



**THE PRINCIPALS' LEADERSHIP STYLES AND TEACHERS
PERFORMANCE IN SECONDARY SCHOOL OF EAST HARARGHE
ZONE OROMIA REGIONAL STATE**

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Declaration

I hereby, declare that thesis entitled, **“The Principals’ Leadership Styles and Teachers Performance in Secondary School of East Hararghe Zone”**, is my original work and that all sources of materials that have been used for this research have been properly acknowledged.

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This is to certify that the thesis prepared by Aman Dedefo, entitled: “ **The Principals’ Leadership Styles and Teachers Performance in Secondary School of East Hararghe Zone**” and submitted in partial fulfillment of the requirements for the degree of Master of Art in Educational leadership and Management that meets the accepted standards concerning originality and quality.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
MOE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package for the Social Science

ABSTRACT

This study intended to assess the principals' leadership styles and teacher performance in secondary schools of East Hararghe Zone. The design chosen for the study was descriptive survey design whereas the method employed was mixed methods. To carry out the study, the sampling techniques used were simple random, purposive and stratified sampling techniques. Data for the study were gathered through questionnaire, interview and FGD. Both Primary and secondary sources data were used. The primary sources data include 213 teachers for questionnaire, 16 principals and 10 department heads for interview and 12 selected teachers with FGD. The collected data were analyzed using both quantitative and qualitative methods of data analysis. Data gathered through questionnaires were analyzed using SPSS version 20 software by applying descriptive and inferential statistics. In addition, data collected through interview and FGD were analyzed qualitatively. The results of the study revealed that majority school principals' qualifications were found below the required standard set for the level under the study. Moreover, the findings revealed that most of the principals were getting their position appointments by higher authorities and political acceptance. Also the findings of the study indicated that secondary school principals mostly used mixed leadership style to influence teachers' performance. The study concluded that low relationship between principals with staff members, lack of school facilities and resource, principals' personality, the nature of task and lack of adequate training were the major challenges of principals under study area. The point of the recommendation is providing opportunities of training for unqualified school principals to build their professional skills and solve the challenges that hindered proper implementation of school leadership practice. Finally, it was recommended that position appointment conditions must be transparent.

Keywords: *principals' Leadership style, Secondary schools, teachers, principal, teachers' performance*

CHAPTER ONE: INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and Organization of the study.

1.1. Background of the Study

Leadership is vital for any organization. Leadership sets the conditions and expectations for excellent instruction and the building of a culture of ongoing learning for educators and learners in a school (Kyla and Karen, 2010). Leadership is a process where by an individual influences a group of individuals to achieve a common goal; for instance, school leaders should develop the skill influencing others and the ability of engaging stakeholders to achieve common goals (Begley, 2010).School leadership is the process of directing and guiding teachers, students and parents to achieve educational goals. (Wachira et al., 2017).

The education and training policy set aims and objectives to produce skilled man power with the necessary quality and quantity to meet the national socioeconomic development requirement, to bring up citizens who understand, respect and defend the constitution, a citizen who respects democratic values and human rights with good work culture and ethics' (MoE, 1994). Hence, the Ethiopian government made the agenda for educational sector to check the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010).

The education and training policy of Ethiopia stated that, the main objective of teaching and learning process is to enable the learner to acquire knowledge and skills to solve problem. This objective is realized only if the students get quality education that makes them competent in the world of competition. So, effective school leaders are one of the way through which education quality is assured.

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2005) stated that, the principals as educational leader play a pivotal role for the success of the school leaders. Providing effective leadership for school leaders in secondary schools is necessary to improve better job performance of teachers and the academic achievement of students, create a strong sense of vision and mission, plan to facilitate work, build a strong culture of teamwork and creative problem

solving, set appropriate curriculum implementation mechanism, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members, monitor students learning progress and closely work with parents, and community members (MoE, 2005). Crum and Sherman, (2008) stated that, the principal needed to provide highly valued insights into their daily styles that promote school environment for high teachers' performance.

Wakjera (2018) studied that the majority of secondary school leaders of East Wollega Zone use democratic, autocratic and laissez-faire leadership styles to influence teachers' performance in school. This implies that the secondary schools' leadership styles were based on the real situation at the school and their practice mixed leadership style. This indicates that, no best leadership styles used in the school and use appropriate leadership styles based on situation in the school.

Leadership style occupies an important position in school administration as the principal who controls schools' resources used by them resulted in positive achievement of educational goals (Adeyemi, 2004). Basically, such achievements in secondary schools are dependent on three identifiable leadership styles such as autocratic, democratic and laissez-faire (Lunenberg and Ornstein, 1991). Autocratic Leadership style generally describe that all activities are centered on the leader, and little freedom of others to create and act is permitted. The democratic leadership style in which the leadership style departs from a consultative style that can develop into mutual trust between leaders and subordinates. Leaders are more likely to trust the ability and skills of staff to complete the job description that they provide as their responsibility. Laissez-faire leadership style gives authority and encourages staff's ability to take the initiative because they are considered to have the skills, discipline and are trusted to assume responsibility for exerting its ability to determine decision making steps (Salusu, 2000). Thus, there are several factors related to a leadership style that need to be considered simultaneously (Winardi, 2000). Thus, it is no doubt that there is mounting pressure by styles of leadership among the principals of government secondary schools in East Hararghe Zone. However, many principals have not considered their leadership styles as determinants of teachers' performance in their schools.

Teacher's performance is the work achieved by a teacher in carrying out his duties and responsibilities in educational institutions to achieve educational goals (Baharuddin and Zakaria, 2018). It is influenced by several factors, one of which is the leadership of the principal who moves his subordinates to perform well (Conscience and Sarino, 2017; Rukmana, 2018). Lack of principal understanding and concern regarding teacher characteristics will affect the teacher's performance (Agustina *et al.*, 2016). According to Mulyasa (2007), the teacher's performance can be measured through indicators based on main competencies, namely pedagogical competence, personality competence, social competence, and professional competence. In improving teaching skills and the quality of learning, the teacher's role is to find more effective methods in transferring knowledge that can be stored in the minds of students (Mehdinezhad and Mansouri, 2016).

Frewoini (2016) stated that, the challenges of principals leadership styles: principals personality, the nature of the task, the relationship between the principal with staff members, the nature and culture of the school, the larger environment (political, economic and social), lack of experience of school principals and lack of adequate training are among the main challenges those influence the principals leadership style. Moreover, lack of facilities and equipment's are moderate challenges those hinder the principal leadership style.

In 2012 E.C in East Hararghe Zone there were 1,404 primary schools including 1,855 principals, 14,248 teachers and 823,554 students and 58 secondary schools including 134 principals, 2015 teachers and 70169 students. Regarding performance of students in national examination from total 5065 students taken examination 2269 (44.8 %) of them join university. Hence, this study was intended to assess the principal leadership styles and teachers' performance in governmental secondary schools of East Hararghe Zone.

1.2. Statement of the Problem

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2013) stated that, the quality of education depends on the presence of competent and committed school principals, as they are instructional leaders, focus on helping teachers to amend their classroom performance and make academic instruction as their schools top priority. In another way, MoE (2010) stated that, school principals need to have the theoretical knowledge, skill and adequate experiences in

school leadership and management and should have a profile of possession of various training on school leadership and management so as to play active and effective leadership style in school improvement programs.

Wakjera, (2018) studied the three principal leadership styles which are autocratic, democratic and laissez-faire and found that they have a positive and significant influence on teacher's performance. However, Aklilu (2019) found that, autocratic principal leadership style negatively influenced the academic achievement because they adopt harsh leadership style which was highly detested by teachers. Supporting this, Haile (2018) revealed that, there was no significance influence of laissez-faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks to and consequently performance declined. Based on the research gap above, the researcher chooses to the influence of principal's leadership style on teacher's performance as the basis and reason for this research.

In addition, the researcher often observed at educational conferences and supervision reports, almost all secondary schools were not lead by professional principals those who have educational leadership background. Rather, they were taken from other fields of study. Strengthening this idea, Million (2019) states that, more than half of the principals and vice principals educational background differ from what the position demands. Thus, a pitfall in teaching learning process created and teachers were not felling at ease in the environment. Teshome (2017) did research on leadership style of schools principals' and obtained that, 92.2% of principals educational qualification in Ambo administrative town were subject specialists that did not graduate in educational leadership and lead school without having necessary knowledge and skills required. Therefore, leading the schools as principals without professional skills required for position has its own influence on leadership style and teacher's performance in the schools.

The misuse leadership styles practiced by principals in the secondary school and leading school without having knowledge and skill required for position has its own influence on teacher performance and appropriate leadership styles depending on the situation at school. The current study is different from the previous studies because it considered methodology used, different participant and there is no research conducted on this issue at secondary schools of East Hararghe zone. As a result, the current research was conducted to fill these research gaps and practical problems related to principals' leadership styles on teacher performance.

Therefore, this study designed to answer the following basic questions:

1. How are secondary school principals placed to leadership positions?
2. How do the duties and responsibilities of the school principals match with the specified standard of MoE?
3. How do teachers view the leadership style of principals and principals view the performance of teachers?
4. What are the major challenges encountered by principals and teacher in their roles and responsibilities?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to assess the principals' leadership styles and teachers' performance in selected secondary schools of East Hararghe Zone.

1.3.2. Specific Objectives

The specific objectives of the study are:

1. To examine the current practices of secondary school principals' appointment to the position of principal ship.
2. To explain major duties and responsibilities of the school principals and relation with the standard set by MoE.
3. To identify the school principals leadership task on the side of teachers' view and principals view of performance of teachers.
4. To find out the major challenges that faced principal leader styles and teacher performance in their roles and responsibilities.

1.4. Significance of the Study

Specifically, this research work has the following importance for the school principals, teachers, Woreda education offices, Zonal education office and others.

- ❖ It may help the school leaders to be aware of the styles against the level of teacher performance and the practitioners' principals to exercise efficient leadership styles so as to improve teachers' performance.

- ❖ Help the school principals to revisit and enrich with new knowledge, theories, methodologies and practical behaviors leaders need in secondary schools for encouraging approach to make the teachers more effective.
- ❖ Provide information of principals' leadership styles to Woreda education offices and Zonal education office.
- ❖ Offer a base for other researchers who are interested to do their research in this area, particularly principal leadership styles and teachers' performance in secondary schools of East Hararghe Zone.

1.5. Delimitation of the study

In East Hararghe Zone, there were fifty six (56) governmental secondary schools and it was difficult to cover all these schools in the study, because it needs large amount of human, materials, financial and time resources. Due to these reasons, the researcher delimited the study to cover only 10 (18%) government secondary schools. Even though, there are many stakeholders for teaching learning process, for this thesis work, the participants are delimited to teachers, department heads, deputy principals and principals. There are different types of leadership styles. However, for this particular study, leadership styles delimited to commonly used styles that are autocratic, democratic and laissez-faire leadership styles that school leaders' practice in the targeted schools. Teachers' performance delimited to effective use of teaching time, preparation well for lessons, positive influence on learner and motivation learner to learn which teachers should uphold effectively in the school system.

1.6. Limitations of the Study

Even though the researcher has attained its objectives, there was some limitation during data collection. These were due to COVID 19 pandemic, the study was delayed because teaching learning process did not started on the time scheduled for learning and did not get teachers in the school to collect data and low level of cooperation on the part of some teachers to fill the complete part of the questionnaires and do not return on time. To overcome these challenges collect the data at time of teaching learning started and the researcher had communicated with the principals repeatedly and made a maximum effort to get relevant information from the respondents.

1.7. Operational Definition of the Key Terms

Leadership: the ability to influence the actions of others and to guide an organization to a desired state of being or functioning (Murray, 2010).

Leadership Style: The consistent behavior patterns that they use when they are working with and through other people as perceived by those people (Hersey and Blanchard, 1993).

Principals: the head of the school who is in charge of giving the proper leadership to the school community and the necessary relationship with external community.

Principals' leadership styles: Refers to the pattern or way of doing things by the principal in pursuit of his or her duties.

Secondary schools: Refers to the school system established to offer four years of general education (Grade 9-12)

Teachers' performance: Refers to identification with, and involvement in the teaching occupation.

1.8. Organization of the study

This study is organized in to five chapters, each of which has its own sub contents. The first chapter is dealt with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. The second chapter of the study is review of related literature to deal with what is said so far by different scholars about the topic under the study. The third chapter of this study is all about the methodology of the study, which contains design of the study, population of the study, the sample size and sampling techniques, data gathering instruments, data analysis and ethical considerations. Chapter four deals about data presentation, analysis and interpretation. The last chapter presents summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter discussed and analyzed studies related to principals' leadership styles and teachers' performance. Specifically, the concepts and definition of leadership, an overview of leadership styles, the roles and responsibilities of a school principals and teachers' performance expectation were presented. Finally the major challenges of school leadership and teachers' performance were presented.

2.1. The Concept of Leadership

There are several definitions given to leadership. The term leadership can be defined in different aspects by different scholars as they perceive what leadership means. The following are some of the definitions that have been rendered; Leadership is the process of influencing others to understand and agree about what need to be done and how it can be done effectively, and the process of facilitating individuals and collective efforts to accomplish the shared objectives (Yukl, 2013).

According to Northouse (2013), Path-Goal theory of leadership is a "process in which leaders select specific behaviors that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goal)". This implies that the leader has different leadership style or behavior, and considers the most appropriate style in his/her leadership to suit the employees/staff needs and the working environment to attract the best action of the staff in the organization. The leader needs to motivate the employees/staff and satisfy their needs to enhance their job performance.

Educational practitioners have recognized leadership as vitally important for education institutions since it is the engine for survival of the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn, (2000) maintain that, leadership is the heart of any organization, because it determines the success or failure of the organization.

2.2. An Overview of Leadership Styles

Leadership play an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation and behaviors. Hersey and Blanchard, (1993) observed that a leader develops his/her style over a period of time from experience, education and training. These authors claim that leadership style is more of how subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her behavior in various situations. 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) concern it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals.

Chandan, (1987) define leadership style is the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe, (1998) on the other hand defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. 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 demolish the progress of education (Oyedeji, 1998 and 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).

Different types of leadership styles exist in work environment. The culture and goal of organization determine the leadership style fits the organization best. Most organization offer Several Leadership styles within organization, dependent upon necessary tasks to be completed. Wiles, (2011) have identified three styles of leadership. These include the autocratic, democratic, and Laissez-faire leadership styles.

Autocratic Leadership Styles: the autocratic leadership style is a type of a leader who uses autocratic style dictates all policies and procedures in the organization with little or no group participation. Such leader is task-oriented; hence impose task and methods of work on subordinates who have to carry out directives without questions. Cherry, (2017) stressed that

autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. In terms of this type of leadership style, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (De Cremer, 2006).

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006).

Democratic leadership styles: the democratic leadership style is also known as participative style as it encourages full participation of subordinates in the affairs of organization. This style is characterized by policy making using consultation, delegation of authority, self-expression, initiatives, and multidimensional communication. Cherry, (2017) maintained that democratic leadership, also known as participative leadership or shared leadership is a type of leadership style in which members of the group take a more participative role in the decision-making process. This type of leadership can apply to any organization, from private businesses to schools to government. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged.

According to Goleman, (2007), democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and to make decisions. This allows group members to feel engaged in the organizational processes and enables them to feel more motivated and creative. The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can allow group members to develop their knowledge and skills (Kane and Patapan, 2010). The

democratic or participative leadership style enables leaders to create a suitable working environment and to facilitate a free flow of ideas in the organization. Moreover, the participative leadership style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback (Peteman, 2000). This can reduce rates of employee turnover, while the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2000).

Laissez-faire Leadership Styles: 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 laissez-faire leadership style is characterized by complete freedom of the group and its members to do what they wish. The leader who adopts this style is care free and merely supplies materials to subordinates to work with and does not supervise them. According to Cherry, (2017), laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions.

A laissez-faire style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction (Kocker, 2009). This type of leader no direction is offered to employees where there is laissez-faire leadership in the organization. Decision-making processes are left to the subordinates. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008).

Advantages of the laissez-faire leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the

leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a laissez-faire style are that this leadership style could leave group members doing the wrong thing without realizing it and there is less personal growth (Kocker, 2009).

2.3. The Roles and Responsibilities of School Principal

In Ethiopian context, the Ministry of Education MoE,(2006), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated, Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities, has to prepare a program which will enable educational materials, laboratories, rooms for practical work, and libraries are in conducive situations to give a coordinated services, has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department, Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation, Comes up with suggestions that could facilitate the provision of staff development or in-service training programs, and Produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments.

Similarly, MoE, (2002) listed about 22 roles of a school principal, of which the following are Crucial: The school principal together with parent-teacher unity and school community prepares annual plans with executing budget, thereby, implement it accordingly when approved. She/he makes sure that each department and teacher prepares a plan that emanates from the school plan and assures that it is based up on national and regional goals set. She/he also makes sure that teachers are informed and introduced with new events and new teaching and learning as well as working methods by preparing short term training's and experience sharing programs at the school

level with the view of helping them develop professionally and coordinates co-curricular activities together with parent-teacher unity for the success of students educational activities performed in the class as well as outside the class.

In addition to the above role, the educational programs supervision manual of ministry of education (MoE,1994) sufficiently listed the roles of school principal in his/her capacity as instructional leader, in the area of supervision at the school level listed are: Creating a conducive learning environment to facilitate supervisory activities in the school by organizing all necessary resources; Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives, and supervise classes when and deemed necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

Among many duties and responsibilities, the main roles of principals are: staff development, supervision, goal clarification, promotes a positive school climate, delegation of authority and communication which are discussed as follows:

Staff Development: According to the Ethiopian Ministry of Education (MOE, 2009), the aim of **CPD** is to improve teachers performance in the classroom in order to raise student achievement and learning because, directly or indirectly, there is a link between students result and teachers performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practices. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries Organization for Economic Co-operation and Development (OECD, 2005).

Supervision: supervision is a core function of educational leader. It plays a key role in the improvement of learning through the monitoring of instruction. Principals have responsibility to help teachers to improve their practice and accountable for meeting their commitment (SerGiovanni, 2001). The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day-to-day activities of teachers and supervision is the major instrument for this. The instructional

leaders' repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

Goal Clarification: School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and departmental chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequently, communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skill full leaders address different learning needs of students.

Promote a positive school climate: school climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians and students. The principal more than any other individual is responsible for the climate in the school. According to Estyn, (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress. This indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to students' learning and professional growth.

Delegation of Authority: Creative leaders ought not to avoid delegation of authority. Chandan, (1987) looks at delegation as a process of dividing up total work and giving part of it to subordinates. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization (Hannagan, 2002). However, before delegation, the delegate must have to know daily tasks to be delegated besides whom to delegate. Delegation of authority in general, is critical for effective management because in an organization a single man cannot perform several duties unless shared to others. In addition, delegation reduces burden of work and facilitates staff empowerment.

Communication: is central for every activity of the organization and it is essential for the survival of the system. According to Chandan, (1987), "effective management is a function of effective communication." This shows that communication is one of the duties of the leader to integrate organized activities and to change people's behavior by providing sufficient information useful to

the achievement of the goal of the organization and the group as well. Luthans, (1989) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it.

The current recruitment criterion of secondary school principal was first regulated by MOE, (2009) and specified the criteria. Hence, the candidate should fulfill the specified qualification and should be trained a teacher should at least reach the medium position in the teachers career ladder, should serve as a unit leader, vice principal, or serve as students' dean, department head and pedagogical center head. Additionally, the candidate principal is expected to have Master's Degree in education and free from conviction and should not have disciplinary problems were the criteria. Recent literature on school reform suggests that, principals or head teachers play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices, the leadership they provide for the school and community, and the ongoing support they give to teachers are all elements important to implementing successful school reforms.

2.4. Teacher Performance Expectations

The main goal of schooling is to teach students. The performance of teachers related to this task is determined by many factors such as their level of dedication, professional growth, the environment of the school, the existing school culture, innovation ability of teachers and the level of principals' experience (Nsubuga, 2008). It has also been established that all of these factors also have either a direct or an indirect influence on the actions or inaction of principals (Mullen, 2004). Teacher job performance can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the organization, or as the ability of teachers to make a considerable contribution to the teaching and learning process (Akinyemi 1993, Adeyemi, 2010).

The responsibilities of principals entail promoting the effective performance of teachers. Such types of tasks promoting the effective performance of teachers are performed not only by the principal but by the leaders of departments and teams in the school (Usdan, McCloud and

Podmostko, 2000). The principal must therefore also work through these leaders to influence work performance. More specifically, the team leader's role is to provide ongoing support and motivation to his/her team to improve its performance with the aim of attaining high-quality standards for all teachers and students in the school. In line with this argument, Adeyemi, (2010) asserts that various aspects of job performance, such as effective teaching and lesson preparation, the effective use of work schemes, effective supervision, monitoring of students' work and disciplinary ability are aspects on which teachers should focus in order to deliver effective academic performance in schools. In this regard, the performance of teachers can be measured through an annual report of their activities (including their extra-curricular activities) (Adeyemi, 2010). There are also other means by which job performance of teachers can be assessed with reference to issues such as leadership, supervision, monitoring of students' work, motivation, class control and the disciplinary ability of the teachers.

2.5. Challenges of School Leadership and Teachers' Performance

2.5.1. Challenges of school leadership

The leadership responsibilities of principals play an important role for the achievement of educational objectives. But in carrying out the task of leadership principals, usually face a lot of challenges or there are factor that affect their leadership effectiveness. Stressing the point different scholars listed different factors that impeded leadership responsibility of principals.

Lack of Training and Skills

To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient leader. In line with this Glatter, (1988) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to Bennars, (1994), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, McEwan, (2003) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world.

Lack of resource and the nature of the task

Resource is the means of the end. They matter in terms of the schools improvement and long term effectiveness. In research synthesis about practices in high performance schools, the finding that role to resources is evidence Ubben and Hughes, (1997), in other words a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership. But if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impede (Gorton, 1983).

Principals are schools representative. They have responsibility over many areas of their respective school. Hence they become busy in dealing with these responsibilities the whole work days. According to the Ubben and Hughes, (1997) a school executive day is characterized by one encounter after another with staff member, students' parents, community member, politicians, and others the kind of individuals or sub-groups are myriad and diverse, all of whom have questions and requires and problems demanding principals time. Thus lack of time, due to variety of task that principals deal with is another biggest problem in principals work (McEwan, 2003).

The Personal Quality of the Principals'

The principals own personalities, vision, extent of commitment, human relation skill etc. can several to constrain/hamper the exercise of leadership style (Ubben and Hughes, 1997). Strengthening these ideas, Gorton, (1983) state that if the principal does not possess the appropriate personal quality in carrying out leadership responsibilities properly.

The Relationship between the Principal and staff members

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction. Exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals' okumebe (1998) have healthy relationship. Permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal. It is thinkable to cope up with complex instructional operation. To run this activity the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert, (2001) stated. The principal's

large time should be allocated to mutual relationship with teacher, students, parents and superiors. Without effective and continues relationship it is therefore, very difficult for school.

Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Sergiovanni, 2001) state that the principals are ultimately responsible for almost everything happens in the school and out. Responsibility other than instructional leadership will frequently press for principals time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even through the principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, sheldes, (2004) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attained respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socioeconomic background.

2.5.2. Challenges of teachers' performance

According to some researchers and practitioners, there are number of challenges individually and collectively effect on the performance of teachers' in a positive or negative way. These challenges include: Leadership style, organizational culture, participation in decision making, working environment and motivation.

Leadership style

The leadership style within an organization has a bearing on encouraging or inhibiting employee's performance. If management does not carefully analyses the needs of the organization and its employees, it may be difficult for the organization to understand the reasons why employees behave in a particular way (Dubrin, 2004). Leadership style is the combination of attitude and behavior of a leader, which leads to certain patterns in dealing with the followers. The leadership style within an organization has a bearing on encouraging or inhibiting employees' job performance (Armstrong and Murlis, 2004).

Organizational Culture

Organizational culture is a set of signs and rules for the organizations use that signal how they might differ from one organization to another. According to Schein, (1990) organizational culture refers to the beliefs and values that have existed in an organization for a longtime, and to the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. There is a positive relationship between the organizational culture and teachers' performance. The organizational culture has influences on upgrading the teachers' performance. If the environment is pleasant and comfortable to work, the teachers are encouraged and motivated to work effectively and efficiently. The good and competitive organization culture enhances the performance of the work force. A strong organizational culture supports adaptation and develops teacher performance by motivating teacher toward a shared goal and objective; and finally shaping and channeling teachers' behavior to that specific direction should be at the top of operational and functional strategies. Strong culture in the organization is very helpful to enhance the performance of the teachers that leads to the goal achievement and increase the overall performance of the organization (Deal and Kennedy, 1982). Norms and values of organizational culture highly effect on those who are directly or indirectly involved with the organization.

Participation in decision making

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 Okumbe, (1998). 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. Participation management is about involving teachers in the decision making process where the teachers feel that they have the opportunity to discuss problems and can influence organizational decisions. The overall impact of participation is increased teacher job performance and low turn-over. Organizations can act to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive performance effects of teacher participation (Lam *et al.*, 2002).Teacher will be motivated because management

considers them as partners in contributing to organizational success instead of being seen as mere subordinates.

Working Environment

Working environment plays a big role in performance issues because it influences how engaged teachers are with their jobs (Norton, 2012). Working environment is a set of characteristics that distinguish the organization from others and the characteristics of the organization's internal environment results from the interaction, outcome of goals, regulations, rules, procedures and policies that are applied in the organization and well known by the teachers in the organization, moreover directly and indirectly affects the individuals behavior and performance at work eventually leads to achieve the goals of the organization.

Motivation, job satisfaction, rewards and training

Motivation- is a general term for factors that make one's intent on a particular behavior, the factors as needs, drives, motives, incentives, urges and goals. Motivation is a key determinant of job performance and a poorly motivated force will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time (Jobber, 1994).

Job Satisfaction: Locke, (1976) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that teachers form their attitude towards their jobs by taking into account their feelings, beliefs and behaviors found that if the teachers find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Lee and Ahmad, (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization.

Rewards: Remuneration can be defined as the financial and non-financial (extrinsic or intrinsic) rewards provided by an employer for the time, skills and effort made by employees in fulfilling job requirements aimed at organizational objectives. Every organization needs a reward and recognition system which exhaustively addresses four main areas. They are compensation, benefits, recognition and appreciation; the entrepreneur (Dowling *et al.*, 2011).

Training: Training is the process of developing employees' skill in order to improve their performance (Swanson, 1999). Training is a type of activity which is planned, systematic and

results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Guest, 1997).

2.6. Summary of Literature Review

To sum up regarding the principals' leadership style and teachers performance there are different leadership styles practically implemented at the school level and the magnitude of applicability varies across the school leaders. Based on this, there are three most commonly practiced leadership styles which are Democratic, Autocratic and laissez-faire leadership style and additional factors pertaining to leadership that have an influence on teachers' performance were discussed to indicate that it is possible to use appropriate types of leadership styles to enhance the performance of teachers' with situation of the school where teaching and learning process takes place. In other words, there is no best single leadership style suited to all situations. Therefore, the principals practiced mixed leadership styles depends on the followers and the situation of the school environment.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, the source of data, sample size and sampling techniques, instruments of data collection, data collection procedures and data analysis methodology and ethical considerations.

3.1. Research Design

Research design is the overall plan for collecting data in order to answer the research question and also the specific data analysis techniques that the researcher intends to use. Descriptive survey design was employed for this study as it enabled the researcher to collect and describe large variety of data related to the principals' leadership style and teacher performance. As argued by Kumer (1999) descriptive research design was used to describe the nature of the existing conditions. This design is more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study.

The study employed mixed methods research by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as leading method through close ended questions. Mixed methods research mixing both quantitative and qualitative methods in a single study to understand a research problem (Creswell and Plano Clark, 2011). The reason behind using a mixed method research, collecting both quantitative and qualitative data together provides a better understanding of a research problem than either quantitative or qualitative data alone and to build on the interaction and strength that exists between quantitative and qualitative research methods.

The quantitative approach used to collect, analyze and interpret different and obligatory data to get in depth information about current status of the principals' leadership style and teachers' performance in secondary school of east Hararghe Zone. The qualitative approach was incorporated in the study with information gained from interview and focus group discussion and through open ended questions and hence, it helps to validate and substantiate the quantitative data.

3.2. Source of Data

The necessary information to conduct the study has been collected from both primary and secondary sources. The primary sources for first-hand information were school principals, department heads and teachers. The reason of selection these respondents as primary source of data was based on the expectation that they might have better information and experience on issue under study. The secondary sources were collected from annual abstract report, previous research papers, published journals, various books and published MoE documents that focus on principals' leadership style.

3.3. Sample Size and Sampling Techniques

The sample of schools, principals, teachers and department heads is based on the East Hararghe Zone education office Annual Report 2012(2019/20 G.C). The population of the study is all fifty six (56) government secondary schools in East Hararghe Zone including 56 principals, 76 deputy principals and 1960 teachers. The target population which the sample of the study was taken ten government secondary schools with 10 principals, 21 deputy principals and 456 teachers. Concerning the sample size of the schools, since the numbers of schools are very large, from a total of 56 government secondary schools in the Zone ten (10) secondary schools (18%), ten department heads form different subject for an interview and twelve (12) selected teachers for FGD were selected by simple random sampling techniques. This technique gives equal chance for all being selected for the sample of study.

With regard to the respondents, from total of 456 teachers in ten sampled schools, 213 (47%) teachers were selected as sample using stratified proportional sampling techniques from selected schools in the study. Proportional stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population was represented in the sample in the same proportion in which they exist in the population.

Ten (10) principals from 10 (100%) and six 6 (29%) deputy principals were selected from sample school through purposive sampling techniques for an interview. The reason for selecting purposive sampling is, the principals were particularly rich in information about principal's leadership style and teacher performance. Therefore, the respondents of the study, total 251 (213 teachers, 16 principals, 10 Department Heads and 12 selected teachers).

Table 1: The summary of Respondents of the study

No	Name of secondary Schools	Population of teachers and sampled teachers						
		Population of teachers(N=456)			Sampled teachers (N=213)			Percentage of sampled teachers
		M	F	T	M	F	T	
1	Gursum	33	3	36	16	1	17	47%
2	Kombolcha	76	6	82	35	3	38	46%
3	Gurawa	42	10	52	20	4	24	46%
4	Kufra cale	28	10	38	13	5	18	47%
5	Adele	24	7	31	11	3	14	45%
6	Bate	33	12	45	15	6	21	47%
7	Kersa	21	4	25	10	2	12	48%
8	Dadar	52	6	58	24	3	27	47%
9	Calanko	42	13	55	20	6	26	47%
10	kobo	28	6	34	13	3	16	47%
Total		379	77	456	177	36	213	47%

Source: East Hararhe Zone Education office Annual Report 2012(2019/20 G.C)

3.4. Instrument of data collection

The researcher has used three types of data collecting instruments. These are: Questionnaire, Interview and Focus group discussions. Questionnaire for teachers, Interview for principals and department heads and focus group discussions with selected teachers.

3.4.1. Questionnaire

Questionnaire was one of the most important tools which the researcher used to get primary data from the respondents. The questionnaire was designed specifically to serve for the accomplishment of the objectives of the study. Questionnaire was an instrument found relevant to collect data from teachers in the sample for this study. Because, it is more suitable to get large amount of data from large number of respondents with short period of time and with minimum cost. It is quick and easy to analyze data using statistical techniques. Closed ended questionnaire that was used to collect quantitative data from sample teachers modified by the researcher

referring different types of questionnaire items which was related to the basic question of the study.

The questionnaire for two hundred thirteen (213) teachers participants had two parts with 50 items; the first part had 5 items concerning to the personal information of the participants, second part was questions about the principals' leadership styles and teacher performance with 45 items. The closed ended question such as five point likert or rating scale were used because they are suitable for large scale survey as they are quick for respondents to answer and they are easy to analyze using statistical techniques. The scales represent (likert scale strongly disagree to strongly agree, 1=strongly disagree, 2=disagree, 3=undecided, 4=agree and 5=strongly agree and rating scale, 1= very low, 2= low, 3=average, 4=high, 5= very high). Using the scale stated above, the participants indicated their opinions for each items by putting (X) mark in appropriate space. The questionnaires were prepared in English language since the participants were bachelor degree holders, and they can understand the language easily.

3.4.2. Interview

Semi-structured interview was used as data collection instrument in order to obtain additional data that could strength the output of the study. The interviews permit greater depth of response which is not possible through any other means. Thus, the purpose of interview is to collect more supplementary opinion so as to stabilize the questionnaire responses.

The total of five semi structured interview items were prepared by the student researcher. A semi-structured interview was conducted with selected ten department heads and sixteen principals. Semi-structured items were prepared for the above respondents. The reason behind the semi-structured interview items were the advantages of flexibility in which new question were forwarded during the interview based on the responses of the interviewee. The interview session used English and afan oromo languages in order to clarify the questions and collect additional information. The duration of interview were about 15-20 minutes for each participant and during the interview session note taking was applied to take down the information provided by respondents and later on translated to English by the researcher.

3.4.3. Focus Group Discussions

Focus group discussion has used to complement the quantitative data obtained through questionnaire concerning on the principal's leadership styles and teacher performance. The focus group discussion took place in face - to - face conversation. All the focus group discussions are conducted in afan Oromo and English interchangeably according to the group circumstances. The researcher did a lot of clarification and probing to get more information, in the course of discussion.

3.5. Validity and Reliability of Instrument checks

To ensure the reliability a pilot study was carried out to pretest the instrument. Thus the researcher conducted a pilot test in three Secondary Schools teachers (Haramaya, Aweday and Haramaya university model) which were outside the sample of the study. The aim of the pilot test was to find out ambiguities, omissions and misunderstanding of each item in the questionnaire. All of the survey questions to be designed for this study tested on teachers. The reliability of the questionnaire tested in three Secondary Schools by taking 25 (24 male and 1female) teachers as sample by using simple random sampling techniques for piloting the questionnaire. The responses obtained from the pilot test were statistically computed by the SPSS version 20. The cronbach's Alpha model was used for analysis of the result of the pilot test. The reliability coefficient of all sample item was calculated using Cronbach alpha and 0.91(91%) obtained. This indicated that the instrument is reliable to use for data gathering activity and used for that purpose. The instrument was found to be reliable as statistical literature was recommended a test result of 0.70(70%) reliability and above as reliable used for analysis (Cronbach, 1990).

As Balkishan (2016) Cronbach's alpha internal consistency interval shows for $\alpha \geq 0.9$ excellent, $0.9 > \alpha \geq 0.80$ good, $0.8 > \alpha \geq 0.7$ acceptable, $0.70 > \alpha \geq 0.6$ questionable, $0.6 > \alpha \geq 0.5$ poor and $0.5 > \alpha$ unacceptable. The reliability tested for each part of the questions was indicated on the table below.

Table 2: The Summary of Reliability Test Results

No	List of items	Number of items	Cronbach's Alpha
1	Position appointing conditions of school principals	3	0.56
2	The criteria used for position assignment of school principals	4	0.71
3	The duties and responsibilities of school principals match with the specified standard of ministry of education	5	0.91
4	The teachers' view of leadership styles of principals	12	0.77
5	Principals' view regarding performance of teacher	5	0.87
6	The major challenges encountered by principals	6	0.69
7	The major challenges encountered by teachers	10	0.87
	Overall Reliability	45	0.91

3.6. Procedure of Data Collection

First, the researcher visited the selected government secondary schools Woreda education office and discussed the purpose of the research showing the letter of cooperation from Addis Ababa University and asked the Woreda education office to write a letter to secondary sample school in their Woreda. Then the researcher visited the school principals and deputy principals and discussed the purpose of the research with them showing the letters from the University and the Woreda education Office which later their copies distributed to each sample school. The principals and deputy principals made the distribution continuous follow up and collection of questionnaire from respondent teachers. To maximizes the quality of responses of the respondents and the rate of return, convenient time gap was arranged. Interviews and FGD were administered by the researcher.

3.7. Method of Data Analysis

It is the work of a researcher at this stage to generate knowledge from the data gather. Statistical data collected through questionnaires' were scored and categorized. Once the quantitative data gathering were accomplish and properly scored and summarized, the statistics are enter into the Statistical Package for the Social Science (SPSS version 20.0) software for analysis. Statistical

measures are performed on quantitative data assembled from the respondents. The qualitative and quantitative data are analyzed for recurring themes and codes accordingly. Coding categories are constructed from the concepts and themes relevant to the review literature. The collected data were analyzed using both quantitative and qualitative methods of data analysis. Data gathered through close-ended questionnaire were analyzed using SPSS version 20 software by applying descriptive. Descriptive statistics including: frequency count, percentage and mean. The frequency count and percentage were used to summarize the respondents profile and analyze the quantitative data under the investigation. The data drawn from the semi-structured interviews and focusing group discussion were analyzed qualitatively using narrations to support the result obtained from quantitative data.

3.8. Ethical Consideration

Attempts are made to formulate the research process professional and ethical. To this end, the researcher is tried to clearly inform to the respondents about the purpose of the study that is purely for academic reason. As it is introduced its purpose in the introduction section of the questionnaire confidentiality will be protect. In general, the researcher does not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources used for this research has be appropriately acknowledge.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRTATION

This chapter deals with presentation, analysis and interpretation of the data gathered through questionnaire, semi-structured interview and Focus group discussions. The summary of quantitative data has been analyzed using SPSS software version 20. To analyze the data of questionnaire output, statistical tools like frequency count, percentage and mean were used.

Out of the total of 213 questionnaires were distributed to selected secondary school teachers. But properly filled and returned questionnaires were 202 (94.84%). The other 11 questionnaire were not included in the analysis, due to the problems from respondents do not return questionnaires and some contained incomplete information. The mean for five point likert scales (1.00-1.79) strongly disagree, (1.80-2.59) disagree, (2.60-3.39) partially agree, (3.40-4.19) agree, (4.20-5.00) strongly agree (Alonazi and White M. September, 2019). For a better understanding of interpretation and analysis the five likert scale was condensed and reduced to three putting strongly disagree and disagree together as disagree response (1.00-2.59), partially agree as undecided (2.60-3.49) and agree and strongly agree as agree (3.40-5.00). Finally, the data obtained from interview and FGD were presented and analyzed qualitatively to strength the quantitative one.

4.1. Demographic Characteristics of Respondents

The chapter contains two major parts. The first demographic characteristics of respondents in terms of sex, age, academic qualification, teaching experience, teaching load per week, field of specialization and service years as school principals. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview and FGD.

Table 3 : Characteristics of Respondents

№	Items	Category	leadership from selected schools						Teachers from selected schools	
			Principals		Deputy principals (N=6)		Total(N=16)		№	%
			№	%	№	%	№	%		
1	Sex	Male	10	62.5	6	37.5	16	100	165	81.7
		Female	0	0	0	0	0	0	37	18.3
		Total	10	62.5	6	37.5	16	100	202	100
2	Age	21-30	0	0	0	0	0	0	55	27.2
		31-40	5	31.3	6	37.5	11	68.8	100	49.5
		41-50	5	31.3	0	0	5	31.3	36	17.8
		Above 50	0	0	0	0	0	0	11	5.4
3	Educational qualification	BA	2	12.5	4	25	6	37.5	171	84.7
		MA/MSc	8	50	2	12.5	10	62.5	31	15.3
4	Field of specialization	EDPM	0	0	1	6.3	1	6.3	0	0
		Educational leader	1	6.3	0	0	1	6.3	0	0
		school leader	2	12.5	0	0	2	12.5	0	0
		Other	7	43.7	5	31.3	12	75	202	100
5	Service years as principals / teaching experience	1-5 years	5	31.3	5	31.3	10	62.5	21	10.4
		6-10years	5	31.3	1	6.3	6	37.5	42	20.8
		11-15years	0	0	0	0	0	0	75	37.1
		16-20years	0	0	0	0	0	0	35	17.3
		Above 20 years	0	0	0	0	0	0	29	14.4
6	Teaching load per week	6-10	0	0	0	0	0	0	30	14.9
		11-15	0	0	0	0	0	0	92	45.5
		Above 15	0	0	0	0	0	0	80	39.6

The results of the study in Table 3 reveal that 16 (100%) of principals respondents were male. This indicates that there is no female principal in position of school principals and deputy principals in the sample school. This imply that female teachers were not given chance to be in leadership position to lead secondary the school. Hence, there is a need to promote females to the position of secondary school principal in the study area. Regarding age, 11 (68.8%) principals and deputy principals are in range of 31-40 years and the remains five (31.3%) are between 41-50 years. In terms of academic qualification, 6 (37.5%) principals are first degree holders and 10 (62.5%) master degree graduates in their highest qualification. Regarding to the academic qualification for secondary school principals, MoE states that all principals are expected to hold master's degree. However, the finding indicated 37.5% principals leading the school without acquiring academic qualification for the position demands. Concerning field of specialization 4 (25%) of principals educational leadership background and the rest 12 (75%) other kinds of specialization. The work experience service as principals, the majority of principals, 10 (62.5%) had less than five years' experience and 6 (37.5%) of principals services fall in the range of 6 -10 years. The limited service experience as principals in leadership position restricted their excellence through lack of skill and knowledge in areas of leadership and management.

As indicated in Table 3 Item 1, from 202 teachers 165 (81.7%) of the respondents were male teachers and 37 (18.3%) were female teachers. With regards to the distribution of respondents by age as shown in Table 3 item two, 55 (27.2%) of teachers were found between the age of 21-30 years. Similarly, 100 (49.5%) of the teachers were found in the ranges of 31-40, whereas 36 (17.8%) of teachers were found in the category of 41-50 years and 11 (5.4%) of teachers were above 50 years. The majority of teachers fall in the range of 31-40 years. In Table 3 item 3, in terms of academic qualification 171 (84.3%) teachers are first degree holders and 31 (15.3%) master degree graduates in their highest qualification. Concerning teaching experiences in Table 3 item four, 21 (10.4%) of respondent teachers 1-5 years' experience, 42 (20.8%) of them fall in range of 6-10 years ,75 (37.1%) of them had 11-15 year experience,35 (17.2%) of teachers had 16-20 year experience and the remaining 29 (14.4%) of teachers had above 20 years teaching experience. It could be possible to summarize that 89.6% of teachers were teaching experience more than five years. Thus, it is possible to say they were well experienced teachers in teaching profession.

4.2. Teachers' Questionnaire Response Analysis

Table 4: Position appointing condition of secondary school principals

№	Items	Likert Scale					Mean
		VL	L	A	H	VH	
		<i>N_i</i> (%)	<i>N_i</i> (%)	<i>N_i</i> (%)	<i>N_i</i> (%)	<i>N_i</i> (%)	
1	Principals directly appointed by Woreda /Town education office	14(6.9)	18(8.9)	54(26.7)	59(29.2)	57(28.2)	3.63
2	Principals directly assigned by school management committee	64(31.7)	52(25.7)	41(20.3)	33(16.3)	12(5.9)	2.39
3	Principals placed in the position with connection of political party	37(18.3)	23(11.4)	44(21.8)	44(21.8)	54(26.7)	3.27

According to the data in Table 4 item 1, position appointing condition of secondary principals by Woreda or Town education office 32 (15.8%) low, 54 (26.7%) agree and 116 (57.4%) High with (mean =3.63). This implies that the majority of principals appointing to principal ship position by Woreda/Town education office. As per Table 4 item 2, concerning position appointing principals by school management committee 116 (57.4%) low, 41 (20.3%) average and 45 (22.2%) high (mean =2.39). This indicates that no attention has given to school management committee to participate in appointing principals to position. Regarding principals placed in position with connection of political party 60 (29.7%) low, 44 (21.8%) average and 98 (48.5%) high with (mean =3.27). Therefore, it can be generalized from table that, the position appointing conditions show that most of the principals were appointing by higher officials of schools and principals relation with political party. The participation of stakeholders like teachers, parent teachers association and students representatives did not encompass the opportunity to appoint the school principals democratically which may contribute some negative influence of leadership to work with school community as a team. Effective teams worker set clear goals, keep strong connections between the teams and other stake holders such as administrators and teachers. Therefore, position appointing conditions of school principals must be transparent to all concerned parties in order to work as a team to improve education quality.

Table 5: The criteria used for position assignment of secondary school principals

№	Items	Likert Scale					Mean
		SD	D	UD	A	SA	
		№ (%)	№ (%)	№ (%)	№ (%)	№ (%)	
1	Training in education leadership management	68(33.7)	25(12.4)	40(19.8)	41(20.3)	28(13.9)	2.89
2	Prior experience as a school leader at lower levels	31(15.3)	37(18.3)	52(25.7)	66(32.7)	16(7.9)	3.00
3	Prior experience as a head teacher	22(10.9)	19(9.4)	39(19.3)	91(45)	31(15.3)	3.45
4	Political acceptance	38(18.8)	19(9.4)	39(19.3)	48(23.8)	58(28.7)	3.34

Key: Questionnaire January 2021, frequency (№), percentage (%)

Value for the scale: SD= strongly Disagree, D= Disagree, UN= Undecided, A=Agree, and SA=strongly agree

As Table 5 item 1 the respondents rate their agreement levels on the assignment of principals by using the criteria of training in education leadership management in government secondary schools of East Hararge Zone. Therefore, out of 202 respondent teachers 93 (46.1%) disagreed with assignment of principals using the criteria in education leadership management, 40 (19.8%) of respondents undecided about the issue and 69 (34.2%) respondent teachers agreed with mean 2.89 the assignment of principals by the criterion of training in education leadership management. As shown on Table 5 item 2 teachers respondents were asked to rate their degree of agreement levels on the assignment of the principals by taking previous experience as school leader at lower levels, 68 (33.6%) disagreed, 52 (25.7%) of respondents undecided about the criteria for the assignment of the principals by taking previous experience as school leader at lower level and remaining 82(40.6%) agreed with mean 3.00 about the principals previous experience as school leader at lower levels. As shown from Table 5 item 3 concerning Prior experience as a head teacher the respondent teachers rate their level of agreement 41(20.3%) disagreed, 39 (19.3%) undecided and 122 (60.3%) agreed with mean 3.45 about prior experience as a head teacher for

criterion for the position assignment of secondary school principals under study area. Regarding the assignment of school principals by taking political acceptance as criteria, on Table 5 item 4 the teacher respondents 57 (28.2%) disagreed, 39 (19.3%) undecided and 106 (52.5%) agreed that political acceptance as criteria for appointment of secondary school principals with (mean =3.34). From the above table conclude that the criteria used for position assignment of school principals more than 50% based on prior experience as head teacher and political acceptance. During assignment of principals using political acceptance as criteria it must to take in consideration what are criteria for assignment of principals set by ministry of education unless its own impact on achievement of educational goals.

In addition to the above findings, the researcher also interviewed department heads, deputy principals, and principals on how secondary school principals placed to principal ship position? Regarding these interviewees responded: *Principal one (p₁) said the criteria for principals assignment to principals ship position depends on level education, service as department heads, unit leader and good performance in his activity in the school. Principal two (p₂) said those who have good relation with staff, students and school community. Department one (D₁) said based on prior experience as unit leader, vice principals, ethics and ability of co-worker with school staff members and acceptance of political party.* Generally when political acceptance as criteria taken into consideration standard of secondary school principals set by MoE unless it contrary to education policy. From quantitative response of participants principal appointment condition by woreda education office, prior experience as head teacher and political acceptance of principal. Concerning the response from qualitative, the criteria for principal assignment to principal ship position in addition to response under questionnaires depends on level of education, good performance and relation with the school community and ethics and ability of co-worker with school staff members. This implies that the response from qualitative data support the quantitative data.

Table 6: The role of school principals with the specified standard of ministry of education

№	Items	Likert Scale					Mean
		VL	L	A	H	VH	
		№ (%)	№ (%)	№ (%)	№ (%)	№ (%)	
1	Principals lead and facilitate vision of learning	29(14.4)	36(17.8)	59(29.2)	34(16.8)	44(21.8)	3.14
2	Principals develop and manage school-community relations	10(5)	37(18.3)	59(29.2)	52(25.7)	44(21.8)	3.41
3	Principals lead and develop individuals and team	16(7.9)	18(8.9)	57(28.2)	65(32.2)	46(22.8)	3.53
4	Principals lead and manage school operations and resources	17(8.4)	42(20.8)	75(37.1)	45(22.3)	23(11.4)	3.07
5	Principals lead and manage learning and teaching	13(6.4)	28(13.9)	71(35.1)	50(24.8)	40(19.8)	3.38

Key: Questionnaire January 2021, frequency (№), percentage (%)

Value for the scale: SD= strongly Disagree, D= Disagree, UN= Undecided, A=Agree, and SA=strongly agree

According to the Table 6 item 1 the respondent teachers rate 65 (32.2%) low, 59 (29.2%) average and 78 (38.6%) high with mean 3.14 to item Principals lead and facilitate vision of learning. The principals of the secondary schools must have lead and facilitate vision of learning to improve the quality of education in their environment. As expressed in Table 6 item 2 with regard to Principals develop and manage school-community relations, 47 (23.3%) of the respondent teachers low the principals are develop and manage school-community relations, 59 (29.2%) average and 96 (47.5%) respondents high with mean 3.41 concerning principals are develop and manage school-community relations in their environment. As shown in Table 6 item 3 how much the Principals lead and develop individuals and team, 34 (16.8%) the respondents low, 57 (28.2%) average and 111 (55%) high with mean 3.53 to the item the Principals lead and develop individuals and team.

As indicated in Table 6 item 4, how the Principals lead and manage school operations and resources, 59 (29.2%) of respondents rate low, 75 (37.1%) average and 68 (33.7%) high with mean 3.07 the Principals lead and manage school operations and resources. With regard to Table 6 item 5 Concerning how the Principals lead and manage learning and teaching, 41 (20.3%) of the respondents low, 71 (35.1%) average and 90 (44.6%) high with mean 3.38 the Principals lead and manage learning and teaching. To sum up according to the respondent teachers in table above the principals were 78 (38.6%) lead and facilitate vision of learning, 96 (47.5%) develop and manage school-community relations, 111 (55%) lead and develop individuals and team, 68 (33.7%) lead and manage school operations and resources and 90 (44.6%) lead and manage learning and teaching.

According to my interview and FGD, there were different roles that were expected from school principals: *Deputy Principal M said that Principals participate teachers in decision making process in the school, create transparency and clarity between teachers and leader. Department head Q said that Principals provide necessary resource help for teaching and learning process. Teacher Y said that School principals make to enhance active participation of community in the school, solve problem created in the school by participating concerned stakeholder in the school and facilitate teaching learning process to go as expected. Teacher N said that principals support teachers by providing necessary materials in order to perform well and identifying teachers according to their performance and give recognition both material and non-material for the performances were better. Teacher k said that principals' supply necessary resource for teaching learning and identify need of teachers to improve their performance in teaching and prepare short term training according to their need.* The responses from the questionnaire describe the generally duties and responsibilities expected as standard from secondary school principal. The response from interview and FGD expressed the specific duties and responsibilities of secondary school principal in order to improve teachers' performance and to achieve educational goal. This indicated that the response from interview and FGD give strength to the questionnaires data.

Table 7: Teachers views the principals leadership style

№	Items	Likert Scale					Mean
		SD	D	UD	A	SA	
		№ (%)	№ (%)	№ (%)	№ (%)	№ (%)	
1	Principals delegate authority to their teacher	28(13.9)	49(24.3)	39(19.3)	62(30.7)	24(11.9)	3.02
2	Providing opportunities for teachers to be involved in decision – making	16(7.9)	26(12.9)	35(17.3)	80(39.6)	45(22.3)	3.55
3	Giving task with direction/support	23(11.4)	42(20.8)	56(27.7)	61(30.2)	20(9.9)	3.06
4	Principals have directive character	18(8.9)	38(18.8)	50(24.8)	70(34.7)	26(12.9)	3.24
5	Comfortable working with groups to seek their inputs in making decisions	12(5.9)	18(8.9)	56(27.7)	75(37.1)	41(20.3)	3.57
6	Principals consult teacher in the decision making process	22(10.9)	48(23.8)	42(20.8)	61(30.2)	29(14.4)	3.13
7	Delaying decision making process	23(11.4)	30(14.9)	59(29.2)	57(28.2)	33(16.3)	3.23
8	Highly concerned about developing staff's ability to contribute to making important school's decision	9(4.5)	30(14.9)	44(21.8)	81(40.1)	38(18.8)	3.54
9	The way autocratic leadership style improve teachers' performance	46(22.8)	46(22.8)	49(24.3)	44(21.8)	17(8.4)	2.70
10	Hiring skills necessary to make decisions	18(8.9)	41(20.3)	47(23.3)	69(34.2)	27(13.4)	3.23
11	Principals opens to others ideas	9(4.5)	22(10.9)	31(15.3)	89(44.1)	51(25.2)	3.75
12	Principals give complete freedom to the staff	18(8.9)	36(17.8)	32(15.8)	80(39.6)	36(17.8)	3.40

Key: Item 1, 4, 6 and 9 indicated autocratic leadership style, Item 2, 5, 8 and 11 show democratic leadership style and Item 3, 7,10and 12 show laissez-faire leadership styles

In the above Table 7 item 1, 4, 6 and 9 show autocratic characteristic of leadership style. The respondent teachers asked about item 1 the principals delegate authority to their teachers or not. Therefore out of 202 respondents 77 (38.2%) disagreed that the principals delegate authority to their teacher, 39 (19.3%) undecided about whether the principals delegate authority or not and the remaining 86 (42.6%) agreed with mean 3.02 about principals delegate authority to their teacher. In Table 7 item 4, With regard to principals have directive character, 56 (27.7%) of the respondents disagreed that principals have directive character, 50 (24.8%) undecided and 96 (47.6%) of the respondents agreed with mean 3.24 that principals have directive character. As shown in Table 7 item 6, Concerning the principals consult teachers in the decision making process, 70 (34.7%) of the respondents disagreed principals consult teachers in the decision making process, 42 (20.8%) undecided about whether principals consult or not in decision making process and 90 (44.6%) agreed with mean 3.13 principals consult teachers in decision making process. From Table 7 items 1, 4 and 6 concluded that the majority response of teachers focus on principals practice autocratic leadership style.

As shown in Table 7 item 2, 5, 8 and 11 indicated democratic characteristics leadership style. Accordingly the respondent teachers asked about the principals providing opportunities for teachers to be involved in decision - making or not. Therefore out of 202 respondents 42 (20.8%) disagreed that the principals providing opportunities for teachers to be involved in decision making, 35 (17.3%) undecided about whether the principals provided opportunities for teachers to be involved in decision making or not and the remaining 125 (61.9%) agreed with mean 3.55 about principals provided opportunities for teachers to be involved in decision making. This means that the majority of teachers get the opportunities to involved in decision making process. As per Table 7 item 5 the respondents opinion indicated that 30 (14.8%) disagreed, 56 (27.7%) undecided and 116 (57.4%) agreed with mean 3.57 that principals comfortable working with groups to seek their inputs in making decisions. As shown in Table 7 item 8 the respondents rate 39 (19.4%) disagreed principals highly concerned about developing staff's ability to contribute to making important school's decision, 44 (21.8%) undecided about issue and 119 (58.9%) agreed with mean 3.54 that the principals developing staff's ability to contribute to making important school's decision. With regard to item 11 of the above table opinion on whether Principals opens to others ideas or not. Thus 31 (15.3%) of the respondents disagreed that principals opens to other ideas, 31 (15.3%)

respondents fairly undecided their opinions but 140 (69.3%) agreed with mean 3.75 principals opens to other ideas. From items indicated under democratic leadership style the majority of teachers response agreed that principals opens to other ideas, provided opportunities for teachers to be involved in decision making, highly concerned about developing staff's ability and comfortable working with groups to seek their inputs in making decisions. This implied that principals practice democratic leadership style.

In Table 7 items 3, 7, 10 and 12 indicated laissez-faire leadership style. As shown in Table 7 item 7 the researcher investigates that by asking if the principals delaying decision making process. The respondents say that 53 (26.3%) of them disagreed principals delaying decision making process, 59 (29.2%) of respondents undecided about the issue and the remaining 90 (44.6%) agreed with mean 3.23 that the principals delaying decision making process. As expressed in Table 7 item 10 the question that was asked about principals hiring skill necessary to make decisions 59 (29.2%) of respondents disagreed in their opinions, while 47 (23.3%) undecided that the principals were hiring skills necessary to make decision or not. This left 96 (47.6%) respondents agreed with mean 3.23 that their principals were hiring skills necessary to make decisions. With regard to Table 7 item 12 concerning principals give complete freedom to the staff ,54 (26.7%)of respondents disagreed that principals give complete freedom to staff, 32 (15.8%) undecided and 116 (57.4%) of respondents agreed with mean 3.40 that the principals give complete freedom to the staff. From items indicated under laissez-faire leadership style the teachers response focused that principals practice laissez-faire leadership styles in school environment.

The interview the researcher conducted with department heads and selected teachers ensures that:

During interview and FGD, regarding leadership styles of principals the participants said that the current leadership style in their schools practice democratic, Laissez-faire and autocratic leadership styles to achieve the school goal. From finding teachers view principals leadership style concluded that principals practice mixed leadership style based on situation in the school environment. In addition the response from interview and FGD support this idea. Therefore, the response from questionnaires, Interview and FGD concluded that principals' practice mixed leadership style. This is because there is no best leadership styles match with different behavior in the school environment.

Table 7: Principals' View regarding performance of teachers

№	Items	Likert Scale					Mean
		SD	D	UD	A	SA	
		<i>N₂</i> (%)	<i>N₂</i> (%)	<i>N₂</i> (%)	<i>N₂</i> (%)	<i>N₂</i> (%)	
1	Teacher conduct towards learners is characterized by professionalism.	9(4.5)	13(6.4)	30(14.9)	92(45.5)	58(28.7)	3.88
2	Teachers have a positive influence on learners.	10(5)	12(5.9)	22(10.9)	101(50)	57(28.2)	3.91
3	Teachers prepare well for lessons.	4(2)	12(5.9)	42(20.8)	87(43.1)	57(28.2)	3.90
4	Teachers motivate learners to learn.	5(2.5)	14(6.9)	27(13.4)	102(50.5)	54(26.7)	3.92
5	Teachers use teaching time effectively.	5(2.5)	19(9.4)	31(15.3)	106(52.5)	41(20.3)	3.79

Key: Questionnaire January 2021, frequency (*N₂*), percentage (%)

Value for the scale: SD= strongly Disagree, D= Disagree, UN= Undecided, A=Agree, and SA=strongly agree

As shown in Table 8 item 1 examined the respondents opinion on identifying whether teacher conduct towards learners characterized by professionalism, results indicate that 22 (10.9%) of respondents disagreed to the question asked by researcher, while 30 (14.9 %) of respondents undecided and 150 (74.2%) of the respondents agreed with mean 3.88 that the teacher conduct towards learners is characterized by professionalism. As indicated in Table 8 item 2 opinion on whether teacher have a positive influence on learner or not. Thus 22 (10.9%) of the respondents disagreed that their teachers have a positive influence on learners while 22 (10.9%) of respondents fairly undecided in their opinions and 158 (78.2 %) agreed with mean 3.91 that teachers have positive influence on learners.

As shown in Table 8 item 3 was about respondents' opinions on whether teachers prepare well for lessons or not. 16 (7.9%) of respondents disagreed with teachers prepare well for lessons while 42 (20.8 %) respondents undecided and 144 (71.3%) of respondents agreed with mean 3.90 that teachers prepare well for lessons. From above Table 8 item 4 concerning teachers motivate learners to learn, 19 (9.4 %) disagreed on the matter, 27 (13.4 %) undecided, however 156 (77.2 %) agreed with mean 3.92 that the teachers motivate learners to learn. As per Table 8 item 5 refers to about teachers use teaching time effectively, 24 (11.9%) of the respondents disagreed on issue, 31(15.3%) undecided and 147 (72.8%) remaining respondents agreed with mean 3.79 that teachers use teaching time effectively.

Table 8: The major challenges encountered by secondary school principals

№	Items	Likert Scale					Mean
		VL	L	A	H	VH	
		№ (%)	№ (%)	№ (%)	№ (%)	№ (%)	
1	Lack of experience of school principals	29(14.4)	46(22.8)	60(29.7)	37(18.3)	30(14.9)	2.97
2	Lack of adequate training	26(12.9)	41(20.3)	62(30.7)	42(20.8)	31(15.3)	3.05
3	Lack of facilities and Resources	24(11.9)	24(11.9)	57(28.2)	45(22.3)	52(25.7)	3.38
4	The principals' personality	15(7.4)	38(18.8)	61(30.2)	52(25.7)	36(17.8)	3.28
5	The nature of the task	20(9.9)	30(14.9)	71(35.1)	59(29.2)	22(10.9)	3.16
6	The relationship between the principal with staff members	11(5.4)	15(7.4)	64(31.7)	69(34.2)	43(21.3)	3.58

As per Table 9 item 3 regarding lack of facilities and resources, 97 (48%) of respondents agreed with mean 3.38 that lack of school facilities and resources as major challenges of principals were high, 57 (28.2%) average and the remaining 48 (23.8%) low about lack of facilities and resources were challenges of secondary school principals. As expressed in Table 9 item 4 concerning the principals personality, 88 (43.6%) high with mean 3.28 about principals personality as major challenges, 61 (30.2%) average on matter and 53 (26.2%) low principals' personality as major

challenges of principals. From the above Table 9 item 5 whether the nature of the task as major challenges of principals or not, 81 (40.1%) teacher respondents agreed up on that the nature of the task as a major challenge of principals were high with (mean 3.16). Concerning this item 71(35.1%) of respondents average on the issue. The rest 50 (24.8%) of teacher respondents agreed that nature of the task as major challenge was low. As indicated in Table 9 item 6 regarding the relationship between principals with staff members as major challenges or not, 112 (55%) of the teacher respondents high with mean 3.58 the relationship between principals' with staff members as major challenges, 64 (31.7%) average on matter and the remaining 26 (12.8%) of respondents agreed that the relationship between principals with staff members were low as major challenges of principals.

Findings from Interviewees and FGD concerning the major challenges encountered principals said by respondents:

Principal G and D respectively said that leading the school as principal by subject specialization and shortage of budget allocation per student at woreda level were major challenge of principal. Teacher one (T1) from FGD said that turn off principals without time limitation one of major challenges because turn off principals without limited time create replaced one unstable to do what they have planned before. Principal L said that cooperatively running the school with person without taking educational leadership background was one of the major challenges of principals because these individuals do not have adequate knowledge and skill required to lead the school.

This implies that any individual assign to leadership position in the school must have individual who educational leadership back ground. From quantitative data concluded that the major challenges encountered by secondary school principals: low relationship between the principals with staff members, lack of school facilities and resources, principals personality and nature of task. The major challenges of principals from interview and FGD indicated that: leading the school without qualification required for position, shortage of budget allocation per students at woreda level and turn off principals without time limitation. Both instruments supporting each other indicate the major challenges faced by secondary school principals.

Table 9: The major challenges encountered by secondary school teachers

№	Items	Likert Scale					Mean
		SD	D	UD	A	SA	
		№ (%)	№ (%)	№ (%)	№ (%)	№ (%)	
1	Students respect the teachers	35(17.3)	51(25.2)	40(19.8)	65(32.2)	11(5.4)	2.83
2	Students were regularly attending lessons.	30(14.9)	56(27.7)	48(23.8)	55(27.2)	13(6.4)	2.83
3	Students absenteeism affects teachers performance	13(6.4)	26(12.9)	44(21.8)	66(32.7)	53(26.2)	3.59
4	School compounds are attractive.	30(14.9)	38(18.8)	46(22.8)	63(31.2)	25(12.4)	3.07
5	There are adequate instructional materials like textbooks, teachers' guide and syllabus in the school.	30(14.9)	57(28.2)	51(25.2)	48(23.8)	16(7.9)	2.82
6	There is fair distribution of work load in the school.	21(10.4)	50(24.8)	41(20.3)	71(35.1)	19(9.4)	3.08
7	You are satisfied with the way school administration handling you.	19(9.4)	32(15.8)	56(27.7)	75(37.1)	20(9.9)	3.22
8	Decision making participatory in the school	27(13.4)	37(18.3)	51(25.2)	73(36.1)	14(6.9)	3.05
9	Principals treat teachers equally	27(13.4)	38(18.8)	53(26.2)	63(31.2)	21(10.4)	3.06
10	In your school teachers are recognized (praised) for a job well done.	20(9.9)	34(16.8)	66(32.7)	61(30.2)	21(10.4)	3.14

NB: Item 1-3 about students' discipline, items 4-6 about school facilities and items 7-10 about administrative factors.

As shown in Table 10 item 1 whether students respect the teacher or not, 86 (42.5%) of teacher respondents disagreed with mean 2.83 that students respect the teacher, 40 (19.8%) of respondents undecided on the matter and 76 (37.6%) agreed that students respect the teachers. As per item 2 the same Table 86 (42.5%) of respondents disagreed with mean 2.83 that students were regularly attending lessons, 48 (23.8%) of respondents undecided or not sure on issue and the rest 68 (33.6%) of respondents agreed that students were regularly attending the lessons. As indicated in Table 10 item 3 regarding students absenteeism affects teacher performance or not, 39 (19.3%) of respondents disagreed, 44 (21.8%) undecided and the majority 119 (58.9%) of respondents agreed with mean 3.59 that students absenteeism affects teachers performance. As it mentioned in the above Table students disciplinary problems like students did not respect teachers, students did not regularly attending the lessons and students absenteeism from teaching learning process were challenges that affect teacher performance.

As we can see from Table 10 item 4 above, 68 (33.6%), 46 (22.8%) and 88 (43.6%) of teacher respondents disagreed, undecided and agreed with mean 3.07 that school compounds are attractive respectively. From the same Table item 5 whether there are adequate instructional materials in the school or not, 87 (43.1%) of respondents disagreed with mean 2.82 that there are adequate instructional materials like textbooks, teachers' guide and syllabus in the school, 51 (25.2%) undecided and 64 (31.7%) of respondents agreed that there are adequate instructional materials in the school. As shown in Table 10 item 6 concerning there is fair distribution of work load in the school or not, 71 (35.2%) respondents disagreed on the matter, 41(20.3 %) undecided, however 90 (44.5%) agreed with mean 3.08 that there is fair distribution of work load in the school.

As shown Table 10 item 7 the teacher respondents were asked to rate whether the teachers satisfied with the way school administration handling or not. Accordingly 51 (25.2 %) of the respondents disagreed that the way school administration handling. On the other hand, 95 (47%) respondents were agreed with mean 3.22 that there are satisfaction with the way school administration handling. The rest 56 (27.7 %) respondents' undecided in their opinions. With regard to item 8 of the above Table, 64 (31.7%) of respondents disagreed that decision making participatory in the school. However, 51 (25.2%) of respondents undecided on their opinions and the remaining 87 (43%) of respondents agreed with mean 3.05 that decision making participatory in the school. As

per Table 10 item 9 regarding principals treat teachers equally, 65 (32.2%) of respondents disagreed that principals treat teachers equally, 53 (26.2%) undecided on issue and the rest 84 (41.6%) of respondents agreed with mean 3.06 that principals treat teachers equally. As expressed in Table 10 item 10 concerning the teachers were recognized for a job well done or not, 54 (26.7%) of respondents disagreed that teachers recognized for a job well done, 66 (32.7%) undecided on matter and 82 (40.6%) of respondents agreed with mean 3.14 that teachers were recognized for a job well done in the school.

Findings from Interviewees and FGD concerning the major challenges encountered teachers said by respondents:

There are inadequate instructional materials like student textbook, teachers' guides and syllabus. Shortage allocation of budget per student, because with in shortage of budget difficult to solve the scarcity of school resource and facilities. There is also turn off principals without time limitation.

The finding from questionnaire concerning the challenges faced by teachers indicated that the students those did not respect the teachers, did not regularly attend the lesson and absenteeism from the teaching learning process were the main challenges regarding the students discipline. In addition to the stated challenges under questionnaires, the response from interview and FGD indicated that shortage of budget allocation to solve the scarcity of school resource and facilities. Therefore the responses from above instrument support each other to show the challenges faced by teachers in teaching learning process.

CHAPTER FIVE: SUMMSRY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary of the major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes to be useful in improving principals' leadership styles and teacher performance in secondary schools of East Hararghe zone.

5.1. Summary of major findings

The main purpose of this study intended to assess the principals' leadership styles and teacher performance in government secondary school of East Hararghe Zone. In order to achieve the objective of the study, the following basic questions were stated and tried to answer.

1. How are secondary school principals placed to leadership position?
2. How do the duties and responsibilities of the school principals match with the specified standard of MoE?
3. How do teachers view the leadership style of principals and principals view the performance of teacher?
4. What are the major challenges encountered by principals and teacher in their roles and responsibilities?

To answer these questions descriptive survey design and mixed methods were employed. There are fifty six (56) government secondary school in the Zone. Among these the study was conducted in ten (10) secondary schools that were selected by simple random sampling techniques for the study. The study was used both primary and secondary sources of data. The data was gathered from primary sources includes: secondary school teachers, principals and department heads. The total number of respondents of the study 251 (213 teachers selected by using stratified sampling, 10 principals and 6 deputy principals selected by using purposive sampling, 10 department heads and 12 selected teachers selected by using simple random sampling techniques). Three types of data gathering instruments: questionnaires, semi-structured interviews and focus group discussions were used. Pilot study was conduct to check the reliability of the questionnaires using Cronbach Alpha. The result of quantitative data has been analyzed with the help of SPSS software version 20. The close-ended questionnaire collected from teachers was analyzed and interpreted by using descriptive statistic includes frequency count, percentage and mean were used. The data

obtained from semi-structured interview and focus group discussions also has been analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

On the bases of analysis of the data, the following are the main findings of the study.

1. Concerning the characteristics of principal respondents, it was found that all principals' respondents were male. It was implying that no female teachers holding leadership position in secondary school under study area. The age of these respondents were ranging between 31-40 and 41-50 years.
2. Regarding academic qualification 37.5% of principals' first degree holders and 62.5% master degree in academic qualification. With regard to field of specialization data showed that 75% of school principals were not graduated from a field related to educational leadership. This implies that they lead school without having necessary knowledge and skills required and majority of school principals were under minimum requirement set by ministry of education to lead secondary schools. So principal's performance has a negative impact in the attainment of educational goals of the school.
3. The analysis of data showed that 10 (62.5%) of principals the work experience service had less than five year experience of principals position, hence they need support from secondary schools supervisor and education office excessively.
4. Regarding the position appointing condition of principals, the position appointments of principals were mostly decided by woreda/Town education office and political party. There was no participation of concerned stake holders: parents, students and teachers through their representatives; in the selection of principals for the sake of transparency that could contribute to the creation of horizontal relationship between the school community and the school.
5. The analysis of data showed that the most criteria used for position assignment of secondary school principals based on prior experience as head teacher and political acceptance. If the appointment criteria of principals based on political views instead of educational qualification required for position the result will be incompetent leaders, this turn negative impact on teachers' performance and finally impact on achieving education goals.
6. The result of the analyzed data showed that the duties and responsibilities of school principals with the specified standard of ministry of education the principals were: lead and develop

individuals and team, develop and manage school-community relations, lead and manage learning and teaching, lead and facilitate vision of learning and lead and manage school operations and resources.

7. From analysis of data secondary school principals under study area focus on democratic, laissez-faire and autocratic leadership styles to influence teacher performance. This implies that mixed leadership styles were used by principals to enhance teachers' performance in the schools based on situation in the school environment. The interpretation of various leadership model suggested that no best leadership style was used to run a school effectively, rather the mixed leadership style effective if used appropriately as the situation demands.
8. The study findings indicate that principals' views regarding performance of teacher: teachers have positive influence on learners, motivate learners to learn, teachers conduct towards learners were characterized by professionalism, use teaching time effectively and prepare well for lessons .
9. With respect to the major challenges encountered principals leadership style the finding point out that: the low relationship between principals with staff members, lack of facilities and resource, the principals personality, the nature of the task and lack of adequate training are the main challenges those influence the principals leadership style.
10. Concerning the challenges encountered by teachers the findings indicated that the students those did not respect the teachers, did not regularly attend lessons and absenteeism affects teachers' performance regarding students discipline and inadequate instructional materials like textbooks, teachers guide and syllabus in the school concerning school facilities.

5.2. Conclusions

Based on the findings of the study presented above the following conclusions were drawn.

There were no female school leaders as deputy principals and principals. The school administration was dominated by male. It is important to encourage female teachers to take share in school governance in order to empower them. The majority numbers of secondary school principals were found below the essential required standard set for the level under the study. Regarding this idea, to allow principals play their more effective, there is a need to upgrade their qualifications with the position required. The position appointing condition of principals by higher woreda education official and principals relation with political party. The most criteria used for position appointing of principals based on prior experience as head teacher and political acceptance of principals. The principals practice the duties and responsibility with the standard specified by ministry of education were: lead and develop individuals and team, develop and manage school-community relations, lead and manage learning and teaching, lead and facilitate vision of learning and lead and manage school operations and resources.

The mixed methods leadership style was used by principals based on situation in the school environment. No best leadership style was used to run school effectively alone rather mixed leadership style based on situation. The study concluded that low relationship between principals with staff members, lack of school facilities and resource, principals' personality, the nature of task and lack of adequate training major challenges of principals under study area. Therefore, equipping principals with skills and knowledge is the best solution to minimize the challenges. In addition, to alleviate these challenges of principals, the selection and appointment of school principals should be based on the criteria set by ministry of education. The study concluded that the misbehavior's of students and inadequate instructional materials like textbooks; teacher guide and syllabus in the school were the challenge encountered by teachers' performance.

5.3. Recommendations

Based on the finding and conclusions made, the following recommendations are forwarded for concerned bodies to improve the principals' leadership styles and the teachers' performance in secondary schools of east Hararghe Zone.

1. The results indicated that the majority of school principals were not qualified in the field related to educational leadership area to play vital role and to overcome their responsibility effectively. So, the study recommended that it is advisable if the woreda education offices and concerned stakeholders assign qualified school principals based on criteria required to lead the school properly and position appointment condition must transparency.
2. Since many school principals were from different field of study other than fields related to school leadership. Therefore woreda education office should work closely on monitoring the role of principals and give knowledge based support.
3. The principals and concerned stake holders: lead and manage school operations and resources, lead and facilitate vision of learning, lead and manage learning and teaching, lead and develop individuals and team and develop and manage school- community relations to improve the quality of education in their environment.
4. The principals have used different leadership style because everyone has different character in directing subordinates to further improve their performance especially teachers. Then the principals have to use mixed leadership style based on situation to improve teacher performance.
5. The school principals need to communicate with staff members to integrate organized activities and change staff behavior by providing sufficient useful information to the achievement of educational goals.
6. The researcher recommended that Woreda education office collaboration with woreda finance and administration office in order to allocate adequate budget per students in order to minimize the problems related to school facilities and resource.
7. Providing on and off the job training to the principals who under minimum requirement by Universities to aware school principals about core function of educational leadership. In

addition, woreda education office also uses trained human power properly because government invests on them to service community professional.

8. The school principals, students representative and school counseling collaborative working together to minimize the misbehavior's of students which influence performance of teachers by consulting and taking disciplinary action to bring behavioral change on them.
9. Woreda education office and zonal education office by communicating with each other identifying the scarcity of instructional material like textbook, teachers guide and syllabus and try for solution and Ministry of education duplicate adequate instructional materials based on statistical number of students.

Recommendation for further study

The influence of principals' leadership style and teachers' performance is a problem of quality education. Thus, the researcher would like to recommend to East Hararghe Education office Department and other individuals to conducts deeper and wider research work on the influence principals' leadership style on teachers' performance to search for better and wider solution.

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Appendix-I



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL TEACHERS

Dear Teachers,

This questionnaire is designed to assess and examine the principals' leadership styles and teachers' performance in selected secondary schools of East Hararghe Zone. The researchers kindly requested you to fill the questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and will only be used for academic purpose. Finally, the researchers would like to express their appreciation for the time and effort you have to complete the questionnaire.

Thank you in advance for your cooperation!!

General instruction:

- Do not write your name
- Try to read and answer all questions
- Give only one answer to each item

Part I. Personal Information

Instruction: Please indicate your answer by making “X” mark where it is necessary in space provided.

1. Sex: Male Female

2. Age: 21 – 30 31 – 40 41 – 50 Above 50

3. Your academic Qualification:

Diploma BA/BSc/Bed MA/MSc

4. Teaching experience:

1 – 5 years 6 – 10 years 11 – 15 years 16-20 years

Above 21 years

5. Your teaching load per week:

6-10 11-15 above 15

PART II. Questions about principals' leadership styles and teachers' performance in secondary schools

1. Question or items related to secondary school principals placement to leadership position

Instruction: the following questions are designed to assess the school principals' attainment to the position. Please rate each statement from very low to very high by putting (X) mark in the columns provided using the following scale.

A. Position appointing conditions of school principals:

NB: Very low(VL)=1 ,Low(L)=2, Average(A)=3, High(H)=4, Very high(VH)=5

No	Items	VL(1)	L(2)	A(3)	H(4)	VH(5)
1	Principals directly appointed by woreda /Town education office					
2	Principals directly assigned by school management committee					
3	Principals placed in the position with connection of political party					

B. The criteria used for position assignment of school principals

NB: Strongly Disagree (SD) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree (A) = 4 Strongly Agree (SA) =5

No	Items	SD(1)	DA(2)	UD(3)	A(4)	SA(5)
1	Training in education leadership management					
2	Prior experience as a school leader at lower levels					
3	Prior experience as a head teacher					
4	Political acceptance					

2. Question or items related to the duties and responsibilities of school principals match with the specified standard of ministry of education

Instruction: The following question items are designed to know the duties and responsibilities of secondary school principals and its corresponding to the specified standards of Ministry of education. Please rate each statement from very low to very high by putting (X) mark in the columns provided using the following scale.

NB: Very low(VL)=1, Low(L)=2, Average(A)=3, High(H)=4, Very high(VH)=5

No	Items	VL(1)	L(2)	A(3)	H(4)	VH(5)
1	Principals lead and facilitate vision of learning					
2	Principals develop and manage school-community relations					
3	Principals lead and develop individuals and team					
4	Principals lead and manage school operations and resources					
5	Principals lead and manage learning and teaching					

3. Question items related to teachers view the principals leadership style and principals view the performance of teacher

Instruction: The following question items are designed to assess the extent to which principals' leadership styles are on the view of teachers' side and principals' views the performance of teachers. Please rate each statement from strongly disagree to strongly agree by putting (X) mark in the columns provided using the following scale.

NB: Strongly Disagree (SD) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree (A) = 4 **Strongly**
Agree (SA) =5

A. Teachers' view the leadership style of principals

No	Regarding styles of leadership	SD(1)	DA(2)	UD(3)	A(4)	SA(5)
1	Principals delegate authority to their teacher					
2	Providing opportunities for teachers to be involved in decision - making					
3	Giving task with direction/support					
4	Principals have directive character					
5	Comfortable working with groups to seek their inputs in making decisions					
6	Principals consult teacher in the decision making process					
7	Delaying decision making process					
8	Highly concerned about developing staff's ability to contribute to making important school's decision					
9	The way autocratic leadership style improve teachers' performance					
10	Hiring skills necessary to make decisions					
11	Principals opens to others ideas					
12	Principals give complete freedom to the staff					

B. Principals' view regarding performance of teacher

NB: Strongly Disagree (SD) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree(A)= 4 Strongly Agree (SA)=5

No	Items	SD(1)	DA(2)	UD(3)	A(4)	SA(5)
1	Teacher conduct towards learners is characterized by professionalism.					
2	Teachers have a positive influence on learners.					
3	Teachers prepare well for lessons.					
4	Teachers motivate learners to learn.					
5	Teachers use teaching time effectively.					

4. Question or items related to the major challenges encountered by principals' and teachers' in secondary schools

Instruction: The following question items are designed to assess the major challenges that encountered by Principals' and teachers' in secondary schools. Please rate each statement by putting (X) mark in the columns provided using the following scale.

A. The major challenges encountered by principals

NB: Very low(VL)=1, Low(L)=2, Average(A)=3, High(H)=4, Very high(VH)=5

No	Items	VL(1)	L(2)	A(3)	H(4)	VH(5)
1	Lack of experience of school principals					
2	Lack of adequate training					
3	Lack of facilities and Resources					
4	The principals' personality					
5	The nature of the task					
6	The relationship between the principal with staff members					

B. The major challenges encountered by teachers

NB: Strongly Disagree (SD) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree (A)= 4 Strongly Agree (SA)=5

No	Items	SD(1)	DA(2)	UD(3)	A(4)	SA(5)
I	Student discipline					
1	Students respect the teachers					
2	Students were regularly attending lessons.					
3	Students absenteeism affects teachers performance					
II	School facilities					
4	School compounds are attractive.					
5	There are adequate instructional materials in the school.					
6	There is fair distribution of work load in the school.					
III	Administrative factors					
7	You are satisfied with the way school administration handling you.					
8	Decision making participatory in the school					
9	Principals treat teachers equally.					
10	In your school teachers are recognized (praised) for a job well done.					

Appendix II

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. INTERVIEW FOR SCHOOL PRINCIPALS AND DEPARTMENT HEADS

The aim of this interview is to assess and examine that the principals' leadership styles and teachers' performance in selected secondary schools of East Hararghe Zone. The information gathered through this interview will be used strictly for academic purpose. So your careful and honest response determines the success of the study, thus you are kindly requested to response carefully and honestly.

PART-I PERSONAL INFORMATION

1. School name _____

2. Sex: male female

3. Age: 21 –30 31 – 40 41 – 50 Above 50

4. Your educational Qualification: BA/BSc/Bed MA/MSc

5. Field of your Specialization:

EDPM Educational leadership School Leadership Other

6. Your years of Service year as school principal:

1-5 6-10 11-15 16-20

PART-II: Interview questions for principals and department heads

1. What are the criteria for the principal ship position in secondary school?
2. What kind of roles do principals play in the school in dimension of enhancing teacher performance progress?
3. In what ways you influence teachers to perform better?
4. What are the factors affect teacher performance?
5. What are the major problems principals and teachers face on their duties and responsibilities in the school?

Appendix III
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B. FOCUS GROUP DISCUSSION (FGD) FOR TEACHERS

PART-I: PERSONAL INFORMATION

1. School name_____
2. Sex: A) male B) female
3. Age _____
4. Service year_____years
5. Educational qualification _____

PART- II: Questions for Focus group discussion

1. What are the criteria for the principal ship position in secondary school?
2. What kind of roles do the school principals play in the school?
3. What are factors determining teacher performance?
4. What are the major problems in this school and what mechanism do you use to solve them?
5. Principals give the tasks to do for staffs with authority and responsibility?