance of secondary schools (Babayemi, 2006).

Educational background: Educational leaders school levels are expected to possess a required qualification in educational leadership and management. (Glatter, 1988 in Alemayew, 2011) stated that professional knowledge, skills and attitudes have a great impact on the achievement of the organization. This reveals that lack of knowledge of curriculum and instructional leadership resulted poor leadership effectiveness in educational organization. Thus, the appointment of the Woreda education head is based on their political commitment. The educational background is not much considered and also they may be selected from the other sectors those who have not the knowledge of curriculum and instructional leadership.

Due to this, they cannot perform the leadership function properly to achieve the organizational goal. It is believed that the formal education provide educational leaders various skills and understanding of leadership roles (Rosenback, 2003 in Gorfu, 2010).

Of course, as many scholars suggest, due to continuous changes in the speed of the economy and technology, as well as the speed of change, managers and leaders who lead modern establishments need to be engaged in a constant learning and education process once they have their formal education process (Elmuti, 2005). Otherwise, once acquired knowledge can be worn-out and result in poor performance. Hence, educational background can be considered as a major influencing factor on the leadership effectiveness of the secondary school principal.

Lack of adequate training, capacity and experience: According to Fiedler and Chambers in Gorfu (2010) without adequate training and experience, manager's task structuring will be lower. Moreover, relevant training and adequate experience enable the leader to practice how to handle various situations in training to accomplish their duties effectively. Providing training at school level enhances the capacity of educational leaders and expertise to perform leadership and managerial functions. However, there is no adequate capacity development at woreda level specially to assess the school needs in order to accomplish the organizational goal. The capacity assessment of ESDP-III in FDRE (MoE, 2005) mentioned that the lack of capacity is one of the major factors of educational leadership at School level as follows inadequate planning and management capacity at the lower levels of the organizational structures is a critical problem in realizing the goals of education especially with regard to primary education.

Quick turn-over of educational officials: Many people don't stay long in the same position, especially, at Woreda level. There is frequent transfer of officials from one position to other within the Woreda education office or to the other office within the Woreda. Consequently, most of the officials were assigned from other office on the basis of political commitment. These persons are not familiar with the office environment and do not have experience on the position they are assigned. In this case, the turn-over of officials in education sectors adversely (unfavorably) affect the organizational performance.

## **2.8. The Concept of Job Performance**

Performance is something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level.

In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. It was difficult to obtain support for the view that motivation has a significant effect on job performance. Teachers' Performance (Dessler Griffin, 2005) comes explored that the performance of a teachers' is determined by three factors i.e. motivation, work environment and ability to do work. According to (Chandrasekar, 2011) examined that the workplace environment impacts on teachers' morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance. Performance of teachers in all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. (Mohanty, 2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education.

### **2.8.1. Teachers Job Performance**

Teacher's job performance has been variously defined by many scholars and researchers. Generally, it is seen as the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organization's goals and objectives. In the school system, a teachers' job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education (Duze, 2012).

Also, teacher's job performance means the behavior of a teacher which changes differently with the change in surrounding environment, in such way that when a particular task is assigned to teacher, he/she successful takes action to carry out that task. Just like any other organization, teacher's job performance could either be described as low, moderate, high, depending on the extent of his commitment to work in order to achieve set objectives and goals.

The implication of this as rightly noted by researchers like (Duze, 2012) is that the variables associated with teachers' job performance such as effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

### **2.8.2. Level of Teachers' Job Performance**

Teachers' level of performance as expressed by them was good and its level is high. The teachers have good teaching skills as they use different methods of teaching in the class, they teach according to the students' abilities, do preparation before class and make justice in students' evaluation. The management skills of teachers were well developed and they perform duties apart from their teaching like managing co-curricular activities and non-interference of their domestic affairs on job (Arvey, 2004).

According to (McCollkennedy and Anderson. 2005), the efficiency and effectiveness of leadership style towards improving the organization's commitment will not be achieved if human resources is forced to work, there exists the problem of interaction and communication, low motivation, low self-esteem, low emotional intelligence, as well as behavior is limping or organizations that can put them in the form of work that is not desirable and not in their expertise. This situation may be causing employees to work with the rebellious feelings, often protesting, not being satisfied and often allowing themselves to be on high pressure stage while low performance stage. This situation has indirect linking with elements of leadership style, self-esteem and employee commitment.

The practices of leadership areas can be aligned to the teacher performance competencies level in order to help the district acquire, develop, and retain a competent teacher workforce. Such alignment requires that the competencies be embedded within the leadership practices, such as having professional development activities that focus on improvement of the desired competencies. Teaching standards provide a conceptual model for effective teaching and establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning (Olaniyan, 2001).

### **2.8.3. Factors that Affect Teachers Job Performance**

The factors affecting the job 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 children 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 is 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).

The most respected profession in the world is Teacher. He is a model and is consciously imitated. According to (Panda and Mohanty, 2003) the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003).

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students.

## **Personal Factors**

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 can be dormant. And are more generalized and may not function at all. The attitude of the teacher toward teaching is an important variable. Teachers have different opinions, as some believe that children should be seen. Not heard But others want to encourage children to feel that the teacher is a friend. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child. ‘[he teacher must have a positive attitude toward teaching. lie must have sympathetic attitudes toward deviant children. the teacher must try to locate the causes of antisocial behaviour and help the children to improve their personality (Abrami et al., 1999).

Subject mastery: Competent teachers apply broad, deep, and integrated sets of ‘knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency (skill) is but one dimension (measurement) of teacher competence (Siddiqui, 2004). Underlying these categories is teachers’ personal characteristics: what they believe about school subjects and how they are best taught, and how are they trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. Coupled with achievement data, they will help identify the best towards the delivery of challenging curricula to students throughout the system.

Thorough understanding of the subject requires a depth study or all aspects of the subject from variety of perspectives, to think of ideas and information, to enrich classroom situation, of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other. The teacher should select such course which he has been teaching for several years so that he could enrich and update his understanding of the subject.

Those who not experienced, they may select the course which is of more interest to them to instill confidence in and control over teaching plan and activities, if the teachers follow this step the students quickly sense how prepared and enthusiastic the teacher is in his course.

The teacher should first divide himself the course into major elements by breaking them into major divisions so the division of the course starts with the teacher's current understanding of the course (Siddiqui, 2004). Teaching methodology: There are four categories into which methods of teaching can be divided. These are; teacher directed methods, student directed methods, inter active methods and Problem solving method.

Personal characteristics: There are many personal characteristics adopt the teachers present a confluent in the classroom atmosphere. From them one is to present a confident role image and develop a relaxed style of communication in the classroom. Students respond well to teachers who smile readily and demonstrate ease and assurance in interpersonal communication. Demonstration of confidence on the part of a sender reflects sureness (confidence) and authority and stimulates the attention of receivers. On the other hand nervousness, hesitation, or lack of confidence frequently creates unease or uncertainty in receivers. Admittedly, it is sometimes difficult for teachers to project an image of confidence and adopt a relaxed style of communication if the topic. In such situations nervousness can often be overcome by demonstrating special enthusiasm for the subject matter being taught (Abrami et Al., 1999).

The second personal characteristic of the teacher is to talk the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon (terminology). Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in the ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language except when it is absolutely to do. When technical language, except when it is absolutely necessary to do so. When technical terms are used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained (Abrami et al., 1999).

It should be the characteristics of every teacher to explain key concepts and vocabulary and give precise directions to students. Students are often confused by teachers who use vocabulary in imprecise ways or give hurried (speedy) or incomplete directions. Teachers can avoid the possibility of ambiguity by giving special attention to the precise encoding of essential messages.

Key vocabulary should be explained. Directions should be clearly and precisely stated so that students understand exactly what they are required to do. Ambiguous directions almost always lead to confusion and uncertainty. If several directions need to be given, it is good practice to deliver these one at a time. This is particularly true when dealing with students who have difficulty in grasping basic concepts (Abrami et al., 1999).

#### **2.8.4. Communication and Teachers Job Performances**

A variety of variables are interacting which means that communication is created in the actual moment and therefore hard to predict (Englund, 2007). Communication within an organization differs in some respect from other communication processes. Organizations have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized are other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes. Communication in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation (Bredeson,2003).Oxford(2005) defines communication as a process of passing on information from one person to another. (Hannagan, 2002) defines communication as a way of passing on information about the effectiveness of particular work behaviours and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviours that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined especially in secondary schools in zones of oromia regional state. Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management.

The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees' critical performance aspects.

Armstrong (2003) further notes that communication is often anonymous and may be presented to individuals or managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open, the culture is, the more open communication is likely to be revealed to the subordinates.

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The more people and idea intense an organization gets the more important the communication processes are (Hall, 2005); communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. These are essential in teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to aid students' comprehension of difficult concepts. Chance of success without a supportive physical learning environment, in order to foster productive communication in the classroom, Principals must allow for flexible changes that are beneficial for group interaction. It should be noted, however, the appropriate spatial distances and arrangements are limited by a myriad of variables, including the conversational topic, the nature of the relationship, and the physical constraints present in the leadership style. Moreover, (Woolfolk, 2004) stated, "Communication is more than 'teacher talks-student listens'. It is more than the words exchanged between individuals.

Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Eriksen, 2001).

### **2.8.5. Involvement in Decision-Making and Teacher Job Performance**

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process. (Webster, 2002) defines participative leadership style as a way of involving individual participation in decision-making. UNESCO (2006) identified that teachers performance as being negatively affected by lack of participate in decision. Study in Ethiopia indicated that “There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation’. Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

On one hand, (Mullins, 2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. Ezeuwa (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. In some establishments, they are gender biased that women are marginalized in decision-making process. Likewise, a school where staff meetings are held regularly to discuss issues concerning the school, through consultative management style, is an example of a participative organization. (Vander Westhuizen et al., 2008) contend that “regular formal contact between the (principals) leaders, subordinates teachers and other members of the organization” schools increase the level of workers’ satisfaction. In such an organization, every person is equal and has the democratic right of expressing opinion freely. Participative management provides an environment that makes employees’ needs known and creates a means of expressing it openly in all areas of the organization (Sodhi, 2009).

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

However, Parnell and Crandall (2010) dispute that “participative works in some cases, but in most cases the manager should make the decision based on his or her expertise and information. Another dilemma faced in participative management is that it is a time-consuming approach. The more people involved in the decision-making process, the longer it can take to make decisions, because it requires that the participants understand the ideas and afforded opportunities in order to argue or raise their opinions. A related barrier is that participation is associated with meetings and it is, therefore, a time-consuming process. Shennu (2010) resonates that time is one of the major weaknesses of participative leadership approach. The challenge is that on occasions when there is an immediate deadline, this approach prevents leaders from taking quick decisions, even in crisis situations. In fact, participative management motivates employees by considering their suggestions, which certainly can have a positive impact on teamwork and employees performance, but not in every situation.

#### **2.8.6. Delegation of Duties and Teachers’ Job Performances**

Oxford (2005) defines delegation as the process of giving rights, authorities and duties to the people of lower rank. While, Webster (2002) define delegation is the act of investing with authority to act for another. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization (Hannagan, 2002). Blair (2002) defines delegation as a management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize

their full potential. Maicibi (2005) stated that, delegation is the process of a supervisor/ officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance. (Okumu.2006) in his study about delegation and its effects on management of secondary schools in found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools.

In addition to ( Okumu's .2006) findings were good and educative, his findings do not reveal how delegation of duties can enhance teacher job performance in general secondary schools in Oromia region. (Healthfield .2004) found out that for delegation to be successful; the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish them. Though (Heathfield.2004) does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help teachers in secondary schools in these zones perform better. (Chapman.2005) found out that it is important to ask other people what level of authority they feel comfortable being given. He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He, however, discovered that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable unlike in Oromia Region where both principals" and teachers of secondary schools are unreliable on their working stations and therefore need regular supervision by inspectors of schools for work to be done as expected.

## **2.9. The Relationship between Leadership Behavior of principals and Teachers Job Performance**

The success of an organization is reliant (dependent) on the leader's ability to optimize human resources. A good leader understands the importance of teachers in achieving the goals of the organization, and that motivating these teachers is of paramount (dominant) importance in achieving these goals. To have an effective organization the people within the organization need to be inspired to invest themselves in the organization's mission: the teachers need to be stimulated so that they can be effective; hence effective organizations require effective leadership.

Thus, effective leadership enables greater participation of the entire workforce, and can also influence both individual and organizational performance. Effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance. Leadership can be defined as a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007).

However, good leaders must understand that positive relationships with all organizational stakeholders are the gold standard for all organizational efforts. Good quality relationships built on respect and trust are the most important determinants of organizational success. As the performance of an organization is dependent on the quality of the workforce at all levels of the organization it is essential to discuss the concept of individual performance (Temple, 2002).

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to "create a connection" those results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

Studies about leadership behaviors and employees' performance relationship found out leadership behaviors of leaders have a direct effect on employee performance. Regarding this, (Mohammed, et al., 2014) on his study the relationship between leadership behavior and teachers' performance in organizations reveals that there is a significant relationship between leadership behaviors and performance in an organization. This study has observed that leaders leadership style in organizations have affected the ability of their organizations to achieve corporate goals and objectives.

A study conducted on the Impact of Leadership Style on behavior's performance in an organization by (Babatunde and Emem, 2015) revealed that there was significance relationship between leadership behavior and teachers' performance in the attainment of organization goals and objectives.

Various studies have been conducted to investigate the relationship between leadership behaviors and job performance. The results of most studies and the literature show that there exist a relationship between leadership behaviors and job performance. Most of the studies which the student researcher came across were conducted in Asia and Europe. However, some studies were conducted in African countries, including Ethiopia. The findings of those studies vary to a certain degree. One of these studies was conducted by Razi and his associates in 2013 at Islamic Azad University among physical education organization employees. The findings of this study reveal that there is strong relationship between leadership behavior sub-variables and factors of job performance. While job performance is positively related to participative leadership and supportive leadership behavior, it is negatively related to directive leadership behavior (Rizi et al., 2013). Hamidifar also conducted a research in the same university revealing that each leadership behavior affects job performance of teachers in different ways. This research shows that the sub variables of participative leadership positively influence all the job performance factors. However, directive leadership behavior shows negative relationship with job performance (Hamidifar, 2009).

Another research was conducted by Ahmad and his associates among nurses in Malaysia. The findings of this study indicated that factors that can affect job satisfaction are the participative leadership factors (Ahmad et al., 2013). Long and his associates conducted a research on the impact of participative leadership behavior on job performance in Malaysia in 2014. The results of the study show that the relationship between most participative leadership factors and job performance is insignificant. But individualized consideration has positive and significant relationship with job satisfaction. The findings of this study show difference from other findings mentioned above because the above findings indicated strong relationship between the two variables (Long et al., 2014).

Hanaysha and his associates conducted a research on relationship between participative leadership and job performance. The results of this research show that intellectual stimulation positively relates to job performance but individualized consideration is negatively related with job performance. However, inspirational motivation shows no relationship with job performance. This means when the individualized consideration is less, the job satisfaction of the followers becomes high (Hanaysha et al., 2012). The results of a study conducted by Marn in Kuala Lumpur in 2012 were the same with these findings. That is, intellectual stimulation shows positive relationship with job performance whereas individualized consideration shows the opposite. But the inspirational motivation shows no relationship with job performance (Marn, 2012).

The relationship between transformational leadership style and job satisfaction was observed to be positive, strong and significant by many researchers. In line with this, the relationship laissez-faire leadership was found be strong, significant but negative. Although this is the case, there are findings that contradict with most other findings. According to most findings transactional leadership style has positive but insignificant relationship with job satisfaction. Many of the researchers read by the student researchers examined the relationship of leadership styles two styles of job satisfaction, namely extrinsic and intrinsic job satisfaction.

### **Summary of Review Literature**

There are different definitions of leadership. Leadership is the process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004). Leadership is also the act of identifying important goals, motivating and enabling others to devote themselves and necessary resources to achievement (Mc Quire, 2001). Leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010). Leadership theories have proposed several leadership behaviors such as: autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional, and transformational leadership (Mosad and Yarmohammadian, 2006).

Researchers have identified certain leadership behaviors used in organizations (Adewole and Laniyi, 1992; Nias, 1994). These are the Nomothetic, Idiographic and Transactional leadership behaviors. Some of the most important factors influencing the choice of particular type of leadership behavior depend on the following factors: the leaders personality, the nature of the task, the type of people involved in the task, the expectation of the group, the relationship between the leader and other members of the group, the nature and culture of the organization (MoE, 2004).

Some writers argue on four major categories of leadership behaviors. There are supportive, directive, participative and achievement behaviors of leadership (Holt, 1993). From these four behaviors of leadership participatory and supportive leadership behaviors are more appropriate to the school context than achievement oriented and directive behaviors of leadership. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. Leaders express leadership in many roles. These among others are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). There are three leadership styles. Those are: autocratic (authoritarian) leadership style, democratic (participative) leadership style and laissez-faire (free-rein) leadership style. There are a number of factors to determine leadership behavior. These are: size of an institution/ organization, degree of interaction/ communication, personality of members, goal congruency and level of decision making.

Performance is something, a single person does. Performance of teachers in schools is highly affected by motivation. Teachers' performance (Dessler Griffin, 2005) comes explored that the performance of a teachers' is determined by three factors i.e. motivation, work environment and ability to do work. Teacher's job performance could either be described as low, moderate, and high depending on the extent of his commitment to work in order to achieve set objectives and goals. The factors affecting the job performance of teachers are two types, the external factors and the internal factors. There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students.

Communication in organization viewed as social systems are often expected to contribute to create a professional and responsive community. Communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills, we communicate not only with verbal but also with non-verbal methods. Involvement in decision making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization. Delegation is the process of giving rights, authorities and duties to the people of lower rank (Oxford, 2005).

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

This section presented description of research site, research design, and sources of data, sampling techniques, data gathering instruments, pre-test, procedures of data collection and methods of data analysis.

#### **3.1. Description of Research Site**

North Shoa Zone is found in Oromia National Regional state that located in the Northern part at about 112 km away from Addis Ababa. It has 14 Woreda and 45 secondary schools. Among these, the total population of the study was 825 teachers, 325 department heads, 45 principals and 75 vice principals. The main reason for selecting secondary school was some principals of secondary schools had not encouraged or supervised their teachers on their delegated duties and the teachers had not monitored their students' progress and, In 2010 academic year, the result of grade ten students national examination was not as expected result. So the researcher's observation was focuses on leadership behavior of principals' and its implications on teacher job performance activities at selected secondary school.

#### **3.2. Research Design**

In this study a descriptive survey research design was employed to describe leadership behavior of principals' and its implications on teachers' job performance in North shoa zone. This method was selected because it is appropriate when the aim of the study was to get an exact description of current status. In addition, descriptive research was a fact finding study with adequate and accurate interpretation of the findings. It described with emphases what actually existed such as current conditions, practices, situations or any phenomena particularly, descriptive survey method was one which is commonly used in educational research. Besides, qualitative approach was employed so as to obtain detailed information through interview. McLaughlin and others (2001) believe that for information that cannot be gathered through quantitative method, (which relies mainly on close and open-ended questionnaire) the qualitative method can be effective in obtaining such information.

### **3.3. Data Sources**

Data was obtained from primary and secondary sources.

#### **3.3.1. Primary data sources**

Primary data sources were used to collect relevant and authentic information to this study. Secondary school supervisors, school principals, school department heads and teachers used as the primary sources of data.

#### **3.3.2. Secondary data sources**

The secondary data sources were education policy, leadership manuals, school guidelines, and relevant journals, research reports, school documents and books that reflect the basic questions and practices of leadership behaviors of principals at school while implementing their assigned duties in secondary school.

### **3.4. Sampling Techniques**

#### **3.4.1. Population**

North shoa zone is one of the zones of Oromia National regional state which consists of 14 Woreda and 45 secondary schools. The total population of the study had 825 teachers, 325 department heads, 45 principals and 75 vice principals (North shoa education office evident).

#### **3.4.2. Sample size**

The population of the study was all North Shoa Zone Woreda. North Shoa Zone Woreda has 45 secondary schools. The study involved in five (35.7%) Woreda. In these five Woreda there were 20 Secondary (9-10) schools. The study involved in six secondary schools. From these secondary schools the sample size was six (100%) principals, 12 (100%) vice principals, 161 (59.85%) teachers, 60 (100%) school department heads and five (100%) supervisors in the study area were included. In order to give equal chance for the respondents, they were selected through simple random sampling technique by lottery method and purposive Sampling. A researcher obtained relevant information since they were key factors in the leadership behavior and teacher job performance in secondary schools.

### 3.4.3. Sampling techniques

In order to get relevant and authentic (true) information about the leadership behaviors of principals that implications on teachers' job performance, respondents or the study population was selected through simple random sampling technique by lottery method and purposive Sampling. As mention above that there were 14 Woreda and totally they had 45 secondary schools in the Zone. The sample size five (35.71%) Woredas and six (30%) schools were selected through simple random sampling technique by lottery method. The respondents', 161 (59.85%) teachers were selected from 269 teachers through simple random sampling technique by lottery method. To determine the sample size of teachers, simple random sampling technique was to use the formula of Yamane.

$$\text{Sample Size} = \frac{N}{1+N(e)^2} = \frac{269}{1+269 \times (0.05)^2} = 161$$

Where N—Population

e — the level of precision

Thus, out of (269) 161 were taken as a sample in the study. To give equal distribution of teachers between schools, proportional allocation to size of teachers in each school has done. To represent equal proportion of sample teachers in each secondary school William formula has been utilized. Hence, it was calculated by dividing the targeted sample teachers (161) with the total number of teachers in the sample secondary schools (269) and multiplied by total number of teachers' in each school.

$$\text{Formula: } Ps = \frac{n}{N} X (\text{no of teacher in each school})$$

Where, *Ps* = Proportional allocation to size

*n* = Total teachers sample size (161)

*N* = Total number of teacher in the six selected sample school (269)

$$\text{eg. Tulu Milki secondary school} = \frac{161}{269} \times 34 = 20$$

$$\text{Debre Tsige secondary school} = \frac{161}{269} \times 32 = 19$$

$$\text{Gebre Gurracha secondary school} = \frac{161}{269} \times 76 = 46$$

$$\text{Alamayo Atomsa secondary school} = \frac{161}{269} \times 37 = 22$$

$$\text{General Tadesse Birru secondary school} = \frac{161}{269} \times 51 = 31$$

$$\text{Fital secondary school} = \frac{161}{269} \times 39 = 23$$

After this, the researcher was use lottery method sampling technique based on the assumption that it gave equal chances for the respondents to participate in the research. This technique was used because it gave an equal chance to all secondary school teachers to be selected as a sample. Therefore, especially after the sample of each school was identified by William formula, then simple random sampling technique and lottery method has been employed, to select the representative teachers in each school. Therefore, the six principals, 12 vice principals, 60 school department heads and five supervisors were also be selected through purposive sampling technique, due to all the participants were a few in number and easily manageable by the researchers'. Moreover, the respondents were available in the study to get relevant and real information regarding to the issue under the study.

Accordingly, 161 teachers, 60 school department heads, five supervisors', six principals and 12 vice principals were taken as a sample in this study. Closed-ended questionnaire was employed to collect quantitative data from selected 161 teachers, six principals, 12 vice principals and 60 department heads and Semi-structured interview was used to gather in-depth qualitative data from five supervisors.

For detail information on the list of respondents included in the study see Table 1  
 Table 1. The summary of the population, sample size and sampling

Woreda	Secondary schools	Population /Sample	Category of respondents				Sample techniques
			Teachers	Principals and vice principals	Dept. heads	supervisors	
Were Jarso	Tulu milk	Population	34	3	10	1	lottery method and purposive Sampling
		Sample	20	3	10	1	
		%	58.8	100	100	100	
Debre Libanos	Debre Tsige	Population	32	3	10	1	lottery method and purposive Sampling
		Sample	19	3	10	1	
		%	59.4	100	100	100	
Kuyyu	Gebre Gurracha	Population	76	3	10	1	lottery method and purposive Sampling
		Sample	46	3	10	1	
		%	60.5	100	100	100	
	Alamayo Atomsa	Population	37	3	10	-	lottery method and purposive Sampling
		Sample	22	3	10	1	
		%	59.5	100	100	100	
Hidabu Abote	General Tadesse Birru	Population	51	3	10	1	lottery method and purposive Sampling
		Sample	31	3	10	1	
		%	60.8	100	100	100	
Yaya Gulale	Fital	Population	39	3	10	1	lottery method and purposive Sampling
		Sample	23	3	10	1	
		%	59	100	100	100	
	Total	Population	269	18	60	5	lottery method and purposive Sampling
		Sample	161	18	60	5	
		%	59.9	100	100	100	

Source: North Shoa Zone Educational Bureau

### **3.5. Data Gathering Instruments**

There were two instruments, which were used in the process of gathering the necessary data for the study. Questionnaires and interview were used. The teachers, principals and department heads were participating in questionnaires that were prepared to gather necessary information about leadership behavior and teacher job performance. Then interview was used for school supervisors, to obtain additional data and to check the reality information to be collected by the questionnaires.

#### **3.5.1. Questionnaire**

To gather data from teachers, principals and department heads, three sets of standardized questionnaire were used, because questionnaire is used when factual information is desired and researcher to collect large amount of information within a short period of time (Best & Kahn, 2006).The questionnaire was prepared in English language, because the entire sample teachers, principals and department heads can to read and understand the concepts.

The questionnaires had two parts: The first part of the questionnaire described the respondents' background information include: sex, academic qualification, field of specialization, teaching load per week, experience and responsibilities holding. The second and the larger part incorporated(included) the whole possible effect of variables of principals' involvement of teachers in decision-making, communication to teachers and delegation of duties to teachers on variables of teachers' job performance in terms of lesson plans preparation, assessments of student progress and involve in co-curricular activities challenge using closed ended question items. The closed ended items were prepared by using likert scales. The value of the scales was between one and five.

#### **3.5.2. Interview**

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to prove the questionnaire response. With this in mind, interview was conducted with five school supervisors'. Semi structure items was prepare for the above respondents.

The reason behind the semi-structured interview items were the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee.

The process of interview was conducted in Afan Oromo and supported by Audio in order to minimize losses of audio information. The data was categorized based on similarities of responses. The school supervisors were selected for interview because, they were small in number and their position is important in describing the practice of school leadership behaviour of principals and teacher job performance in their school. Supervisors know the strength or challenges, weakness and opportunities of each school communities. Therefore, they have detailed information about the current status of leadership behaviour of principals and teacher job performance and factors that hinder or enhance the practice in their school. This helped the researcher to get more and significant information.

### **3.6. Procedures of Data Collection**

Before dispatching the questionnaire, six assistant (helper) data collectors were voluntarily employed to gather data from the sample schools. The assistants were selected because of their conversant (familiar) to the location and English languages. Their languages and familiarity of the research areas thought to facilitate the data collection process. The questionnaire prepared in English Language and the respondents respond in English Language on the prepared format because the entire sample teachers, principals and department heads can read and understand the concepts. In order to administer the questionnaire, first the researcher was attempting to contact the school principals of the sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers and department-heads were informed about the purpose of the study and then they were given the required information about the questionnaires.

Then, the questionnaires were dispatched and collected through these assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors were properly oriented about the data collection procedures by researcher. In addition to this, nearby follow up was kept by the researcher. Furthermore, the researcher was providing orientation for all respondents concerning the objective of the study and how the items were answered. Then, questionnaires were dispatched to sample teachers, principals and department heads.

In addition, semi-structured interview was also conducted with school supervisors by the researcher himself. The researcher had initial contact with the interviewee to explain the objective of the study. While conducting the interview, the researcher used only notes.

### **3.6. Pre-Test**

In order to make the questionnaire more reliable and valid, the pre-test of instruments were carried out from a randomly selected school that was not included in the study. The purpose of the pre-test was to check the clarity of the questionnaire items and instructions; gain feedback on the time requires completing the questionnaire and gaining feedback regarding the appropriate time to conduct the data collection. Thus, ten teachers and five department heads were randomly selected from Dagam secondary School.

Once the questionnaires about leadership behaviors of principals were prepared and pilot testing of the instruments was made in Dagam Woreda at Dagam secondary school, the objective of this study was to test the questionnaire before it was distributed in to the final participants of the study. The pilot test was conducted on 22 respondents (15 teachers, five department heads, one school supervisor and one school principal). One pre-test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from the teachers and department heads, valuable improvements were made and irrelevant items were rejected. The Cronbach Alpha reliability was calculated for the questionnaire was (0.745). Thus, according to George and Mallery (cited in Joseph and Rosemary, 2003) provide the following rules: “ $\geq 0.9$ =Excellent,  $\geq 0.8$ =Good,  $\geq 0.7$ =Acceptable,  $\geq 0.6$ =Questionable,  $\geq 0.5$ =Poor, and  $\leq 0.5$ =Unacceptable” (p. 87). Accordingly, the reliability test reveal that the questionnaires of leadership behaviors of principals which were tried out by pilot test have acceptable reliability. In general, the pilot test was helped the researcher to avoid errors related to ideas and contents. So, after the necessary correction was made, the final copies were distributed to the respondents.

In order to make the questionnaire about teachers’ job performance more reliable and valid, the pre-test of instruments was carried out from a randomly selected school that was not included in the study. The pilot test was conducted on 22 respondents (15 teachers, five department heads, one school supervisor and one school principal).

From the returned questionnaires some items were not completed by respondents. Based on the feedback obtained from the pilot test certain slight modifications on two of the items in the questionnaire part and one were made in the wording. The reliability of the teachers' job performance questionnaire was calculated by using SPSS version 20. The reliability of the teachers' job performance questionnaire in this study was found (0.805) Cronbach's Alpha. Therefore, these results showed that the instruments used to measure teachers' job performance were good reliable.

Additionally the reliability of the questionnaire about factors affecting principals' Leadership behavior of principals was measured by using Cronbach alpha test. The pilot test was conducted on 22 respondents (15 teachers, five department heads, one school supervisor and one school principal. A reliability test was performed to check the consistency and accuracy of the measurement scales. As Cronbachs alpha shows the results were good (0.877) indicating questions in each construct were measuring a similar concept.

### **3.7. Methods of Data Analysis**

Both quantitative and qualitative data analysis methods were used. The quantitative data collected was coded, tallied, systematically organized in item and tabulated so as to facilitate the analysis. Quantitative information from the questionnaire was entered into an electronic database. After the data entry was compiled, appropriate statistical technique was carried out and statistical package for social science (SPSS) model v.20 software was used for data analysis. Statistical technique like mean and percentage facilitates relative comparisons between sample group's responses. Standard deviation was used to measure dispersion (scatteredness) of a sample group's response from one another and it is popularly used in the context of estimation and testing of hypotheses.

The Principals communication with teaching staff was categorize into; (regular communication, moderate communication and irregular communication), and principals' delegation of duties to teachers were categorizing into; (more delegation, moderate delegation and less delegation. each of these independent categorical variables were also compared by their mean value. Data collected by interview guides were analyzed by organizing it into patterns, categories and through description. A correlation analysis was performed by using Pearson correlation coefficient. This helped to rate the significances of leadership styles in influencing teachers performance in general secondary schools in North Shoa Zone.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1. Back ground Information**

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data. As mentioned earlier, among various data collecting instruments, questionnaire and semi structured interview were used to collect necessary information for this study. Thus a total of 239 questionnaires were distributed to secondary school teachers, principals and school department heads. But properly filled and returned questionnaires were 221 (92.46%). The other 18 (8.14%) questionnaires were lost or not included in the analysis, due to the problems from respondents and some contained incomplete information. Among 17 interviewee respondents 12 (70.60%) were properly participated and gave necessary information on the issue under investigation. In general (91 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

Table 2. Teachers and Department heads response on back ground information

Item	Questions	Chara- Cteristics	Distribution							
			Teacher		Department Heads		principals		supervisors	
			Freq- Uency	Perc- entage	Freq- uency	Perc- entage	Freq- Uency	Perc- entage	Freq- uency	Per- entage
1	Sex	Male	111	73.8	48	90	15	83.33	4	100
		Female	39	26.2	5	10	3	16.67	-	-
		Total	150	100	53	100	18	100	4	100
2	Age	25-30	42	27.9	11	21.6 6	2	11.11	-	-
		31-35	33	21.7	27	50	10	55.55	3	75
		36-40	34	22.9	13	25	6	33.33	1	25
		41-45	28	18.6	2	3.33	-	-	-	-
		46-50	13	8.6	-	-	-	-	-	-
		Total	150	100	53	100	18	100	4	100
3	Educational Status/ Qualification	Diploma	-	-	-	-	-	-	-	-
		Degree	141	93.8	43	81.6	14	77.78	2	50
		MSc/M A	9	6.2	10	18.3	4	22.22	2	50
		Total	150	100	53	100	18	100	4	100
4	Work experience	1-5	21	14.3	-	-	-	-	-	-
		6-10	30	19.8	4	8.33	-	-	-	-
		11-15	43	28.5	27	51.6	3	16.67	2	50
		16-20	22	14.9	19	35	9	50	2	50
		21-25	16	10.5	3	5	6	33.33	-	-
		25-30	18	11.8	-	-	-	-	-	-
		Total	150	100	53	100	18	100	4	100
5	Current work position	Dip.head	-	-	53	100	-	-	-	-
		Principal s	-	-	-	-	6	33.33	-	-
		V/Princi pal	-	-	-	-	12	66.67	-	-
		U/Leade r	22	14.9	-	-	-	-	-	-
		Teaching	128	85.0	-	-	-	-	-	-
		Others	-	-	-	-	-	-	4	100
		Total	150	100	53	100	18	100	4	100
6	Teaching Load per week	4-10	-	-	16	30	-	-	-	-
		10-16	80	53.4	37	70	-	-	-	-
		16-21	60	39.7	-	-	-	-	-	-
		21-27	10	6.83	-	-	-	-	-	-
		Total	150	100	53	100	-	-	-	-

According to the information in Table 2, the gender difference of respondents were 11 (73.8%) of the respondents from the teachers were males and 39 (26.2%) were females. In the same way, of the respondents from the school department heads 48 (90%) were males and the remaining five (10%) were female. This reveals that the involvement of females in the educational leadership is very low. Regarding this, the Ethiopian joint review report's findings revealed that women are severely under-represented in leadership position in education sector due to the gender gap and narrower enrolment (ESDP III-JRM, 2006). The number of females in administrative and leadership positions remains extremely low. The number is decreasing as one move from primary to secondary schools and institutes of higher learning. This deprives female students of the opportunity of looking up to role models. Also male teachers are more educated and qualified than female teachers (ESDP IV, 2010-2015) affairs.

As it is shown in Table 2, majority of teachers', 42 (27.9 %) of respondents were their age distribution was between 25 and 30. The second category between 31 and 35 ages were 33 (21.7%) teachers. In the third category between 36 and 40 age was 34 (22.9%) teachers. The fourth categories between 41 to 45 ages were 28 (18.6%) teachers and between 46 and 50 age was 13 (8.6%) teachers. The data in Table 2 revealed that 27 (50 %) of school department heads were between 31-35 ages. The next concentration was 13 (25%) school department heads were between 36-40 ages. The third group by age concentration was 11 (21.66%) school department heads were between 25-30 ages. The last group by age concentration was 2 (3.33%) school department heads were between 41 to 45 ages. There was no school department heads in 46 to 50 years of age.

The findings revealed that the school department heads under investigation had the following professional qualifications: master of education degree holder 10 (18.33%) and bachelor of education 43 (81.66%) school department heads. There was no school department heads holding diploma certificate. Regarding the teachers' professional qualifications, data revealed that majority of teachers had bachelor of education degrees 141 (93.8%). The second category in professional ranking was Master of Arts nine (6.2%). According to the recruitment and assignment criteria of teachers (MoE, 2009) primary school teachers should have diploma and secondary school teachers should have first degree with a required field of specialization.

According to item 4 in Table 2 indicates that out of 21 (14.3%) of teachers had the services of five years and below. The second category was 30(19.8%) of teachers had between 6-10 years' service. The third category was 43(28.5%) of teachers had between 11-15 years' service. The fourth category was 22(14.9%) of teachers had between 16-20 years' service. The fifth category was 16(10.5%) of teachers had between 21-25 years' service. The last group was 18(11.8%) of teachers had between 26-30 years' service. As the result reveals, more teachers are in the service year of 11-15 years and less, thus a critical support and coaching should be available for them, because they may face by various methodological problem in class management assessing and recording marks which lead to reducing their performance level. At the same time this could imply that most teachers have to get sufficient professional knowledge of teaching from others. Moreover, 98 (65.21%) of participants had above 10 years of service, Therefore, this implies that almost teachers are well experienced and it is a good opportunity to share experience agreement and pedagogy respectively. The data in Table 2 revealed that over half of school department heads work experience 11-15 and 27 (51.66 %). The next concentration was school department heads work experience 16-20 and 19 (35%). The third group by work experience was those school department heads work experience 6-10 years four (8.33%).The last group work experience concentration was three (5%) school department heads' between 21-25 years' experience. There was no school department heads in between 25 to 30 years of work experience.

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As item 5 in Table 2 above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers current work position. The researcher further investigated into the responsibilities teachers currently hold at schools. The results in Table 2 indicates that 22 (14.91%) respondents are department heads and 128 (85.09% respondents were teachers. On the other hand, in item 5 in Table 2 indicates that 53 (100%) department heads were department heads and teachers.

Regarding respondents teaching load per week as Table 2 item 6 indicates that the majority of teachers 80 (53.41 %) of the respondents had their teaching load ranging from 10-16 and 60 (39.75 %) respondents had a teaching load of 16-21. while, 10 (6.83 %) above 21-27 periods.

In the other hand, 16 (30 %) department head teachers had their teaching load ranging from 4-10 and 37 (70 %) department head teachers had their teaching load ranging from 10-16. This means that majority of secondary school teachers in North Shoa Zone need to meet the required teaching load; a maximum of 16 and 21 lessons per week to teach at higher and normal level sections respectively, as per the recommendations by the Ministry of Education of Ethiopia. Since these teachers are neither over loaded nor under loaded, their performance is expected to be high; but such has not been the case. This prompted the researcher to undertake current study.

The data in Table 2 revealed that the principals were aged 25 and 30 were two (11.11 %), one male and one females. The next concentrations were principals aged 31- 35 were 10(55.56 %), 10 male and two females. The third group by age concentrations were those principals aged 36 to 40 years six (22.22%), six males and none female. There was no principal in 41 and above years of age. Data in Table 2 revealed that majority of supervisors ages 31- 35 were three (75 %); three males and none of female. The second category was composed of supervisors between 36 and 40, one (25%); 1 male and none of female. The findings revealed that the principals under investigation had the following professional qualifications: master of education degree four (22.22%); four males and none of female, bachelor of education 14 (77.78%); 11 male and three females. There was no principal holding diploma certificate. Regarding the supervisors professional qualifications, data revealed that majority of supervisors had bachelor of education degrees two (50%); two males and none of female. The second category in professional ranking was Master of Arts two (50%); two males and none of female. There were no supervisors holding diploma certificate. According to the recruitment and assignment criteria of educational leader (MoE, 2009) primary school principals and supervisors should have first degree and secondary school leaders and supervisors should have second degree with a required field of specialization

Data in Table 2 revealed that no principals had 1 to 5 and 6 to 10 work experience years. From 11 to 15 years were three principals (16.67%), three males and no female. The next 16-20 years was nine (50%) principals, six males and three females and 21-25 years was six (33.33%) principals, 6 males and no female. Results in Table 2 further revealed the teaching experience and gender of the participant supervisors.

The category with the longest teaching experience was 11-15 years with two participants (50%), two males and no female. Second highest was categories 16-20 years with two participants (50 %) two males and no female.

#### 4.1.1. Leadership Behaviors' of Principals are Practiced in Secondary Schools

In this study, practiced of leadership behaviors of principals in secondary school are determined by mean values of the school department heads and teachers' responses to the questionnaire. Each of the items was designed in the form of five rating scales. These are strongly agree, agree, undecided (medium), disagree and strongly disagree. The values given were, 5,4,3,2 and 1 respectively.

Table 3. Leadership behaviors' are practiced in secondary schools.

No	Dimension of Leadership Behaviors	Items	Respondents	F	SD	Mean	Weig. Mean
1	Participative Leadership Behavior	1-3	Teachers	150	1.101	2.59	2.595
			Dept. Heads	53	1.106	2.60	
2	Supportive Leadership Behavior	4-6	Teachers	150	1.217	2.42	2.555
			Dept. Heads	53	1.00	2.69	
3	Alternative-Oriented Leadership Behavior	7-9	Teachers	150	1.139	2.40	2.58
			Dept. Heads	53	1.073	2.76	
4	Directive Leadership Behavior	10-12	Teachers	150	1.094	2.48	2.565
			Dept. Heads	53	1.105	2.65	
Grand Mean							2.573

Key:- Mean value

- $\leq 2.49$  = not participative, not supportive, not directive and not achievement oriented
- 2.50-3.49 = least participative, least supportive, least directive and least achievement oriented.
- 3.50-4.49 = moderately participative, moderately supportive, moderately directive and moderately achievement oriented.
- $\geq 4.5$  = strongly participative, strongly supportive, strongly directive and strongly achievement oriented. (Bluma,2012)  $tcr = 1.960, df = 201$

According to item 1-3 in Table 3 indicates, the mean value of participative leadership behavior of the teachers and school department heads response was 2.59 and 2.60 respectively. The average weighted mean value of teachers and school department heads were 2.595 and respondent's response was found in between 2.50 and 3.49. The value indicated that, their schools principals were participative leadership behaviors is least practiced by secondary school principals in secondary schools. This indicated the school leaders' limited involvement in decision-making these activities. The value indicated that, their school principals were least participative.

In addition during interview regarding leadership behaviors of school principals and supervisor the participant agreed that the current leadership behavior in their respective schools seems participative but more or less directive type. Principals did not take decision on time. According to some participants the suggested that there is no best method of leadership behaviors; the practice of leadership behavior must be flexible or situational, but many of the respondents prefer participative leadership behavior to achieve the school goal without forgetting the other behavior.

As item 4-6 in Table 3 above the mean value of supportive leadership behavior of the teachers and school department heads was 2.42 and 2.69 respectively. The average mean value of teachers and school department heads were 2.555 and respondent's response was found to be less than 3.5. The value indicated that, their schools principals were supportive leadership behaviors is least practiced by secondary school principals in secondary schools. The value indicated that principals in sampled schools were least supportive.

As it indicated in Table 3 the mean value of item 7-9, alternative-oriented leadership behavior is of the teachers and school department heads response was 2.40 and 2.76 respectively. The averages mean value of teachers and school department heads were 2.58 and respondent's response was found in between 2.50 – 3.49. The value indicated that, their schools principals were alternative -oriented leadership behaviors is least practiced by secondary school principals in secondary schools. The value indicated that principals in the sampled schools were least alternative-oriented.

The last item 10-12 in Table 3 the mean value of directive leadership behavior of the teachers and school department heads response was 2.48 and 2.65 respectively. The value indicated that, their schools principals were least directive.

In addition to the interview (Okoye ,1997) viewed that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate and for good performance.(Ndu and Anogbov,2007) showed that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and loyalty to the school. On the other hand, Yukl (1994) found that directive leaders tend to have the following characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Thus, safe to conclude that principals has not gotten wider range of teachers' suggestion and taught on criteria of training that are needed to enhance teacher performance.

The findings supported those of earlier studies by (Ngwala,2014) and (Rambo,2013) which stated that a leader may adapt and even combine various leadership behaviors to fit different situations .The samples used in (Mosadegharad and Yarmohammadian ,2006) study were similar to the one used in the current study in terms of the level of schooling .Thus, irrespective of cross-cultural differences and study locations, principal were found to be eclectic/method/ in their use of leadership behaviors .The situation determines the behaviors or combination of behaviors the principal adopts.

However, the reviewed studies (Roul, 2012; Ngwala 2014; Odundo and Rambo, 2013) were skewed towards administrative leadership leaving a behavioral gap the findings of the reviewed literature concur with the current study's findings that principals may use different leadership behaviors sometimes and at other times use a mix of different leadership approaches.

Looking upon the four types of leadership behaviors of principals responses of teachers and school department heads, secondary school principals are not practicing one specific leadership behavior of principals. House's Path-goal theory they are employing several leadership behaviors of principals intentionally or unintentionally. It includes directive behaviors, supportive behaviors, participative behaviors and an achievement oriented behaviors depending on performance and satisfaction of staff and factors related to personal factors such as experience and personal ability of teachers and other staff members House (1971). It is also familiar with the idea of using facilitative leadership. As (Adane,2003) pointed out facilitative leaders may direct, use participative behaviors or intentionally let the group provide its own leadership according the leaders formal role within the group, the size of the group, skill, experience motivation and goal of the group members.

To sum up the critical analysis of data indicated in table 3 and the above paragraph might enabled the researcher to generalize that the leadership behavior of principals' were less directive and supportive, less participative and less achievement - oriented. In line with this, the literature review indicated for ages people have been looking for direction, purpose and meaning to guide their collective activities. On the whole, school principals are therefore assessed by their subordinates for credible performance based on application of this leadership behavior of principals. Principals practiced directive leadership behavior. In addition they have also practiced participative and achievement - oriented leadership behaviors in some instances. Further the study brought evidence that principals change their leadership behaviors according to the situation. Even though the study revealed all the principals perceive themselves as directive and supportive leaders, they also believe at times they had participative particularly in the context of school administration.

In addition, they practiced that when school principals listen to their complaints, they were also listened by the followers; and this would help them to communicate positively and solve their problems through discussion during different performances. Therefore the awareness of leadership behavior of principals in secondary schools indicated that directive leadership behavior was dominant over other behaviors to create favorable environment of the schools to accomplish their purposes. Generally, from the table-4 becomes clear that directive and supportive leadership behavior was less practiced leadership behavior of principals, the participative leadership behavior was less frequently used, and the achievement oriented leadership behavior was also less frequently used leadership behavior practiced by secondary school principals in North shoa Zone.

When interviewed were conducted to supervisors on the manner principals encourage cooperation and involve a teachers in decision making of the schools, they all responded by saying that they organize a few of staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that most of the principals practiced least participative behaviors of leadership. This is because they did not believe that participative of leadership promotes unity, cooperation, and teamwork and hardworking among teachers, which in turn enhances their performance. (June, 2019)

When interviewed were conducted to supervisors, on principals consult teachers and take their ideas into consideration before taking decision they responded that they sometimes consult teachers on their duties but they did not take their ideas into consideration before taking decision , which in turn minimize teachers' participation in school decision making, were disagreements and conflicts between school leaders and teachers, lack of communication skills, existence of identified timing, communication overload, language, and cultural differences are barriers of communication in the school setting. Consequently, teachers, participation in decision-making process were affected by barriers of communication happening between teachers and school leaders. (June, 2019)

#### **4.1.2. The level of Job Performance Among Teachers**

For the sake of this study the researcher measure the level of teachers' job performance through their instructional planning, instructional delivery, assessment of/for learning, and student progress. To this end, twelve questions were prepared on the five points Likert rating scale with the options of strongly agree (5), agree (4), undecided /medium/ (3), disagree (2) and strongly disagree (1) under five standards. These questionnaires were requested for teachers and school department heads of the sampled schools in order to collect their level of agreement on each item about the level of teachers' job performance. In this study, level of teachers' job performance is determined by mean values of the school department heads and teachers' responses to the questionnaire. There are three levels: lower level (mean value less than  $\leq 3.00$ ), Medium level (mean value from 3.00 to 3.99) and high level (mean value  $\geq 4.00$ ). Bluma, 2012

Table 4. Teachers' level of job performance

❖ What is the level of job performance among teachers in North Shoa Zone secondary schools?

No	Items	Respondents	F	SD	Mean	Weig. Mean
1	Identifies and plans for the instructional and developmental needs of all students	Teachers	150	.724	1.45	1.725
		Dept. heads	53	1.024	2.00	
2	Includes specific student performance expectations in instructional planning.	Teachers	150	.725	1.48	1.75
		Dept. heads	53	1.000	2.02	
3	Engages students in self-assessment	Teachers	150	.707	1.47	1.845
		Dept. heads	53	.983	2.22	
4	Uses technology to access, analyze and monitor student progress	Teachers	150	.731	1.43	1.745
		Dept. heads	53	.924	2.06	
5	Monitors student progress frequently.	Teachers	150	.707	1.46	1.745
		Dept. heads	53	.975	2.03	
6	Develops and creates a variety of assessments	Teachers	150	.756	1.43	1.76
		Dept. heads	53	.886	2.09	
7	Uses a variety of effective instructional strategies and resources	Teachers	150	.751	1.48	1.755
		Dept. heads	53	.975	2.03	
8	Differentiates instruction to meet students' needs	Teachers	150	.704	1.42	1.75
		Dept. heads	53	.914	2.08	
9	Builds upon students' existing knowledge and skills	Teachers	150	.767	1.50	1.76
		Dept. heads	53	1.046	2.02	
10	Communicates clearly and checks for understanding	Teachers	150	.714	1.43	1.705
		Dept. heads	53	.882	1.98	
11	Preparation and organization of co-curricular programs	Teachers	150	.725	1.47	1.68
		Dept. heads	53	1.071	1.89	
12	Evaluate the performance of co-curricular programs	Teachers	150	.782	1.45	1.685
		Dept. heads	53	.896	1.92	
Grand Mean						1.75

Key:- Mean value

- $\geq 4$  = strongly performance,
- 3.00- 3.99 = moderately performance, and
- $\leq 3.00$  poor (low) Performance (Bluma, 2012)  $t_{cr} = 1.960, df = 201$

Information in Table 5 item 1 indicated that the teachers mean value was 1.45 while school department heads mean value was 2.00. Of the two groups' response revealed that the teacher job performance in identifies and plans for the instructional and developmental needs of all students was at low level. The averages mean value of teachers and school department heads were 1.725 and respondent's response was less than 3.00 mean values. This mean value indicated that teachers were low performance in identifies and plans for the instructional and developmental needs of all students. In addition to (Ndu and Anogbo,2007) showed that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and loyalty to the school.

As observed in table 4 item 2, teachers includes specific student performance expectations in instructional planning was rated low level or poor performance by teachers with mean score of 1.48 while school department heads were responded also low level or poor performance with the mean score of 2.02 on the same items. The averages mean value of teachers and school department heads were 1.75 and respondent's response was less than 3.00 mean values. This shows that teachers in secondary schools had low performance to prepare lesson plans for the lessons to be taught. This has a negative effect on performance because lesson planning enables teachers to organize, to be ready and to prepare to teach the lesson effectively and efficiently. Secondly it is professional for teachers to prepare lesson plans before teaching. The researcher, however, discovered that teachers responded negatively on this question because it is against teachers' professional ethics to teach without a lesson plan.

As it can be seen in table 4 of item 3, the teacher engages students in self-assessment or not. Teachers and school department heads were rated poor (low) mean score of (1.47 and 2.22) respectively. . The averages mean value of teachers and school department heads were 1.845 and respondents' response was less than 3.00 mean values. Thus, these items describe the teachers had poor performance in engages students in self-assessment

As it can be seen in table 4 of item 4, the teacher uses technology to access, analyze and monitor student progress or not. Teachers and school department heads were rated low mean score of (1.43 and 2.06) by both groups of respondents respectively.

The averages mean value of teachers and school department heads were 1.745 and respondents' response was less than 3.00 mean values. Thus, these items describes that teachers had poor performance in uses technology to access, analyze and monitor student progress. This has an implication to teacher low performance because the teacher doesn't use technology to access, analyze and monitor student progress.

As it can be seen in table 4 of item 5, the teacher monitors student progress frequently or not. Teachers and school department heads were rated low mean score of (1.46 and 2.03) respectively. The averages mean value of teachers and school department heads were 1.745 and respondents' response was less than 3.00 mean values. Thus, these items describe that teachers had low performance to monitors student progress frequently.

As it can be seen in table 4 of item 6, the teacher develops and creates a variety of assessments or not. Teachers and school department heads were rated moderate mean score of (1.43 and 2.09) by both groups of respondents respectively. The averages mean value of teachers and school department heads were 1.76 and respondents' response was less than 3.00 mean values Thus, these items describe that the teachers had low performance to develop and creates a variety of assessments.

In item 7 of table 4, the teacher and the school department heads were asked to rate, whether use a variety of effective instructional strategies and resources or not. Accordingly the mean value of the teacher was 1.48, while the school department heads mean score was 2.03. The averages mean value of teachers and school department heads were 1.755 and respondents' response was less than 3.00 mean values. Thus, these items describe that the teachers had low performance to Use a variety of effective instructional strategies and resources.

In item 8 of table 4 the teacher and the school department heads were asked to rate, whether differentiates instruction to meet student's needs' or not. Accordingly the mean value of the teacher was 1.42, while the school department heads mean score was 2.08.

The averages mean value of teachers and school department heads were 1.75 and respondents' response was less than 3.00 mean values. These items describe that the teachers had low performance to differentiate instruction to meet students' needs.

In item 9 of table 4, the teacher and the school department heads were asked to rate, whether builds up on students' existing knowledge and skills or not. Accordingly the mean value of the teacher was 1.50, while the school department heads mean score was 2.02. The averages mean value of teachers and school department heads were 1.76 and respondents' response was less than 3.00 mean values. These items describe that the teachers had low performance to build upon students' existing knowledge and skills.

In item 10 of table 4, the teacher and the school department heads were asked to rate, whether communicates clearly and checks for understanding or not. Accordingly the mean value of the teacher was 1.43, while the school department heads mean score was 1.98. The averages mean value of teachers and school department heads were 1.705 and respondents' response was less than 3.00 mean values. Thus, these items describe that teachers had poor performance to Communicates clearly and checks for understanding.

In item 11 of table 4, the teacher and the school department heads were asked to rate, whether the preparation and organization of co-curricular programs or not. Accordingly the mean value of the teacher was 1.47, while the school department heads mean score was 1.89. The averages mean value of teachers and school department heads were 1.68 and respondents' response was less than 3.00 mean values. Thus, these items describe that teachers had poor performance to Prepare and organize of co-curricular programs.

As indicated in table 4 of item 12 evaluating the performance of co-curricular programs or not. The scores of teacher and school department heads were 1.45 and 1.92 respectively. The averages mean value of teachers and school department heads were 1.685 and respondents' response was less than 3.00 mean values. This means the current participation of teachers in evaluating the performance of co-curricular program is low (poor) performance.

Generally regarding the teachers' job performance indicated in table 4, the mean value 1.725, 1.75, 1.845, 1.745, 1.745, 1.76, 1.755, 1.75, 1.76, 1.705, 1.68, and 1.685 of the two groups' response revealed that the teachers job performance in develops plans that address immediate and long-range goals, engages students in self-assessment, identifies and plans for the instructional and developmental needs of all students, develops and creates a variety of assessments, uses a variety of effective instructional strategies and resources, monitors student

progress frequently, differentiates instruction to meet students' needs, builds upon students' existing knowledge and skills, communicates clearly and checks for understanding, assigning teachers to different clubs, implement co-curricular programs, includes specific student performance expectations in instructional planning, uses technology to access, analyze and monitor student progress and selects varied and appropriate instructional strategies and materials, preparation and organization of co-curricular programs and evaluate the performance of co-curricular programs were at low or poor level.

When summing up, the average grand mean value 1.75 of the two groups response show that the job performance of teachers in sampled schools of North Shoa Zone were between an average mean values of 1.60 to 1.90. This indicates that the teachers' job performance was at poor (low) level.

Interviews conducted with supervisors on principals supervised teachers on their delegated duties. Their responses indicated that "the principals didn't supervise the teachers on their assigned duties due to lack of awareness, carelessness, shortage of time, and lack of interest. so teachers have done their delegated duties at school. For the sake of report, principals have evaluated teachers at the end academic year". (June, 2019)

The researcher therefore notes that a principal who communicates freely to the teaching staff through meetings practices democratic leadership behavior and usually such communications motivate, encourage and gain information needed for teachers to execute their duties and responsibilities well. On the other hand, a principal who does not communicate to the teacher's practices directive leadership behaviors and this usually de-motivates, discourages and impedes teacher performance because they are not availed with information in time to do what is expected of them.

However, a principal who does not mind to communicate nor take seriousness in providing information to teachers, practices directive leadership behaviors and this usually makes teachers lazy to perform what is expected of them. (June, 2019)

#### **4.1.3. The Relationship between Leadership Behavior of principals and Teachers' Job performance**

The third aim of the study was to study the presence of relationship between the leadership behaviors of principals (supportive, directive, participative and achievement oriented leadership) and teachers' job performance. To do this, Pearson's Product Moment Correlation was conducted and the result obtained was displayed in table 6 Correlation research is used when a study seeks to identify the extent to which two or more variables (Cresswell, 2012). The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of describing the relationships between various behaviors of school leadership principals' variables and level of teachers' job performance.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Therefore, to answer the three basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between leadership behaviors of principals (independent variables) and teachers' job performance (dependent variables). Table 6 presents the relationship between the four leadership behaviors of principals and teacher's job performance. To analyze the correlation a 2-tailed Pearson correlation analysis was used. The correlation is significant at 0.05 and 0.01 level (2-tailed). In order to interpret the results of the correlation, Somekh and Lewin (2005) criterion for evaluating the magnitude of a correlation was used as a reference. Thus  $r < 0.33$  weak relationship,  $r$ -between 0.34 and 0.66 moderate relationship and  $r$ -between 0.67 and 0.99 strong relationship.

## The Relationship between Leadership behaviors of principals and Teachers' Job Performance

Table 5 presents the relationship between the four leadership behaviors of principals (participative, directive, supportive, achievement oriented) and Teachers' Job performance. To analyze the correlation a 2-tailed Pearson correlation analysis was used. The correlation is significant at 0.05 and 0.01 level (2-tailed). In order to interpret the results of the correlation, Somekh and Lewin (2005) criterion for evaluating the magnitude of a correlation was used as a reference.

Table 5. Correlation matrixes between leadership behaviors' and teachers' job performance.

		Correlations				
		TJP	PLB	SLB	DLB	AOLB
TJP	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	203				
PLB	Pearson Correlation	.997**	1			
	Sig. (2-tailed)	.000				
	N	203	203			
SLB	Pearson Correlation	.995**	.990**	1		
	Sig. (2-tailed)	.000	.000			
	N	203	203	203		
DLB	Pearson Correlation	.996**	.991**	.991**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	203	203	203	203	
AOLB	Pearson Correlation	.988**	.988**	.973**	.981**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	203	203	203	203	203

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Key: -

- *TJP- Teachers job performance*
- *PLB – Participative leadership behaviors*
- *DLB – Directive leadership behaviors*
- *AOLB – Achievement oriented leadership behaviors*
- *SLB – Supportive leadership behaviors*

As shown in table 5 significant and positive relationships were found between variables of leadership behaviors and teachers' job performance. Teachers' job performance was correlated with participative leadership behaviors ( $r=0.997$ ), with achievement oriented leadership behaviors (0.988), with directive leadership behaviors (0.996), and with supportive leadership behaviors (0.995). Generally, the teachers' job performance was strongly correlated with two variables of leadership behaviors. But their correlation was found strong in between teachers' job performance and participative leadership behaviors while less strong in between teachers' job performance and achievement oriented leadership behaviors

There is a positive relationship between leadership behaviors and teachers job performance ( $r=0.997$ ). The relationship is statistically significant (Sig. = 0.000) at 0.01 level of significance. This implies that increase in participative leadership behaviors (like encourage co-operation among teachers in decision-making, organizing meeting for policy implementation with teaching staff and increase delegation according to knowledge, talent and skill) helps to enhance teachers' performance. Directive, supportive, directive and achievement oriented are the form of leadership behaviors that less positively affects performance. Thus, the study findings indicated that there is a strong positive relationship between participative leadership behaviors and performance of teachers in secondary schools in North Shoa Zone. Basing on this finding, therefore, it is fair to conclude that the majority of the respondents had leadership behaviors evidenced by increased participation in decision-making, communication and delegation recognition, supervision, commanding control over other teachers in the school and the nature of the teaching profession and having realized their goal in life which was training the nation.

This finding was contrary to the findings made by (Akerle, 2007) who found no significant relationship between principals' autocratic leadership style and teachers' job performance in secondary schools. The finding also negated the findings made in some earlier studies ( Gronn, 2000). The finding of this study indicating significant relationship between democratic leadership style and teachers' job performance implies that principals' using democratic leadership style could also enhance improve job performance among teachers.

#### **4.1.4. Factors that Affect Leadership Behavior of Principals**

Leading schools level particularly in area like with weak implementation capacity was potentially constrained by a dozen of factors/obstacles. Therefore, in table 6 below, in some items assumed the factors that affect leadership behaviors of leaders in carrying out their decentralized responsibilities were identified and presented for analysis. The respondents were asked to show their genuine opinions by judging each items level of seriousness in affecting the performance of leadership behaviors using five point of likert scale. 5= very serious, 4=serious, 3=somewhat serious, 2= the least serious, and 1= not serious at all. For the purpose of analysis, ratings were interpreted as 0.05-1.49= not serious at all, 1.5-2.49= the least serious, 2.5-3.49= somewhat serious, 3.5-4.49= serious, and 4.5-5.00= the most serious problem.

To be effective, organizations need capacities relevant to their mission. Without adequate talent, even a well-equipped organization will fail to achieve its goals. Therefore, capacity building through providing training is crucial for the effectiveness of school leadership. To this effect, school leaders at school level lack adequate training so as to effectively perform the decentralized role and responsibilities.

**Table 6. Factors affecting leadership behaviors**

No	Items	Respon Dents	F	Mean	SD	Weg. Mean
1	Low communication of school leaders with followers	Dept. Heads	53	4.07	.779	4.17
		Principals	18	4.27	.895	
2	Fear of interference of different political authorities in educational system	Dept. Heads	53	4.08	.798	4.205
		Principals	18	4.33	.778	
3	Quick turn-over of school Leaders from their position	Dept. Heads	53	4.09	.828	4.195
		Principals	18	4.30	.903	
4	lack of educational background related to school leaders	Dept. Heads	53	4.12	.781	4.24
		principals	18	4.36	.784	
5	Lack of self-confidence and commitment to work	Dept. Heads	53	4.12	.804	4.225
		principals	18	4.33	.856	
6	The relationship between the principal with staff members	Dept. Heads	53	4.04	.836	4.185
		principals	18	4.33	.778	
7	Lack of communication and interaction with external organ	Dept. Heads	53	4.10	.776	4.245
		principals	18	4.39	.789	
8	Lack of capacity for planning and evaluating school leaders	Dept. Heads	53	4.17	.738	4.25
		principals	18	4.33	.778	
9	Lack of transparency between school leaders and teachers	Dept. Heads	53	4.08	.782	4.235
		principals	18	4.39	.847	
10	Lack of adequate training, capacity and experience regarding school leaders	Dept. Heads	53	4.14	.762	4.235
		principals	18	4.33	.778	
Grand Mean						4.218

Key:- F - frequency SD- Standard Deviation

Mean value:-

- $\leq 1.49$ = not serious at all,
- 1.5-2.49= the least serious
- 2.5-3.49= somewhat serious,
- 3.50- 4.49= serious, and
- 4.5-5.00= the most serious problem(Bluma, 2012).

As shown in Table 6 Item 1 above, the respondents by school department heads and principals with respect to low communication of school leaders with followers were rated serious problem with mean score of 4.17 and 4.20 by both groups respectively. This reveals that low communication of school leaders with followers is one of the factors that affect leadership behaviors of school leadership in performing their role and responsibilities. Similarly, the respondents view on item 2, 5 and 6 were rated as serious problems by school department heads and principals with the mean score ranging between 3.5- 4.49. These show that fear of interference of different political authorities in educational system, lack of self-confidence and commitment to work and the relationship between the principal with staff members are serious problem that affects leadership behaviors of school leadership in performing their role and responsibilities. This implies that the autonomy of education which is emphasized in policy was not actually implemented at school level. However, according to Thomas and Martin in Tony Bush (2008) greater autonomy in schools leads to greater effectiveness through greater flexibility in and therefore better use of resources; to professional development selected at school level.

Effective school leaders are those who have self-confidence to play their roles and to take responsibility for their position, effective school leaders are those who are committed to achieve the organizational goals, communicate the vision of the organization to employee and possess the capacity of accomplishing the tasks. With this in mind, items 1, 3, 4,5, 7, 8 and 9 in the above table were presented to the respondents to express their opinions that lack of adequate training, quick turn over of school leaders from their position, lack of educational background related to school leaders, lack of self-confidence and commitment to work, lack of communication and interaction with external organ, lack of capacity for planning and evaluating school leaders, and lack of transparency between school leaders and teachers were affect leadership behaviors of school leadership in performing somewhat serious problem leadership behaviors in secondary schools of North Shoa Zone.

Accordingly, the responses given by school department heads and principals were rated serious problem with the mean score ranging 3.5- 4.49. This indicates that lack of adequate training, capacity and experience regarding school leaders, quick turn-over of school leaders from their position, lack of educational background related to school leaders, lack of communication and

interaction with external organ, lack of capacity for planning and evaluating school leaders, and lack of transparency between school leaders and teachers to the ineffectiveness of school leadership performance.

In addition, the type of leadership that will be most effective is one that suits the personality of the leader, i.e., school leaders and the openness of the group members, i.e., teachers, to the types of leadership behaviors that are implemented within the educational framework. Regarding to this, the types of leadership the school leaders' exhibit in performing leadership behaviors was also assumed factor that affect leadership behaviors at school level. Therefore, item 10 in the above table 6 was included and presented for the purpose of analysis that low adequate training, capacity and experience regarding school leaders. Accordingly, both groups of respondents were judged seriously with mean value of 4.14 and 4.33 by school department heads and principals respectively that the leadership behavior was affect leaders in leading education at school level. Moreover, the research findings by (Chalew, 2011) in Jimma zone revealed that the absence of adequate training educational leadership, unnecessary interference of higher authorities in educational activities and behaviors of leadership that the leaders exhibits were serious impediment to the behaviors of leaders at school level.

In relation to educational background, the respondents were asked to give their judgment on the level of its seriousness in affecting the performance of school leadership. In this respect, both groups of respondents were rated serious with mean score ranging 3.5- 4.49. It is obvious that formal education provide relevant knowledge and skills for leading educational organization. Regarding this,(Glatter ,1988) suggested that professional knowledge, skills and attitude have a great impact on the achievement of the organizational goal. Thus, lack of educational background related to school leadership was a major factor that affects school leadership behaviors of teachers' job performance.

Interviews conducted with supervisors on the types of leadership behaviors practiced by school principals in secondary schools. Their responses indicated that “the principal’s behavior in the school were controlling the students conduct, directing teachers, reporting the school achievement for concerned body, allocating educational materials and appraising teachers.” (June, 2019)

Interviews conducted with supervisors on the factors that affect leadership behaviors of principals in secondary school. Their responses indicated that:-

“lack of adequate training, capacity and experience regarding school leaders, quick turn-over of school leaders from their position, lack of educational background related to school leaders, lack of communication and interaction with external organ, lack of capacity for planning and evaluating school leaders, and lack of transparency between school leaders and teachers to the ineffectiveness of school.” (June, 2019)

In general, the overall analysis of the responses of the respondents' on the assumed factors that affect leadership behaviors of school leaders were found to be serious problems with grand mean (4.218). Moreover, to check whether there is statistically difference between the opinions of the two groups of respondents or not. The grand mean value of responses given by school department heads was 4.10, and the grand mean value of responses given by principals was 4.33. Both respondents were rated serious problem with the mean score ranging between 3.5-4.49. So there were no differences between the grand mean value responses of school department heads' and the principals'. These show that leadership behavior of principals affected by interference of different political authorities in educational system, lack of self-confidence and commitment to work, lack of adequate training, quick turn over of school leaders from their position, lack of educational background related to school leaders, lack of communication and interaction with external organ, lack of capacity for planning and evaluating school leaders, lack of transparency between school leaders and teachers. In general there were serious problem of leadership behaviors of principals' in secondary schools of North Shoa Zone.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

These parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' level of performance in secondary schools of North Shoa Zone .

#### 5.1. Summary

The purpose of this study was to investigate leadership behaviors of principals and its implications on teachers' job performance: the case of selected secondary schools of North Shoa Zone. To achieve this purpose the guiding questions were raised at the beginning of the study. Questionnaire and interview were used as data collection method. Employed research design was descriptive survey in which both quantitative and qualitative research methodologies were incorporated. The sample respondents of the study were drawn from the total population of six secondary schools in North Shoa Zone. The teachers; those were selected by simple random sampling were 161 teachers. Six principals, five supervisors and 60 school department heads were selected by purposive sampling.

To achieve the objectives of the study, the researcher had used data gathering instruments i.e., questionnaire and interview analysis. Both quantitative and qualitative data gathered through tools of data collection were analyzed by using mean score and person correlation coefficient was used. In order to meet this purpose, the following basic research questions are designed.

1. What types of leadership behaviors are practiced by school principals in secondary schools of North Shoa Zone?
2. What are the major factors that affect leadership behavior of principals in secondary schools of North Shoa Zone?
3. How is the relationship between leadership behavior of principals and teachers' job performance in secondary school?
4. How do teachers perceive principals leadership behavior?

So as to deal with the basic questions, related review literature was conducted; questionnaire and interviews were implemented as the means of the study. The research was analyzed by using

mean and correlation coefficient through the Statistical Package for the Social Science (SPSS version 20.0)

The data analysis and interpretation led to the following main findings:

Concerning the characteristics of respondents, it was found that the participants' age was ranging from 36 – 40 years. The majority of the respondents were male. Female respondents were few that required the effort to empower women in every aspect. When their qualifications were taken into consideration, most of the participants in the study hold first degree and few with their second degrees (MA's). The majority of the respondents work experience range from 16 -20 years.

Among the leadership behaviors practiced, most of the respondents' responded that principals' have least participative character with teachers mean value ( $\pm 2.59$ ), school department heads mean value ( $\pm 2.60$ ) and the weight Mean was 2.595, and standard deviation of teachers (SD=1.101), school department heads (SD=1.106), Since when it compared the two groups response it found between 2.50-3.49 mean value. These mean value indicated that least participative leadership behavior. This implies the characteristics of participative leadership behavior of principals were very least.

Both the school department heads and teachers rated their school leadership behaviors were least directive. In answering this question, data on the leadership behavior used by school principal in secondary school in North Shoa Zone were collected from teachers' and school department heads responses to the leadership behavior questionnaire. Respondents agreed that there is a least participative, supportive, alternative oriented and directive leadership behaviors were practiced in secondary schools in North Shoa Zone.

With respect to the teachers' job performance, the school department heads' and teachers response shown when summing up, the average grand mean value 1.74 of the two groups response show that the job performance of teachers in sampled schools of North Shoa Zone were less than 3.00. This indicates that the teachers' job performance was at poor (low) level. Finally, the grand mean value of responses given by school department heads was 2.02, and the grand mean value of responses given by teachers was 1.45. Both respondents were rated poor/low

performance with the grand mean score ranging less than 3.00. So there were no differences between the grand mean value responses of school department heads' and the teachers'. These show that teachers' job performance was at poor (low) level.

In answering this question, data on teachers' job performance in secondary schools were collected from the school department heads and teachers' responses to the teacher's job performance questionnaire. Responses were measured in terms of teachers job performance, lesson note preparation, selects varied and appropriate instructional strategies and materials, uses technology to access, analyze and monitor student progress, monitors student progress frequently, develops and creates a variety of assessments, engages students in self-assessment, preparation and organization of co-curricular programs, evaluating the performance of co-curricular programs, identifies and plans for the instructional and developmental needs of all students, includes specific student performance expectations in instructional planning in general.

With regard to the relationship between principals' leadership behavior and teachers' job performance; there was strongly positive relationship between leadership behavior and teachers' job performance. This implies that there was high relationship between participative leadership behavior and teachers job performance. The finding of this study was indicating significant relationship between participative leadership behavior and teachers' job performance.

With respect to factors affecting leadership behavior the findings indicated that the low communication of school leaders with followers, the relationship between the principal with staff members, fear of interference of different political authorities in educational system, lack of educational background related to school leaders, lack of self-confidence and commitment to work were the highest factors those influence the principals leadership behavior practice.

## **5.2. Major Finding**

- The study shows that there is a least participative, supportive, alternative oriented and directive leadership behaviors were practiced in secondary schools in North Shoa Zone. Because principals organize a few of staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools duty

- Teachers' job performance was at poor (low) level. Because the study shows that teachers were low lesson note preparation, use varied and appropriate instructional strategies and materials, use technology to access, analyze, monitor student progress, develop and create a variety of assessments, engage students in self-assessment, and low preparation and organization of co-curricular programs.
- There were serious problem of leadership behaviors of principals' in secondary schools of North Shoa Zone. Because respondents agreed that leadership behavior of principals affected by fear interference of different political authorities in educational system, lack of self-confidence and commitment to work, lack of adequate training, quick turn over of school leaders from their position, lack of educational background related to school leaders, lack of communication and interaction with external organ, lack of capacity for planning and evaluating school leaders, lack of transparency between school leaders and teachers

### **5.3. Conclusion**

Based on the findings of this study, it was concluded that leadership behavior is a critical variable in teachers' job performance in secondary schools. This is evident in the findings of this study, which isolated the behavior of leadership used by a principal as a function of teachers' job performance in school. In some situations, people need to be forced before they could improve productivity. This study aimed to study the commonly practiced school leadership behaviors, the level of teachers' job performance, the relationship between school leadership behaviors and teachers' job performance and factors that affect leadership behaviors.

This study found out that principals' leadership behavior directly affects teachers' job performance. In effect, the following conclusions were reached:

The research indicates that leaders with the best results in relation to teachers' job performance do not rely on one leadership behavior, that is, they use two or more –seamlessly and in different measure depending on the prevailing situation. This means that different leadership behaviors are needed for different conditions, objectives and most importantly for different people.

The principals in secondary schools more practiced participative leadership behaviors than other behaviors. The supportive leadership behaviors that the principals least practiced in secondary school of North Shoa Zone. The achievement oriented and directive leadership behaviors that the principals least practiced in secondary school.

Concerning leadership behaviors of principals directive principal leadership behavior negatively influenced academic achievement because they adopt harsh leadership behavior which was highly detested by teachers. It implied the more directive behaviors were used, the poor to influence academic achievement. The study of Charlton (2000) supported the findings of the study as it is found out that principals who use strict control measures are likely to face teachers' resistance and increase indiscipline because the teachers tend to protest against dictatorial measures used.

On the contrary, participative leadership behavior influences academic achievement positively and participative leadership behavior affected general school performance confidently because it motivated teachers to work with principals to achieve school objectives.

From the finding of this study, the level of teachers' job performance is the crucial variable for measuring achievement of school goals. The teachers' job performance found to be at low level. They can't perform best in lesson planning/instructional planning, subject matter proficiency, in assessing and recording students' progress and instructional delivery to the contrary and they perform less in instructional strategies/teaching methods, and instructional technology/media.

The research findings showed that participative and supportive leadership behaviors were positively strong correlated. The remaining variables of leadership behaviors and teachers' job performance were positively less correlated with TJP. Therefore, it could be found that there was significant and positive relationship between PLB and SLB behaviors and teachers' job performance. It can be concluded that there is strong and positive relationship between the leadership behavior and teachers' job performance.

Principals were expected to practice different leadership behaviors to increase the teachers' job performance. Thus, the factors that affect leadership behaviors was the finding point out that the low communication of school leaders with followers, low the relationship between the principal with staff members, fear of interference of different political authorities in educational system,

lack of self-confidence and commitment to work, lack of educational background related to school leaders, were among the highest factors those influence the leadership behaviors.

The researcher concluded that the more participative leadership increases, the more teachers' job performance increases. The findings revealed that there is a significant relationship between participative and supportive leadership behaviors and teachers' job performance. There was less participative leadership behaviors applied in secondary schools. That is to say, there wasn't an involvement of teachers in decision making concerning the school matters. The study concluded that less participative leadership behaviors influence teachers' job performance in Secondary Schools of North Shoa Zone. The findings of this study have therefore led the researcher to conclude that the participative and supportive leadership behavior is the best behaviors of leadership that could enhance better job performance among teachers in secondary school of North Shoa Zone. Further the study brought evidence that principals change their leadership behaviors according to the situation. Even though the study revealed all the principals perceive themselves as participative leaders, they also believe at times they had directive particularly in the context of school administration. This means that different leadership behaviors are needed for different conditions, objectives and most importantly for different people.

#### **5.4. Recommendation**

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect (result) by concerned bodies to alleviate and to improve the leadership behaviors which are associated with teacher's job performance in secondary schools of North Shoa Zone.

The researcher recommended that school leaders use participative and supportive leadership behaviors due to the fact that the two leadership behaviors increase teachers 'job performance. Finally, principals change their leadership behaviors according to the situation in most situations.

Based on the conclusions, the following recommendations were made:

- Considering the finding of this study, it was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers. As such,

principals could use the democratic style of leadership in some occasions. They should be autocratic in certain situations in order to increase productivity among teachers.

- School leaders motivate school staff, build supportive culture and transparency or open climate, exercising collegial authority, providing meaningful communication of school vision and need based growth oriented.
- The dominant leadership style practiced in the area under study was transactional leadership style. Findings of the study revealed that the success of transactional leadership style was seen from management by exception (active) and contingent reward dimensions. Therefore, principals need to predominantly design and adopt an active monitoring and evaluation technique followed by a system of reward mechanism.
- The basic influence on teachers job performance not to work as expected were found to be Principals' improper behavior used and unequal treatment of thoughts among teachers in decision-making process. Therefore, Regional Education Bureau, Zonal Education Office, Woreda Education Office and CRC supervisors are advised to ensure the right tracks of involving teachers in decision-making of general secondary schools trains principals on how to involving teachers' in decision-making process, disciplinary and welfare to discharge their responsibility in the school.
- Regional Education Bureau, Zonal Education Office, Woreda Education Office and CRC supervisors are advised to provide communication skill trainings for both school principals and teachers on effects of communication and on how to communicate with teaching staffs to enhance their performance. So that principal should organized regular meetings like three times a term, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.
- For the proper delegation of duties, by the general secondary schools principals' to teachers Regional Education Bureau, Zonal Education Office, Woreda Education Office and CRC supervisors should recognize the major duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both principals and teachers so as to be well equipped with new skills and knowledge needed to perform the delegated school tasks
- In today's fast changing educational environment, it is recommended that it adopt a mix of transformational leadership and transactional leadership styles to maximize teachers' job

performance in the area under study. Therefore, continuous trainings and awareness creating mechanisms were required to acquaint principals and school owners on the area of transformational and transactional leaderships.

- School leaders shift their mode of controlling from bossy to support so that teachers can release their potentials and developing need capacities officially, teachers need to be supported and empowered by modeling good teaching and innovative instructional strategies that enrich class room teaching and learning process, professionals who model good behaviors because teachers are normally looking for signals of best practices and they would like to follow the footsteps of their leaders.
- All teachers make school visit to other successful schools to compare their current situation in school and to know their weaknesses, have the opportunities to attend educational workshop to constantly update their knowledge about education, make to improve their teaching methodology by using internet, and new information literature to bring innovation in their teaching methodology, get the necessary support for their teaching/learning process. Samples for this study were drawn from government secondary school settings and so it was recommended that similar study be done using different leadership behaviors and job performance instrument to determine the relationship between leadership behaviors and teachers' job performance. This could help to determine if the findings of this study remain consistent.

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## APPENDICES A

### ADDIS ABABA UNIVERSITY

#### Postgraduate Program Directorate

#### Department of Educational Planning and Management

#### Questionnaires to be filled in by Teachers', department heads and principals

**Dear Respondents:** I am a post graduate (Master) student of Addis Ababa University, Ethiopia. I am carrying out a study on the topic: Leadership behavior of principals and Its Impact on Teachers job Performance in secondary schools in North Shoa Zone Oromia Regional State. Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a secondary school teachers like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality.

#### Section one: General Information and Personal Data

I. Indicate your response either by using a tick mark (✓) in the box provided or by giving short answers on the space provided.

1. Name of your School \_\_\_\_\_

2. Sex: Male  Female

3. Age :20-25  26-25  36-45  46-55  56-65  above 66

4 .Work experience: 1-5 year's  6-10 years 11-15 year's  16-20 years

21-25 years  26-30 years 31 and above years

5. Educational background: Diploma  First Degree Second Degree  other

6. Current work position: Department head  Unit leader  senior teacher

Vice principal  others

7. Teaching Load per week: 4-10  11-16  17-24  25-30  above 30

8. Field of specialization:- Educational Administration  Social science  Natural science   
 Languages  Psychology  Physical Education  Pedagogical science  Others (if any)

**SECTION TWO: LEADERSHIP BEHAVIORS OF PRINCIPALS**

**PART II:** Questionnaires to be filled in by **Teachers and department heads**. These parts of the questionnaires are containing close ended items that focused on the leadership behaviors of principals under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership behaviors and rate the following using scales. Where; 5=strongly agree (SA); 4=agree (A) 3=Undecided (Un); 2=Disagree (D); 1=Strongly Disagree (SD)

❖ What types of leadership behaviors are practiced in Secondary Schools of North Shoa Zone?

<b>1</b>	<b>Leadership behaviors</b> of principals	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Leaders make decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.					
2	Leaders act to influence local, district, state, and national decisions affecting student learning					
3	Leaders consider and evaluate the potential moral and legal consequences of decision-making					
4	Leaders develop shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.					
5	Leaders develop and facilitate communication and data systems that assure the timely flow of information.					
6	Leaders interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders					
7	Leaders communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.					
8	School leaders can encourage social relations among teachers					
9	Leaders develop shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.					
10	Leaders distribute and oversee responsibilities for leadership of operational systems					
11	Leaders develop assessment and accountability systems to monitor student progress					
12	I am supervised by the school leaders on duties delegated to me.					

**SECTION THREE: - ITEMS ABOUT TEACHERS JOB PERFORMANCE**

**PART III: Questionnaires to be filled in by teachers and school department heads.**

These parts of the questionnaires are containing close ended items that focused on the teachers’ job performance under investigation. Based on the concept of each item, please select the option that directly represent your opinion on teachers job performance and rate the following using a scales where; Where; 5=strongly agree (SA); 4=agree (A) 3=Undecided (Un); 2=Disagree (D); 1=Strongly Disagree (SD)

- ❖ What is the level of job performance among teachers in North Shoa Zone secondary schools?

<b>2</b>	<b>Teachers’ job performance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Teacher identifies and plans for the instructional and developmental needs of all students.					
2	Teacher includes specific student performance expectations in instructional planning.					
3	Teacher engages students in self-assessment.					
4	Teacher uses technology to access, analyze and monitor student progress					
5	Teacher monitors student progress frequently.					
6	Teacher develops and creates a variety of assessments					
7	Teacher uses a variety of effective instructional strategies and resources					
8	Teacher differentiates instruction to meet students’ needs					
9	Teacher builds upon students’ existing knowledge and skills					
10	Teacher communicates clearly and checks for understanding.					
11	Preparation, organization and implementing co-curricular programs					
12	Evaluating the performance of co-curricular programs					

**Part IV .Items related to factors affecting principals’ Leadership behavior of principals**

Questionnaires to be filled in by school **department heads and principals**

These parts of the questionnaires are contains items about factors affecting principals’ leadership behavior. Based on the concept of each item, please select the option that directly represents your opinion and rate the following using scales.

Where; 5=strongly agree (SA); 4=agree (A) 3=Undecided (Un); 2=Disagree (D); 1=Strongly Disagree (SD)

- ❖ What are the major factors that affect leadership behavior of principals in Secondary School?

<b>3</b>	<b><i>Factors Affecting Leadership Behaviors regarding on teachers job performance</i></b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Low communication of school leaders with followers and students					
2	Fear of interference of different political authorities in educational system.					
3	Quick turn-over of school Leaders from their position.					
4	lack of educational background related to school leaders					
5	Lack of self-confidence and Commitment to work.					
6	The relationship between the principal with staff members.					
7	Lack of communication and interaction with external organ such as NGOs and cluster group trainers					
8	Lack of capacity for planning and evaluating educational activity according to the situation					
9	Lack of transparency between school leaders and teachers.					
10	Lack of adequate training, capacity and experience regarding to school leaders.					

**APPENDICES B**  
**ADDIS ABABA UNIVERSITY**  
**Postgraduate Program Directorate**  
**Department of Educational Planning and Management**  
**Interview for supervisors**

Dear **supervisors**: I am a post graduate (Master) student of Addis Ababa University, Ethiopia. I am carrying out study on Topic: Leadership behavior of principals and its impact on teachers' job performance in secondary schools of North Shoa Zone Oromia Regional State. This interview guide is for secondary schools like you who were expected to carry out the leadership behavior of principals to enhance teachers' job performance. It is on this background that you have been randomly selected to participate in the research by faithfully answer the question asked by the researcher. You are requested to be as honest as possible when answer these questions. Your response will be highly respected and accorded with highest confidentiality.

**Part I: General Information and Personal Data**

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_ Qualification \_\_\_\_\_
4. Experience: As a teacher \_\_\_\_ As a principal and/or vice principal \_\_\_\_ \_present position \_\_\_\_

**Part II: Give your response to the questions in short, and be precise**

1. Do principals encourage cooperation among the teaching staff during the decision making process of the school?
2. Do the principals consult staff and take their ideas into consideration before taking decision?
3. Have you supervised by your school principal on duties delegated to you?
4. Are there free communication between teachers and principals?
5. What are the types of leadership behaviors practiced by school principals in secondary schools?
6. What are the factors that affect leadership behaviors of principals in secondary school?