

**EFFECTS OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS'
JOB PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS
OF WEST WOLLEGA ZONE**

MA. THESIS

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**Effects of Principals' Leadership Style on Teachers' Job Performance in
Government Secondary Schools of West Wollega Zone**

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DEDICATION

I dedicated this thesis to my parents for their advice in the success of my life and for their continuous pray and encouragement for me.

STATEMENT OF THE AUTHOR

I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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ACRONYMS AND ABBREVIATIONS

ESDP	Education Sector Development Program
IPAR	Institute of Policy Analysis and Research
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

BIOGRAPHICAL SKETCH

The author was born on 2 September, 1995 G.C in Yubdo District Burayu Bake Kebele, West Wollega Zone of Oromia Regional State from his father Fatana Amante and his mother Atawu Yadeta. He attended his primary school at Yubdo primary school, his secondary school at Worke yubdo and preparatory school at Lalo kile in Kellem Wollega Zone. In 2013 G.C he joined Wollo University and graduated with Bachelor of art (B.A.) in Educational Planning and Management in 2015 G.C. Soon after graduation, he was employed by Ministry of Education at Yubdo Woreda Educational office in West Wollega Zone, Oromia Regional State. After two years of work experience in Teachers' developmental and school leadership experts, he joined the school of Graduate Studies at Haramaya University in 2019 G.C to pursue MA in Educational Leadership and Management.

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Effects of Principals' Leadership Style on Teachers' Job Performance in Government Secondary Schools of West Wollega Zone

Malkamu Fatana

ABSTRACT

The main purpose of this study was to investigate the effects of principals' leadership styles on Teachers' Job Performance in government secondary schools of West Wollega Zone. To accomplish this purpose, the study employed a descriptive survey design. The study was carried out in ten government secondary schools of West Wollega Zone. A total of 185 respondents have participated in the study. Among them, 165 teachers were taken as a sample through simple random sampling technique. Additionally, 20 government school principals were included through purposive sampling technique. Questionnaires were distributed to teachers and interview were conducted with principals and vice principals. The analysis of the quantitative data was carried out by using frequency, percentages, mean, standard deviation, multiple linear regression analysis. The findings indicate that autocratic leadership is dominantly practiced by principals. In general the findings supposed to conclude, that Principals' leadership style of Government secondary schools of West Wollega Zone had significance effects on decision-making and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation. Autocratic, leadership style beta coefficient value is .193 with the significance value of .012, have positive significance effect on teachers' job performance and directive and supportive leadership style beta coefficient value is -.241 with significance value is .012, beta coefficient value is -.236 with significant value is .002 respectively have negative significant effects on teachers' job performance. And democratic and laissez faire leadership style have positive significant effect on teachers' job performance. Therefore the way of principals' leadership was not implemented as expected. Based on the findings, it is recommended that the principals of governmental secondary schools should use a mixture of leadership styles.

Key words: Effects, Principals, Leadership style, Teachers' job performance

1. INTRODUCTION

1.1. Background of the study

Leadership style refers to a leader's behavior and attitude of governance and supervision. It is the result of personality traits, experience, attitude and philosophy of the leaders. An effective leader has a responsibility to provide guidance and share the knowledge to the teachers to lead them for better performance and make them expert for maintaining the quality (Hersey Paula, 2009). According to Adeyemi (2010), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of teachers in a school system. The concept of a principal's 'leadership style' is familiar to administrative staff for there are many textbooks and literature that deal with it. According to Daft and Noe (2001), a principal's leadership style has an effect on teachers' job performance as well as students. The principal as the head of the school works together with other members of staff in setting the objectives of the school. He/she, in co-operation with teachers works towards the achievement of objectives. However, the principals' effectiveness as a leader is measured in the school system by how far he/she carries out tangential duties which often reflect personal effectiveness (Ibukun, 2011). Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the teachers.

Similarly leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of effectiveness of its leadership (Bolden, 2003). Poor school facilities, lack of basic teaching materials, and absence of sufficient equipment for laboratories and inadequate infrastructure also seem to add to the despair of the unmotivated teachers (Raina and Dhand, 2000). In this context it reveals that teachers' job performance become decreased if they did not get motivation, adequate basic teaching materials and full infrastructure.

According to Namusonge, (2015) cited in (Gawaza, 2016), head teachers are the academic and administrative heads of the school, responsible for the academic and disciplinary performance of the school, and ensure that moral values are taught and upheld in the school.

Ogundele (2008) noted that teachers are crucial factors in the achievement of educational goals and objectives. He described teachers job performance as the level at which the teachers in secondary schools do their duties based on the level at which they are satisfied with teaching job (Mwalala, 2008) found that, the lack of leadership skills by head teachers is a major factor contributing to poor performance in national examination. The school principals will have to engage the teaching staff in their teaching through use of appropriate leadership styles in order to succeed in redirecting staff effort and in creating conducive climate for students to improve performance in academics.

In the United States of America, school leadership or educational leadership has become popular as replacement for educational administration. In recent years, leadership arguably represents only partial picture of the work of school, division or district and ministerial or state education agency personnel (Goldman, 2002).

Hoadley (2007) adds that the principal or school head is commonly thought to be the school leader, however school leadership may include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school. Teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meeting them. Research shows that many principals do not consider their leadership styles as crucial in the teachers' job performance. It is argued that effective leadership has a positive influence on the teachers 'job performance (Charlton, 2000). However, some principals are not effective in their leadership styles because they do not involve the teachers in major decision making and delegation. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush& Oduro, 2006).Principals who are assertive leadership style to promote high expectations for teacher's job performance and students by continuously focusing on instruction and emphasizing the importance of improving teacher's job performance.

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 (Adeyemi, 2010). Adeyemi, (2010) advises that both the performance and participation of teachers should be examined in the day-to-day activities at a school. Furthermore, it is possible to say that teachers behave differently in different situations thus principals should know their staff well to be able to influence their behavior positively. 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 & Podmostko, 2000). The principal must therefore also work through these leaders to influence work performance.

The level of teacher's job performance is an essential variable for measuring achievement of school goals (Roul, 2012). The researcher again identified that the teachers job performance was also negatively affected by lack of heads of school ability to use effective leadership style, lack of training, lack of trust between teachers and their heads, opposition by school administrator, and lack of formal authority were some of the factors. In addition, lack of time and lack of interest for participation, teachers low believe of accepting responsibility and lack of experience were among the factors which had low influence on teacher's job performance (Roul, 2012).

According to Wahab et al., (2014) it is observed that numerous teachers who do not possess high job performance have made them less committed to the task given. To handle this issue, managers must provide themselves with the knowledge of organizational leadership. Thus, practicing a leadership approach that can strengthen the relation between colleagues and co-workers can create a suitable working environment

In Ethiopia there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2011). Currently, the government of Ethiopia is giving attention to education sector to ensure the provision of quality education for all citizens (MoE, 2010). In fostering the provision of quality education for all citizens, the school principal has important roles to play. Among this roles are providing effective leadership in secondary schools,

thereby enhancing better job performance among teachers. In supporting this issue Crum and Sherman, (2008) stated that the principal is needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers' job performance.

It seems however that many principals have not considered as their styles of leadership is determinants for teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2006). As such, principals' leadership style occupies an important position in school management in west Wollega Zone. The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of attaining the goals of teachers' job performance.

Therefore, the researcher was interested on assessing effects of leadership styles used by principals in school setting. The researcher was interested to carry out the study because the study area was not yet empirically established particularly in the West Wollega Zone context.

1.2. Statement of the Problem

This study attempts to examine how principals' leadership style, as effected on teachers' job performance to determine the kind of leadership style that goes with teachers' job performance in educational setting institution. Leithwood, (2000) concluded that among school-related factors that are associated with students' academic achievement, performance of teachers towards their principal leadership style is significant. This indicates that the leadership style school leaders are practicing has a direct influence on teachers' job improvement and student academic achievement as well. Therefore, leaders have to be selecting the styles which positively influence their effective practices, role modeling and high expectations to enhance teachers' job performance improvement. A study by O'Hanlon and Clifton (2004) reveals that a principal can promote or destroy a school through the leadership style he/she adopts. Furthermore, they observe that the school mirrors the principals' personality in various ways. In addition, Nsubuga (2008) argues that many teachers at secondary schools still perform poorly due to poor leadership.

In the Ethiopian context, in addition to the challenges that the poor economic conditions pose in terms of making teachers 'working conditions very difficult, lack of fair and competent educational leadership has resulted in teachers' 'job performance and a tendency to leave their profession (Haile, and Yitayew,2013).

As the NSDC (2002) principals, as instructional leader; focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. In one way MoE, (2010) argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management. Therefore, Principals as educational leader play crucial roles in the success of the school. In build a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students' achievement, develop and Communicate plans for effective teaching, among all staff members and monitor students learning progress and closely work with parents.

A research conducted by Gemechu (2018) on the Influence of Secondary School Leadership Style on Teachers' Job Performance: The Case of Lalo Asabi District Government Secondary Schools of Oromia Region, the findings concluded that Job dissatisfaction, the school leaders do not give support for the teachers and feedback is not given immediately after performance. A research conducted by Wakjira (2018) on the "Influence of School Leadership Style on Teachers' Job Performance, the findings concluded that the problem of curriculum coverage, burden of makeup class around the end of the semester, etc, were noticed in East Wollega Zone. The finding of Tomas, (2015) on the "Influence of Leadership style on Teachers' Job Satisfaction in Private Primary Schools of Addis Ababa City Administration, revealed the major problems of the high teacher turnover, the low proportion of qualified teachers, and problems such as de-motivation, low teacher morale and the poor quality of the teachers' working environment.

The above researches were conducted similar to this study on Effects of Principals' leadership style on teachers' job performance. But the studies have not addressed the problems related to the principals' leadership style and teachers' job performance, lack of teachers' commitment, inappropriate leadership style, low level of teachers' job performance, and low participation of teachers in school affairs, low level of delegation. So

the gaps mentioned above made this study different from the previous studies. Therefore, this study addressed the above stated gaps in these areas that need to be filled the problems that related with principals' leadership style and teachers' job performance. Additionally, none of these studies were done on the effect of principals' leadership style on teachers' job performance in the context of government secondary schools of West Wollega Zone. This initiated the researcher to undertake the study. In addressing this problem, the following research questions were raised.

1.3. Research Questions

1. What type of leadership style is dominantly practiced by principals in secondary schools of West Wollega Zone?
2. To what extent do school principals' leadership styles affect teachers' job performance in secondary schools West Wollega Zone?
3. To what extent do principal participate teachers in school affairs such as planning, delegation and decision making in secondary schools of West Wollega Zone?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study was to investigate the effects of principals' leadership styles on teachers' job performance in selected high schools in West Wollega Zone.

1.4.2. Specific Objectives

The specific objectives of the study were to:

1. Identify the most dominantly practiced leadership style by principals in secondary schools of West Wollega Zone.
2. Examine the extent to which principals' leadership styles affect teachers' job performance.
3. Examine the extent to which principals involve teachers in different school affairs such as planning, delegate and decision making in secondary schools of West Wollega Zone.

1.5. Significance of the Study

This study will have the following significances: - First, the study is designed to contribute to crucial advantages to Educational policymakers, school principals, teachers, and school community and, findings of the present study will hopefully that it may be attempt to solve the problem on teachers' job performance, through decision making, tolerance, respectful and by understanding the leadership style depending on the situation in secondary schools of West Wollega Zone.

Second, it may give the clear picture of principals' leadership styles effects on teachers' level of performance for decision-makers:- higher officials of the regional, Zonal and Woreda education offices through disseminating soft copy, hard copy and publication. Lastly it may serve as the reference and may call for further in-depth researchers on the topic, particularly principal leadership style and teachers' level of job performance in the secondary schools of West Wollega Zone.

1.6. Delimitation of the Study

Delimitation of this study was carried out in the following areas: geographical, conceptual, methodological, sample and in terms of participants. The scope of this study was delimited to 10 governmental secondary schools and 6 Woreda in West Wolega Zone Oromia Regional State. This means the study was not included three administrative cities and primary schools and preparatory schools found under the study area.

In terms of participants the study was delimited to 165 teachers who are on the duty, and 10 principals and 10 vice principals. Concerning the sample, the study was used simple random sampling technique and purposive sampling techniques. In terms of methodologically, a descriptive survey design was used for this study. Conceptually, this study was focused on the topic effects of principals' leadership styles on teachers' job performance in Secondary schools of West Wolega Zone. In terms of dependent variables as scholars describe dependent variable is the core research questions or hypothesis to be answered at the end of the research.

Therefore, teachers' job performance which are the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular

activities of the school is the dependent variable for this study. Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables (Kumar, 2005). Therefore, the independent variables are conceptualized as the principals' leadership styles the autocratic, democratic and lazes-fair, directive, supportive leadership styles were incorporated to see the existing teachers' level of performances through communication with teaching staff, involvement of teachers in decision-making and delegation of duties to teachers.

1.7. Limitation of the study

Some limitations were observed when this study was conducted. The problems encountered this study was that most of secondary school principals and teachers were busy and they had no enough time to respond to questionnaires waiting for their acute response saves more times of the researcher, which the researcher has overcome having an appointment when they had free time .Another limitation was the problem of peace and security in west *Wollega* Zone; owing to this problem there was no internet service to communicate with advisors. To overcome this limitation the researcher traveled to Zone town (Gimbi town) to get the access of internet. The other limitation was the shortage of logistics or transport system to travel from one school to another school for the collection of data. To overcome this problem the researcher was traveled on foot to most of the school.

1.8. Operational definition of key terms.

Effects: - In this study effect of something or someone on the other thing or on the other person.

Leadership Style: In this study Leadership style refers to the way principal influence teachers on their working performance.

Principals: The study defines, principals as 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.

Secondary schools: - Refers to general secondary education i.e. grade 9 and 10, and preparatory education grade 11 and 12.

Teachers' job performance: This study, teachers' job performance refers to teachers' Commitment, engagement and effort measured by students' outcome and degree of participation in different co-curricular activities, lesson planning, and involvement in decision making in the schools.

1.9. Organization of the Study.

The research report has five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study and Chapter two discusses the key concepts that were used in the paper to place the problem in a broader perspective of literature or review of related literature and conceptual framework of the study. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretation and also ethical considerations. Chapter four deal with the presentation, analyses and interpretation of the research. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.

2. REVIEW OF RELATED LITERATURE

This will discuss about the, concept of leadership, leadership style, effective leadership style, types of leadership styles, Link of principal's leadership styles and teachers' job performance and factor that affect teachers' job performance .

2.1. The Concept of Leadership

Leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power to affect change in others Northouse cited in Shewaye, (2018). Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. Similarly leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of effectiveness of its leadership Bolden cited in Shewaye, (2018). According to this context principals' leadership style have power to enhance teachers' job performance in the Governmental secondary schools of West Wolega Zone. The effectiveness of principals' leadership style is measured through the effectiveness of Teachers' Job Performance.

To this end, leadership is an influence process in supporting teachers to work enthusiastically at the aim of shared power and delegation of duties to teachers for the purpose of improving teachers' job performance in the study area. Principals' Leadership style is a broader concept where authority to lead does not reside only in one person, but can be distributed among different teachers within and beyond the schools. Therefore, school leadership can encompass teachers occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). As Bush and Glover (cited on Pont and et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration.

But Glover & Lewis (2000) argued that leadership and management functions can be separated out fairly clearly according to context for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management

function. He sees institutionalizing a leadership-centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's as cited in Glover & Lewis, (2000) identified that a range of talents is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

Leadership skill is very important for the principals to improve teachers' job performance and they should have to awareness how to apply leadership style on teachers' job performance that used to improve their performance .The teachers of Government secondary schools of West Wollega Zone were performed poorly due to the inappropriate practice of principals' leadership style.

2.1.1. Leadership Styles

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

The role of a principal in relation to school leadership and management is a topic that has been subjected to close investigation. In this case, quality leadership styles performed by a principal are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the principal will directly lead students into the right path of

academic and non-academic excellence (MoE, 2013). So, MoE (2013) defined leadership style as the manner and approach of providing direction, motivating people and achieving objectives. It is a form of cross situational behavioral consistency.

It refers to the manner in which a leader interacts with his or her subordinates. Thus, there are many types of leadership styles that leaders use. Some of them are autocratic, democratic, laissez-fair and bureaucratic leadership style. The school principal who is in a unique position as the manager or administrator controls school's resources for the purpose of achievements of educational goals and can accelerate the process of schools development or can demolish the progress of education (Adeyemi, 2004). So, a leadership style occupies an important position in teachers' job performance in school. In this context leadership style is the way which the principals influence his teachers in the schools to achieve teachers' job performance.

2.2. Types of Leadership Styles

The leadership style within educational organization has a bearing on encouraging or inhibiting teachers' job 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 teachers' job performance (Armstrong and Murlis 2004). This shows that the principals' leadership styles play vital role to increase or decrease teacher's job performance. Without a proper leadership style of the principals, effective performance of the teachers cannot be realized in the school.

MoE (2011) hand out of school improvement frame work states that school leadership and leadership behavior are domains of factors that affect teachers' job performance. The study of leadership styles take into consideration what a leader does, says, and how he/she acts. It has to do with the study of the leader's approach to the use authority and the resultant participation of others in decision-making. In addition, MoE (2004) stated that in general

there are four types of leadership style that are practiced in many work situations. So, according to the above sentences there are four types of leadership style which are mostly applied in the schools. But, the researcher focuses on autocratic, democratic, laissez-fair, supportive, and directive leadership styles. The type of leadership style that the principal apply on teachers' job performance is very important to initiate, motivate teachers in the schools. To improve teachers' job performance the level of principals' participating teachers in schools affairs such as: planning decision making and delegation of duties is the most important technique to improve teachers' job performance; this can also depend on the way of principals' leadership style practiced.

2.2.1. Supportive Leadership Behavior and Teachers' Job performance

Supportive leadership style refers to being friendly and approachable as a leader and includes attending to wellbeing and human needs of subordinates using supportive behavior to make work environment pleasant and treats subordinates as equals and gives them respect for their status (Chen, 2006). According to Lacombe (2013) the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001). This implies that, teacher job performances become reduced because of no good relationship between principals and teachers and if there is no supportive leadership for teachers. As the result indicates that some of the principals of Government secondary schools of West Wolega Zone were found out applying least using Supportive leadership style.

2.2.2. Participative /Democratic/Leadership style and Teachers' Job performance

Participative Leadership occurs when a principal seeks to involve teachers, to solicit their ideas and take their suggestions into serious consideration before making decisions (Chen & Tjosvold, 2006). This leadership style is characterized by consultation, empowerment, joint decision-making, democratic leadership, and power sharing (Clark, 2007), and should not be considered a sign of weakness. Participative Leadership style involves a leader who invites teachers to share in the decision making. According to Liu (2012), a participative leader consults with subordinates, seeks their ideas and opinions and integrates their input into

group school decisions. This style, is usually one of the most effective and leads to higher productivity, due to better contributions from the group members and increases group morale. As it indicated from respondents' opinion the principals applied democratic leadership style at the study area next to autocratic leadership style which is the dominantly practiced by principals. Democratic leadership style is one of the styles that the principals allow to participating teachers in the school affairs in order to flow information, decision making and communication and delegate duties for the teachers for the purpose of improving teachers' job performance.

Mba (2004) adds that the democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived after consultation and communication with various people in the organization. (Yukl 2002) suggested that participative Leadership offers a variety of potential benefits, including: (a) a higher quality of decision-making because several participants together make better decisions than does one person alone; (b) more understanding of issues and greater acceptance of decisions by participants; (c) greater participant satisfaction with the decision-making process, more commitment to resultant actions from their decision-making, and increased social loyalty to one another, as well as dedication to the decision's outcome; and (d) increased development of decision-making skills by participants. The study found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. It was farer discovered that teacher performance is enhanced by head teachers' communication to their teaching staff. It was also found out that head teachers 'delegation of duties to teachers enhances teachers' job performance. In this context it reveals that, principals involves teachers, colleague and students in decision making, the result is a well-run the schools in which the teachers are motivated to teach and implement decisions that promote the welfare and performance of the teachers.

2.2.3. Autocratic Leadership styles and Teachers' Job Performance

Vugt (2003) maintains that it is one which manager retains much power and decision making authority as possible. Also the manager neither consults employees nor allows receiving any

input. Employees are expected to obey orders without questioning. Motivational environment is produced by creating a structured set of rewards and punishments. Some studies point out that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations.

Moreover, Vugt (2003) suggest that autocratic leadership can include the following situations; new untrained employees who do not which tasks to perform or which procedure to follow; require effective supervision. This can be provided only through detailed order and instructions. Employees are compelled not to respond to any other leadership style. This is so because, there is a limit time in which to make a decision; and manager's power is challenge by an employee. In this type of leadership style, interactions between school principals and teachers are one way communication. In this context the principals of the schools make decision without consulting the teachers. As it shown from the result the autocratic leadership style is most dominantly applied by the principals at the study area. The principals do not use this style without any purpose unless when the teachers complain and challenged the principals, when teachers do not have committed to do the given task on time the principals preferred to use autocratic leadership style for the purpose of enhancing teachers' job performance.

2.2.4. Laissez-Faire Leadership Styles and Teachers' Job Performance

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by (Hackman and Johnson, 2009) as the most effective style, especially where followers are mature and highly motivated. Private school principals can be expressed as laissez faire leaders if they give all the authority or power to teachers to determine, make decisions and resolve problem on their own (Doran, 2003). In this context it implies that teachers are performing their job according to their own expectations and are able to meet targets. Just the principal who advocates the laissez-faire style of leadership is not involved in the teachers' job performance. As it revealed on the data, laissez-faire leadership style have positive significant effect on teachers' job performance which has direct relationship on teachers' job performance.

2.2.5. Directive leadership Style and Teachers' Job Performance

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001). The result shows that directive leadership style is least used by principals at the study area. This implies that the principals do not care to this leadership style which is very important to give guidance for the teachers specially the new employed teachers are more they need direction to show the way of doing the assigned task because the principals do not have any awareness about the appropriate leadership style.

2.3. Relationship between Leadership Style and Teachers' Job Performance

Adegbesan, (2015) investigated why some principals prefer to embrace certain leadership styles and the effect of such styles on the teachers' attitude to work. The personality traits exhibited by the principals appeared somewhat harsh to their subordinates. Teachers in these schools were not adequately motivated and encouraged to carry out their duties. Hindt, (2012) sought to determine whether certain relationships exist between teacher morale and the following independent variables: principal trust and leadership satisfaction. It was found that principal leadership behaviors do significantly impact teacher morale, and student achievement. Additionally, it was found that positive teacher morale and student achievement in the Initiative Schools influenced positive student behaviors, ultimately reducing student discipline referrals.

In other research, Adeyemi (2006) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those

schools where Principals are having democratic style of leadership. Thus the democratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style. Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

2.3.1. Effective Leadership in School

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective school leadership acts by empowering teachers to engage them and improve work outcomes (Aldoory and Toth, 2004). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures teachers' confidence, and encourages their individual development (Bass and Avolio, 2000). Ignathios (cited in Masuku, 2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behavior.

According to Bass and Avolio (2000) good leadership, corporate culture is not forced but it is developed. Communication is daily and open. Everyone understands the vision and goals of the organization, and everyone has input into how they can be improved. Teachers' feel that they are an important part of the whole and that every job matters within the schools. Decisions for promotions are based on picking people of integrity whose talents and experience best fit the positions. Teachers are encouraged to compete with their own best to get ahead and they understand that helping their coworkers to succeed is the best way to get ahead them. The result of good leadership is high morale, good employee retention, and sustainable long-term success. Successful principals are visible, knowledgeable, and positive

promoters of programs and faculty (Grace *et al.* 1995). Effective principals provide a clear and common vision that puts teachers first and see that this vision is communicated clearly and effectively to all stakeholders. The cohesion among staff that encourages a productive climate and collaboration are also important attribute. According to the data obtained from regression analysis shows that, autocratic, democratic, and laissez faire and supportive leadership style have positive significant effect on teachers' job performance. But the principals do not practiced the leadership style in appropriate way. This means most of the time the principals used most dominantly autocratic leadership style at the study area. This is not show the direct way of applying leadership style because there is no single way of leadership style. The principals need to lead his teachers depending on the behavior of teachers and situation in order to improve teachers' job performance in the West Wolega Zone.

2.3.2. School Leadership in Ethiopia

The principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principal ship, the authorities give their own argument. According to Knezevich (cited in Ahmed, 2006) the origin of principal ship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals.

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930"s and 1940"s. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the

principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

2.4. The Concept of Job Performance

Job Performance of employees remains an issue of incredible concern to numerous organizations counting the university. According to Doneely (2002) that job performance is concerned with the general adequacy and effectiveness of completing things. According to Nwachukwu (2006) job performance is the output, resulting from a given resources input at a given time. Mali (2005) described job performance as achieving the top of performance with minimal use on assets. Job performance in this manner is a basic element in financial advancement as it legitimizes immense use by the association and has numerous other helpful impacts. Prasetya and Kato as cited in Celestine, (2015) define performance as the attained outcomes of actions with skills of employees who perform in some situation.

According to Pattanayak cited in Celestine, (2015) the performance of an employee is his/her resultant behavior on a task which can be observed and evaluated. To Pattanayak, employee performance is the contribution made by an individual in the accomplishment of school goals. Ibrahim (2004) defined job performance as an important activity that provides both the goals and methods to achieve the school goals and also provide the achievement level in term of out-put.

2.5. Teachers' Job Performance

Chandrasekar, (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the staffs so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment not satisfied they feel stress on themselves.

Accordingly Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. According to this context the activities of the teachers in the governmental secondary schools of West Wolega Zone is very essential tools that used to measures their level of performance which used to ensure the quality performance teachers' job performance so teachers should have to committed to do their activities that are already given for them because every teachers can measured by his/her activities.

According to Gemora (2014), performance may be defined as an act of accomplishing a given task. It could be described as behaviors and results, regulating organizational behaviors and activities of work to achieve results (Armstrong, 2004) cited in (Bimpeh, 2012). However, Abwalla (2014) argued that the performance of teachers is determined by the level of participation in the day to day running of the organization.

2.6. Teachers Involvement in Decision-Making and their job

UNESCO, (2006:247-252) study in Ethiopia indicated that "There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation". Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

On other hand, Ndu and Anogbov (2007) argues that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. But, if teachers can receive support from their principal and from local parents, if they are involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession.

Furthermore, Somech and Benoliel (2009) state that “participative management has the potential to balance the involvement of managers and their subordinates in information processing, decision making, or problem-solving Endeavors”. Therefore, there are many potential benefits that an organization practicing participative style could use to its advantage in achieving its goals. Consequently, when several people make decisions together, the social commitment to one another is greater, and hence increases their commitment to making better decisions. People say, ‘Two heads are better than one’. This means that when two or more people sit and try solving a problem together, they are able to make better decisions than one person. In a similar vein, Oduro (2004) maintains that ‘problem-solving through consultation is impossible with a single person’s wisdom’. As the result indicated from the respondents there is lack involving teachers in school affairs, lack of participating teachers in decision making, lack of consulting teachers in the Governmental Secondary schools of West Wolega Zone. This implies that because of the principals use most dominantly autocratic leadership style which limit decision making and flow of communication between teachers. so without participation of teachers in decision making in any affairs it is difficult to improve teachers’ job performance. To improve teachers’ job performance the appropriate way of practicing leadership style is the essential one to lead according to the requirement of teachers’ behavior and their situation. And decision making is the instrument which used to solve the problems of the teachers and running the activities to achieve the goals of teachers’ job performance in the Secondary schools of West Wolega Zone.

2.7. Motivation and Teachers’ job Performance

Dessler,(2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher’s perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As

satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance. Davidson (2005) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. In this context motivation is very essential one for teachers to strength them to their duties that has already given in the schools. Without motivation teachers cannot committed to do their performance properly so, principals should have to motivate his teachers in order to achieve common goals of teachers' job performance.

2.8. Delegation of Duties and Teachers Performances

Oxford (2005) defines delegation as the process of giving rights, authorities and duties to the people of lower rank. While, Webster (2002) define delegation is the act of investing with authority to act for another. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization (Hannagan 2002). Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teachers' job performance and management of schools. According to the context of this study delegation is very important to improve teachers' job performance in terms of enhancing their skills, experience, knowledge and their daily operational activities in the schools. According to this context the principals' delegation of duties is very important to improve teachers' job performance in the Governmental secondary schools of West Wolega Zone. This means when principals delegate duties and share his/her power to the teachers immediately they get new experience, knowledge and ability to do their performance through this mechanism the level of teachers' performance become enhanced. But as the result from the data at the Governmental secondary schools of West Wollega Zone indicated that there is the lack of delegation of duties for teachers, lack of giving direction on the delegated of duties for

teachers, lack of supervision on the delegation of duties, lack of delegating duties by identifying the skill of teachers and there are lack of rewarding. So, without the delegation of duties no one can not improve his/her performance at this level. Therefore there was low level of teachers' job performance in the study area.

2.9. Level of Teachers' Job Performance

Teachers' level of performance as expressed by them was good and its level is high. The teachers have good teaching skills as they use different methods of teaching in the class, they teach according to the students' abilities, do preparation before class and make justice in students' evaluation. The management skills of teachers were well developed and they perform duties apart from their teaching like managing co-curricular activities and non-interference of their domestic affairs on job (Arvey, 2004). According to McCollkennedy and Anderson (2005), the efficiency and effectiveness of leadership style towards improving the organization's commitment will not be achieved if human resources is forced to work, there exists the problem of interaction and communication, low motivation, low self-esteem, low emotional intelligence, as well as behavior is limping or organizations that can put them in the form of work that is not desirable and not in their expertise. This situation may be causing staffs to work with the rebellious feelings, often protesting, not being satisfied and often allowing themselves to be on high pressure stage while low performance stage. This situation has indirect linking with elements of leadership style, self-esteem and employee commitment. The practices of leadership areas can be aligned to the teacher performance competencies level in order to help the district acquire, develop, and retain a competent teacher workforce. Such alignment requires that the competencies be embedded within the leadership practices, such as having professional development activities that focus on improvement of the desired competencies. Teaching standards provide a conceptual model for effective teaching and establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning (Olaiyan, 20011).

2.10. Indicators of teachers' job performance

Performance indicators are observable and measurable statements to serve as tools in discussions of teachers' skills and knowledge. It specifies what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified. Performance indicators contain an outcome and a standard of performance. Each element is accompanied by a number of performance indicators (MoE, 2012). Performance is actions of a person or group during the task. The factors that affect the performance of teachers are of two types, the external factors and the internal factors. There are many external factors affecting how a teacher makes decisions in the Class room. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the classroom teacher who links these into a workable framework while integrating a range of internal factors. Individual belief about teacher children learns most effectively how to teach in particular discipline or key learning area.

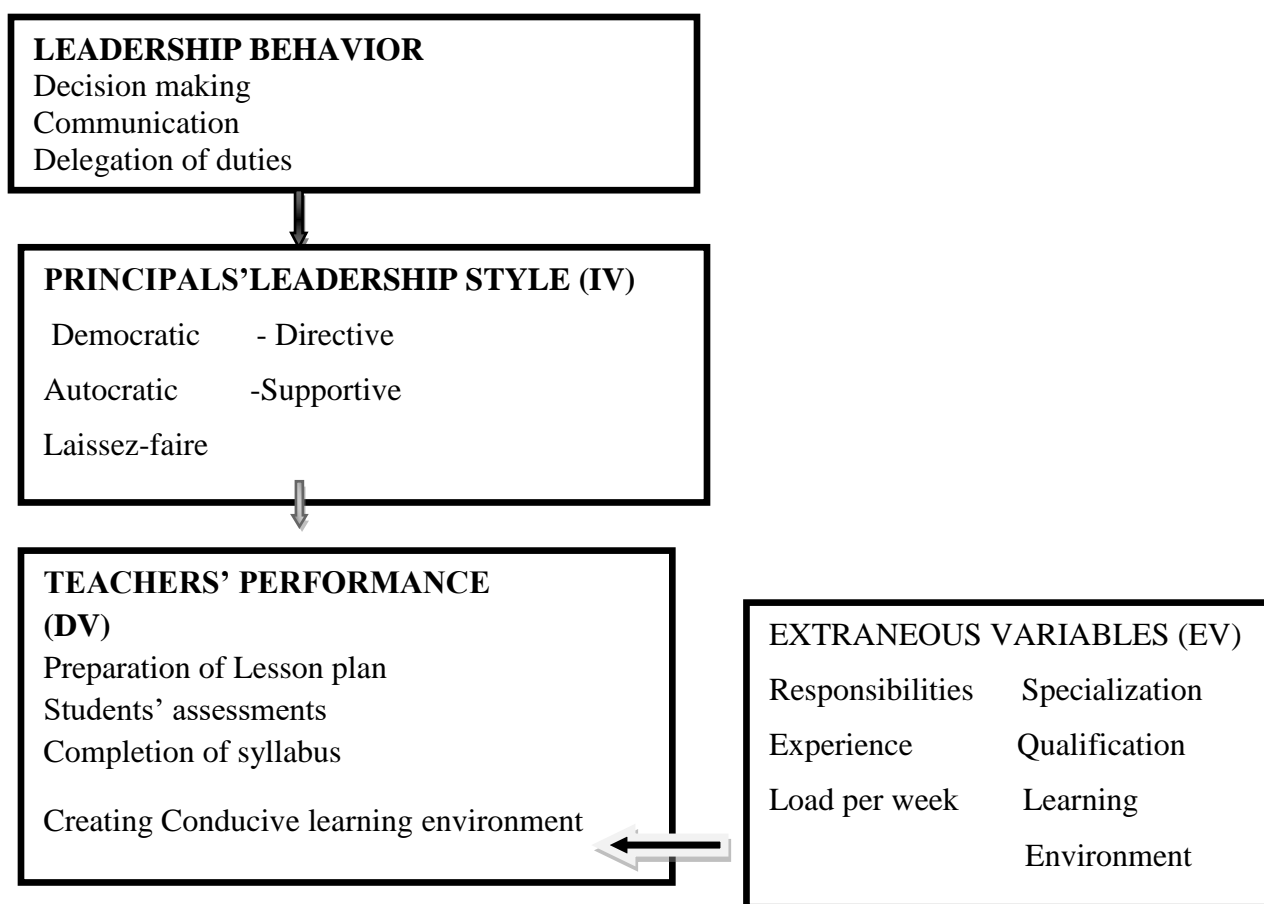
The match between individual's beliefs about teachers is best teaching practice and whether they can personally meet these demands in the classroom is crucial. The teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater and Cornu ,2002).

2.11. Conceptual Framework of the study

Conceptual framework relating to leadership styles to teacher job performance in Secondary schools of West Wollega Zone .This study develops a conceptual framework that addresses the interaction and relationship between principals' leadership style and teachers' job performance. This framework suggests that the independent variable is conceptualized as consisting of five leadership styles (democratic, autocratic, laissez-faire, supportive and Directive) measured in form of head teachers involvement in decision making, participating

teachers in school planning and delegation of duties to teachers while the dependent variable was teachers' job performance which is conceptualized as scheme, lesson, and material preparations, teaching and learning aids preparation, assessment and creating conducive learning environment.

All leadership styles: democratic, autocratic and laissez-faire, supportive and directive have positive relationship with teacher job performance. However, the conceptual framework indicates that the extraneous variables (teaching experience, teachers' qualification, teaching load per week and responsibilities and learning environment supervision) were competing with the independent variables (communication, delegation and decision-making) to influence teachers' job performance in secondary schools of West Wollega Zone. The Conceptual Framework of Leadership Style and Teachers' Job Performance is described as the following figure, 2.1



Source: Adopted from Onen (2008)

Figure 2.1: The Conceptual Framework of Leadership Style and Teachers' Job Performance

2.12. Summary of the Review of Related Literature

This section is dedicated to the discussion of related literatures about the concept of leadership, leadership style, relationship between leadership styles and teachers' job performance, concept of job performance, Teachers' job performance, effective leadership, and effects of principals' leadership styles on teachers' job performance. Some major points which rose in this chapter are summarized as follows. Autocratic leadership style is the way of principals take responsibility to enhance teachers job performance when the principals challenged by teachers. While democratic leadership style refers to when principal allow the teachers as they take responsibility to participate in decision making on the schools affairs in order to flow the, idea, consults and decision making for the purpose of solving the problems that related with teachers' job performance, and how to improve leadership style in the Governmental secondary schools of West Wollega Zone.

Laissez faire leadership style the principals give more freedom for his teachers when they are know their own responsibility to do their performance that are already assigned by their principals. When these situations is held by teachers the principals take off his hands and he stop to intervene in the activities of teachers that they are doing their daily operation, because the teachers themselves are taking responsibility to do the tasks.

Directive leadership style is similar to the task-oriented style, the principals who uses this leadership style always shows the direction to the new employed teachers, in order to achieve common goal of teachers' job performance. This implies that, teacher job performance becomes reduced because of no good relationship between principals and teachers and if there is no supportive leadership for teachers. Supportive leadership style when the principal gives additional assistance for his teachers friendly and approachable in order to increase their morale.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

This study was conducted in West Wollega Gimbi Zone which is one of the 20 Zones of Oromia Regional State. West Wollega, with its capital town, Gimbi located 441kms away from Addis Ababa, the capital city of Ethiopia. Gimbi Zone has 20 *Woredas* and 3 towns administrative. Its absolute location is 9° 10' 0" N, 35° 50' 0" E with an elevation between 1845 and 1930 meters above sea. Gimbi Zone is densely populated in the highland and lowland area and sparsely populated in the desert and semi- desert part of the Zone. Based on the 2017/18 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,350,415, of whom 671,538 are men and 678,877 women; with an area of 10,833.19 square kilometers, West Welega has a population density of 124.66. While 146,672 or 7.39% are urban inhabitants, a further 2,578 or 0.19% are pastoralists. A total of 266,773 households were counted in this Zone, which results in an average of 5.06 persons to a household, and 250,473 housing units. The three largest ethnic groups reported in West Welega were the Oromo (96.72%), the Mao (1.45%), and the Amhara (1.2%); all other ethnic groups made up 0.63% of the population. West Wellega is bordered on the West by Kelam Welega Zone, on the North by the Benishangul-Gumuz Region, on the East for a short space by East Welega, and on the South East by Illubabor.

According to the West Wollega Zone Educational office statistics (2019) there are both private and government educational institutions. The government educational institutions include 79 secondary schools, 22 preparatory schools, 1 Teachers Training College, 18 Technical and vocational training colleges 1 university at Wellega Gimbi branch. Moreover, secondary schools of the study area include 23 supervisors, 79 principals, 79 vice principals and 850 teachers.

3.2. Research Design

The main purpose of this study was to assess the effects of principal's leadership styles on teachers' job performance in West Wollega Zone. Descriptive survey design was employed to allow the researcher to gather information about respondents' attitudes, opinions; habits or

and characteristics of a particular individual, group summarize it, present and interpret the data collected for the purpose of clarification (Orodho, 2005). This design is ideal because the study sought to examine in detailed the leadership styles as an independent variable and teachers' job performance as dependent variable. Quantitative approach was used to address research questions raised in this study. Because investigating the principals' leadership styles on teachers' job performances of secondary schools can be better be understood by collecting large quantitative data in a formal structured manner. The qualitative approach was incorporated in the study with information gained from interview through open-ended questions and hence, it helps to validate and substantiate the quantitative data.

3.3. Sources of Data

In order to get the necessary information from participants, the researcher collected data from primary source of data.

3.3.1. Primary Sources of data

Primary sources of data were used to gather relevant, adequate and accurate data. These Primary data was collected from teachers; Principals, and Vice-principals. Primary data was collected from the subjects of the study through questionnaire (close and open ended) from selected teachers. While interview guide where collected from Principals and vice principals.

3.4. Population, Sample Size and Sampling Techniques

According to Bless and Smith (2000) research participants are the units of analysis as they are the source from which research data are being collected. Therefore, data analysis should reflect an accurate picture of the research participants.

According to the 2019 statistical data of West Wollega Zone Educational office, there were 79 secondary schools and 850 teacher population in West Wollega Zone. The researcher took sampled population from government Secondary schools in the zone.

The researcher selected 10 Woreda by simple random sampling techniques from 20 woreda in West Wollega Zone because it is difficult to manage all Woreda at all. Out of the

secondary school in the Zone, ten (12.65%) Secondary schools were selected using simple random sampling technique to give equal chance of being included in the sample. These secondary schools were:-Gimbi, Biftu Aira ,Leka Suchi,Warke Yubdo,Haromsa Wara gutu, Derara aleku, Guliso, Galew, Inango, and Boji Chokorsa Secondary schools. Data sources of the study were principals, vice principals, and teachers. All principals were selected by purposive sampling technique due to all the participants were very essential to get detail information.

Moreover, considering the teachers population were 272 , the researcher was took sample size, 165(60%) teachers were selected among the 272 from10 selected secondary schools by using simple random sampling technique particularly lottery method because the number of teachers is unmanageable due to financial and time constraints. So, to determine the total population of teachers, sample sizes formula provided by Yamane (1967) was employed. This formula was used to calculate the sample sizes are shown below.

$$n = \frac{N}{1+N(e)^2} \quad n = \frac{272}{1+272(0.0025)} \quad n = \frac{272}{1.68} \quad n = 165 \quad \frac{165}{272} \times 100 = 60\%$$

N= Population size, n=Sample size, e= the level of margin error = 0.05

Table 1. Population and Sample Size of Respondents

No	Name of schools	Population size				Sample size						
		Teachers	Principals	V.Principals	Total	Teachers	Percent	Principals	Percent	V.Principals	Percent	Total
1	Warke Yubdo	26	1	1	28	19	73	1	100	1	100	21
2	Wara Gutu	17	1	1	19	10	58.8	1	100	1	100	12
3	Derara Aleku	15	1	1	17	7	46.6	1	100	1	100	9
4	Guliso	40	1	1	42	25	62.5	1	100	1	100	27
5	Galew	17	1	1	19	10	58.8	1	100	1	100	12
6	Inengo	30	1	1	32	15	50	1	100	1	100	17
7	Biftu Aira	40	1	1	42	25	62.5	1	100	1	100	27
8	Leka Suchi	16	1	1	18	10	62.5	1	100	1	100	12
9	Boji Chokorsa	31	1	1	33	21	67.74	1	100	1	100	23
10	Gimbi	40	1	1	42	23	57.5	1	100	1	100	25
	Total	272	10	10	292	165	60%	10	100	10	100	185
	Simple random sampling technique					Simple random Sampling technique			Purposive sampling technique			

3.5. Instruments of Data Collection

3.5.1. Questionnaire

Questionnaires were used to gather data from 145 teachers sampled from 272 teachers at Government secondary school of West Wollega Zone. Closed ended and opened ended items were used. This is because a questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the samples teachers can read and understood the concepts that are incorporated as well as secondary school teachers are expected to be at least bachelor's degree holders.

A questionnaire is the means by which a researcher determines the nature of the relationship between the independent and dependent variables in quantitative research. The principal's leadership styles that affect the performance of teachers (autocratic, democratic, laissez-faire, directive, supportive, participative and achievement-oriented styles respectively) are independent variables, while the teachers' job performance (preparation of lesson planning, students' assessment, involvement in extracurricular activities, completion of syllabus) are the dependent variables. The questioner has two parts closed ended items and open ended item and the closed ended items are prepared by using 5 Likert scales, as the following:-1= Very low 2=Low, 3=Medium, 4=High and 5=Very high and 1=Never, 2=Rarely, 3= some times, 4=Often and 5=Always. Because it enables the researcher to know the opinion of respondents and helps the respondents to choice the given alternatives of scales that align with their views Anderson (cited in Gemechu, Muhammed and Maeregu 2013). Similarly open ended questions was used in order to provide the respondents with great opportunity to explain their views freely which were not included in close ended questions. Considering the contents, the two sets of questionnaires will have 41 items (35 close ended and 6 open ended items).Generally; the questioners was distributed to teachers for 10 days, after the date of distributed questionnaires, after stay of two days the questioners was collected within ten days from ten schools.

3.5.2. Interview guide

Semi structured types of interview was employed, because it has a great potential to release more in-depth information, provide an opportunity to observe the nonverbal behaviour of respondents. According to Krishnaswami & Ranganathan, (2007), semi-structured interview enables the researcher to seek clarifications and brings to the forefront of the questions. The researcher intended to use this instrument in order to triangulate the data obtained through primary sources of data. Semi-structured interview was prepared and employed to: - 10 schools principals, and 10 vice principals at Governmental secondary schools of West Wollega Zone. The researcher conducted interviews at different times and places with all principals and vice principals. During the interview time the researcher used note taking system. Generally, the interview was completed within 10 days. For instance, one day for one school. The data interview was conducted in English language.

3.6. Pilot Study

Before the questionnaires and interview is not distributed the validity and reliability of both tools were prepared. Reliability has to do with the consistency or repeatability of a measure or instrument and high reliability is obtained when the measures or instrument gives the same results if the research is repeated on the same sample (Mare, 2007).

Thus, piloting was conducted. In this study the researcher purposely selected Geba Sembeta and Gogeti Secondary schools which were out of the sampled schools. The researcher selected 30 teachers respondents for pilot testing to ensure feasibility of study in the area were selected purposively out of the sample schools, to refine research instrument and to understand how respondents were respond for the entire study. Thus, the researcher provided a brief explanation about the objectives of the study. The researcher distributed the original questionnaire for testing the reliability and validity of the instrument.

Validity: Finally the researcher took the suggestion from questionnaires and interviews into account regarding to ensuring clarity of items in the questionnaire, use of clear

instruction, and understandability of language was used, for the further modification of the study.

Accordingly, the Cronbach's Alpha coefficient for this study was 0.82, 0.78, and 0.76 for the first, second; third part of the questionnaire. In addition to this, content and language validity was checked by major and co-advisors, As a result of pilot study minor modification was made in terms of language, format or style and content.

After the dispatched questionnaires were returned, necessary modification of a certain items and complete removal and replacement of unclear questions were done.

Reliability: Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. As Cronbach's alpha shows the results are acceptable (between 0.71 and 0.92), indicating questions in each construct are measuring a similar concept.

Table 2. Reliability Test Result

No	Variables	No of Items	Alpha Result
1	Delegation of duty to teachers	5	0.761
2	Teachers' participation in school affairs	5	0.82
3	Lesson plan preparation	8	0.77

3.7. Procedures of Data Collection

At the earlier the researcher received permission letter from Haramaya University. Then, the researcher sent the letter to each Woreda education office and determines appointments for the next meeting attempt to contact the Sample Schools to create conducive environment for the successful accomplishment of the study. Next to this, the researcher discussed with school principals, vice principals, teachers in order to inform

them about the purpose of the study and to facilitate this study. Relevant data for the research study was collected with multiple instruments. Quantitative primary data was collected. The respondents were oriented about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which is not clear for them. Then the researcher contacted in face to face respondents to give a brief explanation about each point in the discussion and answered all the raised questions. The questionnaires were distributed for respondents. On the other hand, school principals, and vice principals were interviewed, while interview was being conducted, the data collection via interview was conducted by contacting the respondents by face to face to minimize loss of information, and the obtained data was carefully written in a notebook. Finally, the data collected through various instruments from multiple sources were analyzed it.

3.9. Methods of Data Analysis

In this study, quantitative data was collected. Quantitative approach is emphasized because investigating the Effects of principals' leadership styles on teachers' job performances of government secondary schools can be understand by collecting large quantitative data in a formal structured manner. The data collected through closed-ended questionnaire was organized, tabulated, tallied, and filled in to SPSS version 20. And hence, the quantitative data incorporated in the study with information gained from questioner through close ended question was supposed to describe the information gained from teachers. Thus, the approach is preferred on the ground that the effects of Principals' leadership styles are better perceived from the opinion survey of school principals' and teaching staff. While qualitative data was also analyzed through the use of content analysis methods such as narratives, explanations and information gained from interview guide from open ended questions.

The quantitative data was analyzed through the use of descriptive statistics, which included frequencies, percentages, standard deviation, mean and inferential statistics such as: multiple linear regression analysis was used by employing SPSS (version 20)

software in order to investigate the level of teachers' job performance. The researcher used multiple linear regression analysis for the purpose of estimating and developing statistical relationship between two types of variables which (independent variables (Principals' Leadership Style): autocratic, democratic, laissez faire, supportive and directive) and Dependent Variables (Teachers' Job Performance) :- lesson planning preparation, students assessment, creation of conducive learning environment and completion of syllabus practiced more in Government Secondary School of West Wollega Zone.

3.9. Ethical Considerations

The researcher was discussed with school principals, vice principals and teachers in order to inform them and to facilitate this study. According to Best and Khan (1999) involving participants in a research work it is important considering the ethical principles lay down to protect them. Furthermore, the study participants were reassured of confidentiality by explaining to them and by writing on questionnaires that information will be kept strictly, handled confidentially and anonymously that no one had opportunity to see the response except the researcher. The information they provided was not being used for anything other than the research purpose. The researcher oriented about the process of data gathering to respondents. Moreover, the researcher respected the teachers and principals. Then, the researcher informed them that questionnaires and interview were used to collect relevant data according to the agreement which was signed with respondents.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data gathered through questionnaire and semi-structured interview guide questions. The summary of the quantitative data has been presented by the use of tables, which include statistical tools. As well as, the qualitative data were organized as so as to the themes, analyzed and used to strengthen or to more elaborate the quantitative results. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

The purpose of the study was to examine the effects of principals' leadership styles on teachers' job performance in government secondary schools of West Wollega Zone. Hence in order to gather adequate information concerning the issues, questionnaire was distributed for teachers. In addition, the school principals and vice principals were interviewed to triangulate the information obtained through questionnaire.

As indicated at the beginning, among various data collecting instruments, questionnaire, and semi structured interview were used to collect necessary information for this study. Thus a total of questionnaires were distributed to 165 respondents. However, properly filled and returned questionnaires were 145 (87.87 %). The other 20 respondents were lost and not included in the analysis, because of the problems happened by respondents and some returned empty information. While among 20 interview respondents 16 (80%) were properly participated and gave necessary information on the issue under investigation. In general (87.02%) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data.

4.1. Demographic characteristics of the Respondents

In this part, the respondents' personal background information was presented.

Table 3. Respondents Background information

No	Variables	Categories	Distribution	
			F	%
1	Sex	Male	103	71
		Female	42	29
2	Age	Total	145	100
		21-25	9	6.2
		26-30	62	49.0
		31-40	18	12.4
		Above 40	8	5.5
3	Academic qualification	Total	145	100
		Diploma	2	1.4
		Degree	128	88.3
		MA/MSc	15	10.3
4	Field of specialization	Total	145	100
		Natural science	79	54.5
		Social science	66	45.5
5	Teaching load per week	Total	145	100
		8-10 period	27	18.6
		11-16 period	51	35.2
		17-24 period	58	40
		Above 25	9	6.2
6	Teaching experience	Total	145	100
		0-5 years	71	49.0
		6-10years	45	31
		11-15years	22	15.2
		16-20years	7	4.8
7	Teachers responsibly	Above 20years	8	17.4
		Total	145	100
		Home room teachers	93	64.1
		Department head	34	23.4
		Unit leader	15	10.3
		CPD coordinator	3	2.1
		Total	145	100

CPD=Continuous Professional Development F=frequency, %= Percentage

As shown in Table 2 item one out of 145 teachers 103 (71%) were male and 42 (29 %) were females. It shows that majority of teachers in the selected governmental secondary schools of West Wollega Zone were male. From this, one can understand that the number of females in the teaching profession is much lower as compared to males.

In relation to age in the same table roughly 62 (49.0%) of the staff fell into the 26-30 years age category. Thus, they were highly experienced and knowledgeable but relatively young workforce that was energetic enough to perform different activities in the schools.

Regarding academic qualification, the respondents were categorized into three groups, diploma, first degree and Master degree. As the result indicate that 2 (1.4%) had diploma, 128 (88.3) had BA/BSc degree and 15 (10.3) had MA/MsC. The education and training policy requires as a standard of degree holders for secondary schools. It states that the minimum requisite qualification to teach at secondary school is first degree (MOE, 2010). But when we see from the data there are some teachers under qualified and yet assigned to teach in secondary schools. This implies that the qualification standard set by MOE was not fully achieved. This is the guidelines directed by Ministry of Education, that is, at least first degree holders are supposed to teach in secondary schools of Ethiopia.

In relation to the field of specialization, teachers teaching social sciences (History & Geography, Civic & Languages including local languages) were 66 (45.5%); while respondents that were teaching Natural sciences (Mathematics, Chemistry, Biology, Physics, ICT and Sport) were the 79 (54.5 %). This was because many teachers specialized in Natural Sciences due to 70% to 30 % proportion schools and tertiary system in Ethiopia. This is due to the government policy of encouraging the teaching of sciences, vocational and business subjects.

Concerning the respondents teaching load per week the Table indicates that 27 (18.6%) of the respondents had a teaching load ranging from 8-10 Period. In the same way, 51 (35.2 %) respondents had a teaching load interval from 11-16 Periods. In the Other hand 58 (40 %) respondents had teaching load from 17-24 Periods. The remaining 9 (6.2 %) had load >-25 Period. From this we can conclude that the majority 58 (40 %) of the selected government secondary school teachers West wollega zone meet the required teaching load; a maximum of 12 lessons per week to teach at higher and preparatory schools, as per the recommendations by the Ministry of Education of Ethiopia. Since these teachers are overloaded, their performance is expected to be low because of they do not have much time to read different books to present their topics well.

In relation to teaching experience, out of the 145 teachers 71 (49%) had services from 0-5 years. But the rest 45(31 %), 22 (15.2 %), 7 (4.8%) and 8(17.4 %) of the teachers have 6 -10, 11-15, 16-20 and above 20 year of service respectively. The result shows that, most of the teachers are in the experience year of five and less, these need a critical aid and coaching, mentoring and training should be offered for them because they may face various methodological teaching problems in instructional class room management, assessing and recording marks which lead to reducing their performance level. At the same time this could imply that most teachers have to get sufficient potential knowledge of teaching from others through sharing experience with each other. Concerning to the teacher responsibility, out of 145 teachers 93(64.1) are home teachers, 34(23.4) are department head, 15(10.3) are unit leader and 3 (2.1) are CPD coordinator. This result shows that the teachers have different responsibilities in government secondary schools of West Wollega Zone.

The interview conducted with principals about their subject of specialization has shown that, the six principals were MA holders in school Leadership. The other four principals were MA candidates: one is in Physics and Civics and Ethical Education and the other in History. Two vice principals were BA holders in Civic the other remained one is BSc holders in Chemistry and Physics. Regarding their experiences, 4 principals served for six years, 6 vice principals have served for five years and 6 principals served for 10 years in the same place they are still working. Concerning how long they were in principal position, the 4 principals served for 6 years and the 6 principals served for 5 years and 2 vice principals, and 4 vice principals worked for 4 years respectively.

4.2. Descriptive Analysis of Variables

4.2.1. Principals' leadership style

In this sub-section, the efforts have been made to establish the opinions of the respondents on principals' leadership style which dominantly practiced is it autocratic, democratic or participative, laissez faire ,directive whether supportive leadership style is practiced, which is represented by number 1-5 alternatives questions. The respondents' opinions have been presented in Table 4 below.

Table 4. Responses of teachers on practice of leadership style

No	Principals' leadership style	Frequency	Percent
1	Autocratic Leadership style	62	42.6
2	Democratic Leadership style	55	37.7
3	Laissez Leadership style	9	6.2
4	Directive Leadership style	15	10.3
5	Supportive Leadership style	4	2.7
Total		145	100

The above table 4, result indicate that the majority of 62(42.5) of the respondents' opinion shows that their principals applied Autocratic leadership style. While 55 (37.7) of the respondents' opinion reveals that the principals leadership style is practiced by democratic or participative leadership style, while 9(6.2) of the respondents' opinion indicated their principals' leadership style is laissez faire. On the other hand 15 (10.3) of the respondents said that directive leadership is involved and the left one is 4(2.7) of respondent conclude that supportive leadership style is practiced in their school by principals. This means that most of the government secondary school West Wolega Zone principals practiced autocratic leadership style as indicated by 42.5% of the teachers. This implies that when teachers did not committed to do the task assigned to them, in the same way when principals did not have harmonies relationship between teachers and there was no decision making because autocratic leadership dominantly practiced by principals. This founding can be a line with founding of Vagut, (2003) indicates that, when there is limited time for making decisions; and when principal's leading system is challenged by teachers. Consequently autocratic leadership style of the principals has played high role to enhance teachers' job performance that means by monitoring, supervising evaluating the job of the teachers time to time. Furthermore this leadership style was done when teachers do not give attention to their task, for instance lack of punctuality and lack of commitment to do their job so jointly to improve leadership skill and teachers' job performance the principals obligated to practice it. Vagut, (2003) maintains that it is one which manager retains much power and decision making authority as possible.

However, the result indicated some of the principals practiced democratic leadership style as revealed by 55 (37.7) this shows that when principals participate teachers in decision making; when teachers committed to do their task by their own motivation; when there is sharing of ideas, experience and when principals need suggestion from teachers for the purpose of improving teachers' job performance. (Mba, 2004) adds that the democratic style of leadership style emphasizes group and leader participation in the making of policies while some principals of the governmental secondary schools of West Wollega Zone were used democratic leadership style as indicated on above result. As showed by the result of 15 (10.3) some principals of the governmental secondary schools of West Wollega Zone were used directive leadership style because of there is teachers' ability is low; the task to be performed is complex; ambiguous and the new teachers were employed then, the principals supposed to apply directive leadership style in order to give direction for teachers to improve their job. On the other hand, some principals were found out applying laissez-faire leadership style as indicated by 9(6.2) % of the respondents. The reason was there were some principals in the study area who give freedom to their teachers to perform their duties with minimum interference. This was so because some government secondary school teachers in West wollega zone are accustomed, committed and allowed to performing school tasks by using their own responsibility. This result is supported by (Wu and Shiu, 2009) Leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision.

To a lesser extent, some principals were found out applying Supportive leadership style as indicated by 2.7% of respondents. The reason was there were some principals in the study area being friendly and approachable as a leader when teachers lack self-confidence and stressful task. This finding in line with the finding of (Cheng, 2002).When open ended question were added on these questioner, to teachers on the, How do you perceive the leadership style of the principal to affect the job performance of teachers in your school? Please explain: Some of the teachers responded me by explaining:

Our principal uses his power (autocratic) leadership style because he limits to involving us in decision making and also he doesn't consult us. In addition to this, when teachers has lack of

interest, lack of commitment, and lack of motivation to do the assigned tasks the principals take responsibility to apply autocratic leadership style for the purpose of improving the teachers' job performance and students' academic achievement.

When interviewed were conducted to principals on the: In what ways do your leadership styles affect teachers' job performance, one principal responded by saying that:

Interview 1.

'If the leadership style is dominantly practiced by autocratic leadership style without depending on the situation or according to leaderships' requirement; teachers' job performance becomes negatively affected because there is no single way of leadership style'.

This shows that any school leadership should have to apply the mixture leadership style in the schools. To this effect the way of principals' leadership style is improved. Sometime the ways of leading system by principals create conflict between teachers, school community and students because of the inappropriate way of principals' leadership style. So the school principals recommended so as to practicing leadership style depending on the situation of their employees.

In related to this question the researcher interviewed principals as they list, which they believe at leadership style can initiatives/improve teachers' job performance in their schools one principal listed me: Interview 2.

Autocratic, democratic, and laissez faire leadership style; because autocratic leadership style is applied when they do not time to make decision, when teachers do not committed to do the given task, in order to solve immediate problems and when the immediate order is come from top management level for the purpose of improving teachers' job performance. While they reason out me they use democratic leadership style when there is enough time to make decision when the participation is needed.

Controversially, other principals responded me: Interview 3.

By saying usually laissez faire leadership style is important to improve teachers' job performance, because when the teachers become motivated and committed to do their assigned task by their own method the principals rarely intervene.

This implies that principals limit to involving among the teachers because they know what to do, how to do, why to do and for whom to do and they know their own responsibility.

4.2.2. Regressions analysis about leadership style on multiple linear regressions

Table 5. Multiple linear Regression Analysis on Principals' leadership style

Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Err of the estimate
1	.460 ^a	.212	.184	.966

1. Predictors: principals' leadership styles.
2. Dependent variables: teachers' job performance

According to the above table R square value is .212%. This indicates that 21.2% of the teachers' job performance can be contributed by leadership style. This result means that 21.2% of the variation on the dependent variable is accounted for the variation in the independent variable. To this effect principals' leadership style has play a vital role to improve teachers' job performance. Additional analysis will be on coefficients where the range of alpha value 0.005, 0.001 or 0.01 is used to explain the significant of the variable.

Table 6. Coefficient Regression on Principals' leadership style

Model	USC		SC	T	Sig.
	B	Std. Err			
Constant	2.866	.447	Beta	6.404	.000
Autocratic	.187	.074	.193	2.543	.012***
Democratic or participative	.255	.101	.196	2.538	.002***
Laissez faire	.214	.081	.200	2.64	.009*
Directive	-.310	.099	-.241	-3.141	.012***
Supportive	-.318	.102	-.236	-3.128	.002***

a. Dependent variables: Teachers' job performance

USC= Un standardized coefficients, SC=Standardized coefficients

* = Correlation is significant at the 0.05 level

**= Correlation is significant at the 0.01 level

As shown on the above table, Autocratic leadership style beta coefficient value is 0.193 with the significant value of .012, therefore autocratic leadership style have positive significant impact on teachers' job performance. This implies that as principals' autocratic leadership style increased, teachers' job performance become increased. This finding is in line with Jayasingam & Cheng (2009) where they found autocratic power produces negative influence on employee performance. But according to regression data indicated that Autocratic leadership style has positive significance effect on teachers job performance this implication used to enhance teachers' job performance.

Democratic leadership style beta coefficient value is .196 with the significant value is .002 which is lower than .001, hence Democratic leadership style is found to have positive significant impact on teachers' job performance. This implies that as principals' democratic leadership increased teachers' job performance increased. Because principals contribute to decision making, involve teachers in school affairs and delegate duties to teachers in order to improve teachers' job performance. This finding is in line with Ojokuku, et al. (2012) where they found that democratic leadership style, in which employees are allowed to have sense of belonging, believed higher responsibility can be carried out with little supervision, and leaders help followers achieve their visions and needs, enhance organizational efficiency.

Laissez faire leadership style beta coefficients value is .200 with the significant value of .009 which is less than 0.01, hence Laissez faire leadership style is found to have positive impact on teachers' job performance. This implies that Laissez faire leadership style has increased as teachers' job performance increased. This finding is similar to a study conducted by Chaudhry & Javed (2012) in which the result indicates that there is positive and significant relationship between laissez faire leadership and employee performance. While directive leadership style beta coefficient value is -.241 with the significant value is .012 which higher than .001, therefore directive leadership style is found to have negative impact on teachers' job performance. This implies that as directive leadership style increase teachers' job performance is decreased. Supportive leadership style beta coefficient value is -.236 with the significant value is .002 which is less than .001; this implies that as supportive leadership style increase teachers' job

performance decreased. This finding can be supported by Lacom (2013) the manager is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves.

In general, the regression equation shows that predicts principals' leadership style that apply on teachers with autocratic (X_1), Democratic (X_2), Laissez faire (X_3), Directive (X_4), Supportive (X_5) that effected the teachers' job performance were expressed by statistically significant independent variables were $Y=2.866+0.187X_1+0.25X_2+214X_3+-310X_4+-318X_5$, where 2.866 is constant. The independent variables were -310, and -318 which is used to indicate that a unit increase of independent variables tends to decrease the level of teachers' job performance.

Table 7. The rate of mean delegation of duties to teachers by principals

No	To what extent your principals:	N	Mean	S.D
1	Delegates duties to teachers	145	1.69	0.82
2	Give Direction to you on that delegated duties how to perform your job	145	2.20	0.62
3	Supervise you on duties that delegated to teachers	145	2.0	0.84
4	Delegates duties to teachers that teachers are skilled at	145	2.57	0.69
5	Rewarded teacher for the duties delegated to teachers	145	2.0	0.82

Key: -mean value (>4.5) = very high, ($3.5-4.51$) = High, ($2.51-3.5$) = medium, ($1.51-2.5$) = low (<1.5) = very low.

As indicated from Table 7, item 1 shows the mean of 1.69 with S.D.0.82 of respondents' opinions was found in low with the extent that their principal delegates duties for them. This implies that sometimes the principal delegate duties to teachers not at all. While item 2 of (Mean =2.20) with the S.D.0.62 the respondents' opinion with the view of give direction to teachers on that delegated duties how to perform their job was found in range of low. This means teachers did not get direction on duties that delegated for them by principal this indicate that principal practiced autocratic leadership style. In the other hand, item three of (mean=2.0) with S.D 0.84 to what extent their principals supervise teacher on duties that delegated to teachers was found in low level. This shows that there was no supervision on the delegation of duties to teachers by principals. To this result teachers' job performance become decreased. According to item 4 of (mean=2.57) with S.D 0.69 to what extent your principals delegates duties to you that you are skilled at was found in the medium level. This implies that sometimes principal delegate duties to

teachers that they were skilled on it. Finally, item 5 of (mean= 2.0) with S.D0.82 of the respondents' opinion shows that to what extent the principals rewarded them for the duties delegated to teachers was found in the range of (1.51-2.5) This shows that the extent that principals rewarded the teachers for delegated duties were found to be in low level. The majority of respondents indicated that $X=2.57$, S.D 0.69 that accounts for medium and resulted little variable. In order to improve teachers' job performance the principals' responsibility is some extent he delegates them on the duties at what they are knowledgeable, experienced and skilled. This result is supported by Vander Westhuizen (2004), a task should not be delegated to a person who is unwilling or not qualified to complete it successfully. If there is no alternative, the necessary training and motivation should be provided together with the necessary guidelines.

Table 8. Multiple linear Regression analysis on delegation of duties to teachers

Model	R	R ²	Adjusted R ²	Std.Err of the estimate
1	.560	.314	.289	.656
1. Predictors: (constant) Principals' delegation of duties to teachers				
2. Dependent variables: Teachers' Job Performance				

As it depicted from above table R² value is .314. This indicates that 31.4% of the dependent variable can be predicted by independent variables. This shows that principal' delegation duties to teachers contributing 31.4% on teachers' job performance. This result means that 31.4% of the variation on the dependent variable is accounted for the variation in the independent variable. To this effect principals' delegation has play a vital role to improve teachers' job performance.

Additional analysis will be on coefficients regression analysis where the range of alpha value 0.005, 0.001 or 0.01 is used to explain the significant of the variable.

Table 9. Coefficient Regression on delegation of duties

Model	B	Std. Err	Beta	T	Sig.
Constant	.311	.262		1.186	.238
1 Delegates duties to teachers	.126	.065	.139	1.924	.056**
2 Give direction to teacher on that delegated duties how to perform teachers' job	.097	.091	.084	1.074	.285NS
3 Supervise you on duties that delegated to you	.082	.071	.090	1.154	.251NS
4 Delegate duties that teacher are skilled at	.200	.086	.185	2.329	.021**
5 Rewarded teachers for the duties delegated to teacher	.351	.070	.371	5.009	.000***

** Correlation is significant at the 0.01 level

*** Correlation is significant at the 0.001 level

As per revealed on the above table, Delegates duties to teachers beta coefficient value is 13.9 with the significant value of .056. Therefore Principals' Delegation of duties to teachers is found to have positive significance impact on teachers' job performance. This implies that when Principals delegate duties to teachers increased teachers' job performance also increased. To this reason teachers' efficiency, experience, knowledge, ability and their skills become enhanced while they get delegation of duties from their principals. This contributed by democratic leadership style that their principals increase the involvement of teachers in different task to improve their performance. Principals' delegation of duties for teachers that they are skilled at beta coefficient value .186 with the significant value of .021, hence the delegation of duties for the teachers according to their skill is found to have positive significant impact on teachers' job performance. This implies that as beta coefficient .186 values reveal that when principals' leadership style increased, in the same time teachers' job performance also increased. This result is supported by Hannagan, (2002) Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization.

As result obtained from the above regression analysis indicates the beta coefficient value of is .371 with significant value is .000, that rewarded teachers for the duties that delegated to teachers hence rewarded teachers have positive significant impact on

teachers' job performance. This implies that when principals' leadership style is increases teachers' job performances increase. This means when teachers are rewarded to their delegated duties by their principals they become motivated to highly do their next tasks and they attempted to increase their performance. Reward plays an important role in the schools because it increases the productivity of teachers and the teachers' job performance can be achieved in an efficient way.

In general, the regression equation predicts that principals' delegation duty to teachers with delegate duty to teachers (X_1), give direction to teachers (X_2), supervise teachers on duty that delegated (X_3), delegate duty that teachers are skilled at (X_4), rewarded teacher for delegated duties (X_5) that effect on the teachers' job performance were expressed by statistically significant independent variables were $Y=0.311+0.126 X_1 +0.097 X_2 +0.082X_3 +200X_4+0.351X_5$, were 0.311 is constant. The independent variables were +0.126, +200 and +0.352 which is used to indicate that a unit increase of independent variables tends to increase the level of teachers' job performance.

Table 10. Mean rate of teachers' involvement in decision making on school affairs

Item	To what extent your principals:	N	Mean	S.D
1	Involve teachers in decision making related to selection of training criteria	145	1.9	1.0
2	Considers in final decision- making about the school administration	145	2.2	0.67
3	Consults teachers whenever he/she want to pass final decision about resolution in school meeting	145	2.0	.88
4	Involve teachers in decision making about solving immediate problems	145	2.6	0.74
5	Participate teachers in school planning	145	2.0	0.83

As indicated from above table 10 item 1 shows that Mean(1.9)with standard deviation(1) of the respondents' opinion were found in range of(1.51-2.5) with extent that principals involve teachers in decision making related to selection of training criteria. While Mean

(2.2) with the standard deviation (0.67) of the respondents' opinion were low relating to the extent that principals consider in final decision making about the school administration. According to item 3 shows that Mean (2) with the standard deviation (0.88) of the respondents' opinion were low about the extent that principals consult teachers whenever he/she want to pass final decision about resolution in school meeting. On the other hand, the mean (2.6) with the standard deviation (0.74) of the respondents' opinion were medium on the extent that principals involve teachers in decision making about solving immediate problems. This left mean of (2.0) with standard deviation 0.83 of the respondents' opinion were found in the rating scale of low about the extent that principals participate teachers in school planning. This implies that majority of mean (2.6) with 0.74 of the secondary school teachers involved by their principals during involvement of teachers in decision making about solving immediate problems. This shows that the principals in the selected study area is sometimes involves teachers in decision making to solve immediate problems. So, the school principals should be participates teachers in decision making to solve immediate problems; supervise and evaluate the teachers' task given through the checklist. To improve teachers' job performance the appropriate way of practicing leadership style is the essential one according to the requirement because no single way of leadership style. In related to this if the principals leave to make decision by participating his leadership style expected to be autocratic leadership style rather than democratic that contribute to teacher's job performance. But according to its necessity principals of government secondary schools of West Wollega Zone should be apply leadership styles. Because unskilled to leadership style raise disagreement between principals and teachers.

This implies that when the extent of agreement or relationship between teachers and principals become far away from each other, there is no more involvement of teachers in any decision making by principals. UNESCO, (2006) study in Ethiopia indicated that "There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation". Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

Table 11. Multiple linear regression analysis on principals participating teachers in school affairs

Model	R	R ²	Adjusted R ²	Std.Err of the estimate
1	0.468 ^a	0.219	0.191	0.701

Dependent variables: teachers' job performance

As it depicted from the above table R² value is .219. This indicates that 21.9% of the dependent variable can be predicted by independent variables. This implies that participating teachers in school affairs; play high role to enhance teachers' job performance in government secondary schools of West Wollega Zone. Therefore, principals' leadership style is very essential to participating teachers in any decision making that used to contribute for their improvement and to achieve their goal. This result means that 21.9% of the variation on the dependent variable is accounted for the variation in the independent variable. To these effect principals' participating teachers in decision making has play a vital role to improve teachers' job performance.

Additional analysis will be on coefficients where the range of alpha value 0.005, 0.001 or 0.01 is used to explain the significant of the variable.

Table 12. Coefficient regression analysis of principals participating teachers in school affairs

Model		USC	SC	T	Sig.
	B	Std. Err	Beta		
Constant	.981	.318		3.085	.002
1 Involves teachers in decision making related to selection of training criteria	-.110	.054	-.152	-2.022	0.045**
2 Considers in final decision-making about the school administration	.080	.090	.070	.890	.375NS
3 Consults teachers whenever he/she wants to pass final decision about resolution in school meeting	.145	.067	.165	2.157	.033**
4 Involve teachers in decision making about solving immediate problems	.090	.082	.086	1.106	.271NS
5 Participates teachers in school planning	.329	.071	.353	4.626	.000***

** Correlation is significant at the 0.01 level

****Correlation is significant at the 0.001 level*

As result obtained from the above regression analysis shows that involve teachers in decision making related to selection of training material is beta coefficient value is. -.152 with significant value is 0.045**, hence involve teachers in decision making related to selection of training material have negative significant impact on teachers' job performance. This implies that when principals' leadership style is increased in opposing teachers' job performances become decreased. While consults teachers whenever he/she wants to pass final decision about resolution in school meeting; as it revealed from the above regression analysis result is beta coefficient.165 with significant value.033**, therefore consulting teachers whenever he/she wants to pass final decision about resolution in school meeting have positive significant impact on teachers' job performance. This implies that when Principals' leadership styles increased, teachers' job performance become increased in the same way.

As it indicated from above table of regression analysis participating teachers in school plan is beta coefficient value is.353 with significant value.000*, hence Participating teachers in school planning have positive significant impact on teachers; job performance. To this reason while the teachers participated in the school planning them get knowledge skill, experience and ability to develop planning that used to running their class room instruction based on the lesson preparation. This implies that when principals' leadership styles increased jointly teachers; job performance also increased. This shows that when teachers are participated in decision making for any school affairs related with planning and schools administration by their principals, they motivate and initiated to produce their knowledge, skills, experience and capability to enhanced their performance and their school production. This can be supported by Hava and Miskel (2003), the results showed that providing teachers with opportunities to participate in educational decisions has an important effect on the development of teachers' professional skills. It also showed that there was a positive correlation between the teachers' participation in educational decisions and their occupational satisfaction.

In general, the regression equation predicts principals' involve teachers decision making related to selection of training criteria(X_1), consider in final decision making about the

schools(X_2), consults teachers whenever he/she want to pass final decision about resolution in school meeting(X_3), involve teachers in decision making about solving immediate problems(X_4), participate teachers in school planning(X_5) that effect on the teachers' job performance were expressed by statistically significant independent variables were $Y=0.981+110 X_1+0.080X_2 +0.145X_3+0.90X_4+0.329X_5$, were 0.981 is constant. This used to indicate that a unit increase of independent variables tends to increase crease the level of teachers' job performance.

4.2.3. Teachers' Job performance

In this part the, researcher went to establish teachers' job performance in the way teachers create conducive learning environment, assess students, make lesson preparations, the level of teachers' job performance and their responses are indicated in the following table. To this effect the measurement scale on the level of teachers' job performance were: very low, low, medium, high and very high combined to form the level of range which found in (>4.5) = very high, ($3.5- 4.51$)= High, ($2.51- 3.5$) = medium, ($1.51-2.5$) =low, (< 1.5) = very low Anderson (cited in Gemechu et'al 2013).

Table 13. Views of teachers on creating conducive teaching environment

No	To what extent do you:-	N	Mean	S.D
1	Manage the class room in a disciplined way	145	2.00	0.74
2	Promote a health class room culture	145	2.96	1.18
3	Create non-threatening class atmosphere	145	2.87	1.2
4	Have a positive influence on learner	145	2.63	1.27

According to table 13 item 1, teachers were asked to what extent they manage the class room in a disciplined way. As result, the mean score of teachers on the item was (2.00) with standard deviation (0.74) were low in the managing the classroom in disciplined way. This means without the management of school climate which is fundamental to teachers'

effectiveness was left in unsuitable classroom atmosphere. This has an implication to teachers' job performance make decreased. To this reason the researcher conclude that the teachers of government secondary schools of West Wollega Zone should be

motivated to create conducive learning environment through creating their relationship with the students and principals because learners in unsafe school situations will probably be harmed, be involved in gang battles as well as encounter enthusiastic anxiety. According to item 2, of mean (2.96) with standard deviation of 1.18) of the respondents' opinion were asked to answer to what extent that they promote health classroom culture. Shows that the ratings scale were found in medium. This implies that teachers, as important members of the school play role significance on teacher's job performance which in turn may have a negative or positive impact on students' academic performance.

In the same table of item 3 of mean (2.87) with standard deviation (1.21) of the respondents' opinion were medium, on to what extent that they are creates non-threatening class atmosphere. This means one ways of enhancing educational performance of learners is creating non-threatening classroom atmosphere. This has an implication to enhancing teachers' job performance and learners' academic accomplishment. This finding can in line with Pashiardis, (2000). The association of different qualities of school and classroom atmosphere to the school's wellbeing can empower all individuals from the school to learn as well as to perform at ideal exceptional levels.

Finally, item 4 of mean (2.63) with standard deviation (1.27) of the respondents' opinion on the view that teachers have created a positive influence on learner were medium. This implies that majority of mean 2.96, 2.87, and 2.63 with the standard deviation 1.18, 1.21, 1.27 respectively found to be in a moderate level that the teachers in West Wollega of secondary schools are involved in to creating conducive learning environment. This finding is supported by Ejiogu (2015) the way school climate is managed has a significant role on teacher's job performance which in turn may have a negative or positive impact on students' academic performance. This was supported by interviews conducted with one principal on the question that how you create conducive learning environment for learning: Interview 4

“The principals mobilize teachers to initiate students as they clean the compound of the school at the beginning of the opened schools so as to keep a clean and attractive environment for teaching and learning process”.

This implies that the principals, teachers, students and school communities take responsibility participate in to creating conducive learning and teaching environment to achieve the school goals. Additionally, one principal responded me by saying:

Interview 5

To make attract the school environment, by posting the Mission, vision, and core- value of the schools". This is also another way of attracting the school environment for teaching and learning process. Other principals said, by using the recourses of the schools and by the support of the school community to success teaching and learning process, we give training for teachers and students as they take participation in to creating conducive learning environment through the creating committee among students and teachers to solve the problem related with school environment, in student discipline if there is conflict between teachers, principals and students.

This implies that the participation of teachers, students and principals of the Government secondary school of West Wollega Zone were very high in terms of attracting school environment to make conducive learning and teaching process. To this implication teachers play high role to improve students' academic achievement and their teaching performance by creating conducive learning environment (January 15, 2020).

Table 14. View of teachers about students' assessment

No.	Students' assessment	N	Mean	S.D
1	I carried out assessment as per the schedule of the school	145	3.0	1.29
2	I use assessment result /feed back to improve my teaching	145	3.02	1.32
3	I give test immediately after completing each unit of the text book	145	3.07	1.36
4	I give mid exam	145	3.7	1.18
5	I give final exam	145	3.84	1.10
6	I give exercise to my students	145	3.55	1.26
7	I give assignment to my students	145	3.57	1.28
8	I assess students through group work	145	3.8	1.03

In this analyzing whether teachers carried out assessment as per the schedule of the school or not the result table 14 item 1 reveals that the mean (3.0) and standard deviation 1.29 of the respondents' perception were medium. This means the teachers were found to be in moderately level to give assessment for students as per the schedule of the school. This shows that when teachers effectively and efficiently use his time on assigned their task; it supposed to enhance students' academic achievements and teachers' job performance as well as. According to item 2 the mean of (3.02) with standard deviation (1.32) shows that the respondents' perception on that they use assessment result or feedback to improve their teaching was medium. This implies that the feedback or result of the students assessment is important to identify what is needed to improve the performance of teachers and used to identify the strength and weakness side of students and teachers' performance to improve the future activities of learning and teaching process. Several studies indicate that feedback is most effective when it is timely, is tied to criteria regarding expectations, and includes specific suggestions for how to improve future performance and meet learning goals (William, 2006; Hattie and Timperley, 2007; Swaffield, 2008).

As the mean (3.07) with standard deviation (1.36) of the respondents' perception were medium on the view that they give test immediately after completing each unit of the text book. This implies that it is important to give test for students after the completion of the each unit of the book or the topic, because it is the way of ongoing evaluation of students how they understand what they have learnt in the classroom instruction. Furthermore teachers' job performance is going to be measured by academic achievement of the student. In secondary schools, informal methods of assessment include classroom tests administered at the end of topics or segments of the syllabus to assess students' knowledge and mastery of particular skills, informal observation by the teacher, evaluation of homework, and informal analysis of students' language and social development (Irish Department of Education and skill, 2012). On the other hand the mean (3.7) with standard deviation (1.18) of the respondents' perception was high on the view that teachers give mid exam. This shows that the teachers highly expected to give mid exam at the medium of the semester to identify to what extent their student

understand the learned class room instruction before giving them final exam. To this effect teacher' job performance measured by students' ability, knowledge and skill they have achieved. This supposed to boost teachers' job performance and students' academic achievement in government secondary schools of West Wollega Zone.

According to item 5 the mean of (3.84) with standard deviation (1.10) the respondents' perception was high on the giving final exam. This implies that teachers in government secondary schools of West Wollega Zone was highly attempted to give final exam. To this reason teachers have full responsibility to give final exam at the end of semester or at the end of the year in order to achieve the goal of teaching and learning process. This has an implication to teacher performance because it helps them to improve their performance. It also helps teachers to promote students from one class to another. According to item 6 mean of (3.5.5) and standard deviation (1.26) of the respondents' perception was high on the teachers give exercise to the students. This means that most of the secondary school teachers in study area give exercises to their students during assessment process. This has an optimistic call on performance of both teachers and students within secondary education within the Zone. On the other hand mean item 7 mean of (3.57) with standard deviation (1.28) of the respondents' perception was high on the view that teachers to give assignments to students.

This implies that most of teachers in secondary school of West Wollega Zone were found to be in high level to give exercise to students. This has an implication or to anticipate the improvement of the teachers and students' ability. This remained mean (3.8) with standard deviation (1.03) of the respondent of the teachers' perception was high on the teachers assess students through group work. This has an effect on performance of students in that highly giving of group work to assess students mean that they are initiated to share their idea, experience, knowledge and skill among students on their own concept of the assigned group work. This has an implication to students to perform well. And also teachers' job performances become enhanced. The researcher believes that when teachers assign group work to students, they are extending their teaching roles to helping students to learn from each other. This has inevitably improved

students' performance within the region. Interviews conducted with principal on the method teachers use to assess their students: Interview 6.

.....Teachers employ assessment method in the classroom depends on the nature of the content they teach. For instance, in physical Education subject, they usually ask the student to do their activities independently. In this case, they did not give them written exam, but they gave them to group work, physical exercise activities, and home take assignment.

This shows that teachers involve his/her students in group work physical exercise in the field integrating with playing football. To this effect teachers' job performance and students in their subject become enhanced. The principals were reported that he/she also listed a variety of classroom assessments techniques in their classroom assessments: Interview 7

'Usually, some of the teachers assess the students through continues assessment, final exam, giving group assignment, group work and by giving exercise for example, homework and class work'.

This implies by using this method teachers' job evaluated as their task assigned for them depending on the principle of Evaluation and assessment system. To this effect their students' academic achievement is improved and their performance is increased. In addition, one of another principal was responded by saying:

Interview 8

Teachers use different assessment method, for instance, by giving test out of 20% by mid exam out of 20% and final exam out of 60% totally they assess out of 100% through this method the teachers evaluate the students". This shows that the way of teachers attempt to improve the ability, skill and knowledge of students. When students achievement is improved through this method teachers' job performance become increased because teachers' efficiency is measured by their students' performance.

So, in this case the teachers in government secondary schools of west wollega zone are founding on assessing the students in different methods to improve academic achievement of students and teachers' performance.

January 2020 West wollega zone of secondary schools.

Table 15. View of teachers' responses on participation of lesson planning

N	Lesson plan preparation	Responses					Total
		Never	Rarely	Some times	Often	Always	
1	I prepare lesson plan	F 2 % 1.4	3 2.1	17 11.7	36 24.8	87 60	145 100
2	I come with my lesson plan every day to my class	F 38 % 26.2	54 37.2	47 32.4	5 3.4	1 0.7	145 100
3	I make revision on my lesson plans whenever necessary	F 18 % 12.4	62 42.5	57 39.3	3 2.1	5 3.4	145 100
4	I deliver lessons based on my lesson plan	F 9 % 6.2	52 35.6	50 34.2	14 9.6	20 13.7	145 100
5	I record my task which taught and not taught.	F 19 % 13.1	50 34.5	45 31	18 12.4	13 9	145 100
6	I compensate missed classes through make ups	F 12 % 8.3	62 42.5	60 41.3	9 6.2	2 1.3	145 100
7	I consider students diversity while preparing lesson plan	F 11 % 7.6	41 28.3	53 36.6	19 13.1	21 14.5	145 100
8	I prepare lessons in a way that engage students in active learning	F 5 % 3.4	24 16.6	46 31.7	23 15.9	47 32.4	145 100

In this analyzing whether teachers prepare lesson plan or not the result in table 8 item 1, shows that 2 (1.4%) respondents were never prepare lesson plan. While, 3(2.1%) of the respondents were rarely prepare lesson plan. On the other hand, 17(11.7%) of the respondents were sometimes prepare lesson plan. According to 36(24.8%) of the respondents often prepare lesson plan. This left 87(60%) of the respondents always prepare lesson plan. This means that most of the teachers 60% of secondary schools of West Wollega zone were attempted to prepare lesson plan. This has showed to improved teachers' job performance as well as students' academic achievement of performance. The interview conducted the principals when asked, how do your teachers prepare lesson plans? One principal responded as: Interview 9.

...teachers prepare lesson plan in the way of creating suitable for teaching-learning process; the lesson plan developed from annual plan, from annual plan the quarterly plan was prepared, from quarter, monthly plan was prepared, from monthly plan weekly plan was prepared, from weekly plan there is daily plan also by dividing to the 40 period for

each class after that the principals and teachers ensured by their signature then it reported to woreda education office.

Interview10. Other principal reported me,

'Teachers prepare lesson plan depending on the annual plan by dividing into monthly plan to weekly plan then, from the weekly plan they prepare daily plan. Finally they prepare lesson plan based on the class room instruction'.

January 20/2020, West Wolega Secondary schools.

This result is supported by (Margarita, 2007), the Lesson Planning depends on the educational goals. These goals are set by the school, which is the one in charge of setting a certain teaching modality with a set of appropriate methodological strategies. The Lesson Planning is a part of the Annual General Planning and it is responsible for organizing the teachings of each subject or course throughout the corresponding educational period. During this stage, Primary and Secondary Education teachers adapt, organize and sequence the goals, contents and assessment criteria for each year and subject. They also adapt the methodological principles, guidelines and resources that will be applied during the teacher's performance. Thus, the main attribute that all lesson planning must have is its joint approach. By joint approach it is meant that it must be useful for unifying and incorporating coherence into the teachings of the same subject between the different grades.

In the same table of item 2, reveals that 38 (26.2%) of the respondents were never come to the class with lesson plan every day. While 54(37.2%) of the teachers were rarely come to the class every day with lesson plan. According to47 (32.4%) of the teachers sometimes come to class with lesson plan every day. On the other hand, 5 (3.4%) of the teachers were often come to the class with their lesson plan every day. The remained 1(0.7%) of the teachers always come to the class with their lesson plan every day. This implies that majority 37.2% of the teachers in west wollega zone of secondary schools were rarely come to the class with the lesson plan. These shows that basing on the above result the researcher conclude that, even if they prepare lesson plan they were not implemented the plan as its requirement because of principals' leadership is weak, that

means there is no evaluation, clinical supervision and monitoring, on the entering class with prepared lesson plan.

In the same table item 3, shows that 18(12.4%) of the respondents were never make revision on their lesson plans whenever necessary. While 62(42.5%) of the teachers' opinion were rarely make revision on their lesson plans whenever necessary. According to 3(57(39.3%) of the teachers were sometimes make revision on their lesson plans whenever necessary. On the other hand 3(2.1%) of the teachers were make revision on their lesson plans whenever necessary. This remained 5(3.4%) of the teachers were always make revision on their lesson plans whenever necessary. This implies that majority of 42.5% of the teachers in west wollega zone secondary schools were rarely make revision while they prepare lesson plan. This shows that there is no correction for the missed plan preparation. This makes the teachers' job performance decreased.

In the same table item no.4, reveals that 9 (6.2%) of the teachers' responds were never deliver lessons based on their lesson plan. While 52(35.6%) of the teachers were rarely deliver lessons based on their lesson plan. According to 50 (34.2%) of the teachers' opinion were sometimes deliver lessons based on their lesson plan on the other hand, 14 (9.6%) of the teachers were often deliver lessons based on their lesson plan. The left 20 (13.6%) of the teachers were always deliver lessons based on their lesson plan. This implies that majority of the 35.6% of the teachers of secondary schools of West Wollega Zone rarely deliver their lesson according to their lesson plan. Even though, they prepare lesson plan but they have a big problems to implement the prepared plan on the action. To this reason the researchers conclude that as the result obtained from the above shows that, since the teachers' job performance measured by their task done but if they do not committed to do the assigned task in appropriate way the teachers' job performance in secondary schools of West Wollega Zone will negatively affected.

In the same table item 5, shows that 19 (13.1%) of the teachers were never to record their task which taught and not taught. While 50(34.5%) of the teachers were rarely to record their task which taught and not taught. Accordingly, 45(31%) of the teachers were sometimes record their task which taught and not taught. On the other hand of 18 (12.4%) the teachers were often record their task which taught and not taught. This remained 13

(9%) of the teachers were always record their task which taught and not taught. This implies that most of 50(34.5%) of the teachers rarely record. This is very necessary for teachers' performance that used to identify which topic is covered or not. Controversially most of teachers in secondary schools of west wollega zone are rarely record their task. That means when the teacher does not record the task given, the missed class may not be replaced. This has negatively affected their performance; their evaluation becomes reduced. As well as students' academic achievement and Principals' leading system become found in low level. This makes the school performance deconstruct rather than construct.

In the same table item 6, shows that 12(8.3%) of the teachers were never to compensate missed classes through make ups. While 62(42.5%) of the teachers were rarely to compensate missed classes through make ups. According to 60(41.3%) of the teachers were sometimes compensate missed classes through make ups. On the other hand, 9(6.2%) of the teachers were often compensate missed classes through make ups. This remained 2 (1.3%) of the teachers were never to compensate missed classes through make ups. This implies that most of 62(42.5%) teachers rarely compensate missed classes through make up. To this case in the west wollega zone of secondary school for different problems that related with the political issue the missed class was remained without replaced. This makes negatively affect the teachers' job performance, students' performance and the efficiency of principals to his leadership.

In the same table of item 7, shows that 11 (7.6%) of the teachers were never consider students diversity while preparing lesson plan. While 41(28.3%) of the teachers were rarely consider students diversity while preparing lesson plan. According to 53 (36.6%) of the teachers were sometimes consider students diversity while preparing lesson plan. On the other hand, 19(13.1%) of the teachers were often consider students diversity while preparing lesson plan. The remained 21(14.4%) of the teachers were always consider students diversity while preparing lesson plan. This implies that majority of (36.6%) of the teachers sometimes consider the diversity of students that are come from different backgrounds while they prepare lesson plan. This means the decisions related to the organization of the curricular components such as contents, resources, time

organization, space distribution, etc., of those students with specific and special educational necessities.

At the same time, not forgetting highly gifted students and those who have been recently integrated into the education System. If the diversity is originated by the presence of foreign students or students of different races, it is possible to incorporate intercultural activities for the classroom (Granado, 2006).

In the same able item, 8 shows that 5(3.4%) of the teachers were never prepare lessons in a way that engage students in active learning. While 24(16.6%) of the teachers were rarely prepare lessons in a way that engage students in active learning. On the other hand 46(31.7%) of the teachers were sometimes prepare lessons in a way that engage students in active learning. According to 23(15.9%) of the teachers were often prepare lessons in a way that engage students in active learning. This left 47(32.4%) of the teachers were always prepare lessons in a way that engage students in active learning. This implies that majority of 32.4% of teachers were prepare lessons according to their students' involvement in active learning. This used to orient all students depending on the way that they can understand their class room instruction that important for students' high achievement to their performance. One can understand from the above result when teachers prepare plan in the way that students can initiated to participate in learning and teaching process teachers' job performance and their students become efficiently improved.

Table 16. Summary of frequency distribution of teachers' job performance

As indicated from the following table teachers' job performance can be summarized by covering all activities of the teachers by scaling very low, low, medium, high and very high in terms of their performance.

No		Responses					Total	
		Very low	Low	Medium	High	Very high		
1	Teachers' job performance	F	24	38	78	3	2	145
		%	16.4	26.2	53.8	2.1	1.4	100

As depicted from above table 16 shows that 24(16.4%) of the teachers' job performance was very low. While 38(26.2%) of the teachers' job performance was low. According to 78(53%) of the teachers' job performance was medium. On the other hand 3(2.1%) of the teachers' job performance was high. This remained one was 2(1.4%) of the teachers' job performance was very high. This implies that the majority of 53% teachers in the secondary schools of West Wollega Zone were medium at their performance. This shows that in the selected study area there was not improved teachers' job performance as expected. Therefore, results in Table 15 indicate that there was none in higher performance. This was motivated the researcher to study on principal leadership styles and teachers' job performance.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' job of performance in government secondary schools of West Wollega Zone are forwarded for all concerned academic staffs.

5.1. Summary

Principals' leadership style seems to be one of the most important tools for teachers' job performance. A principal strength teacher to perform their job in the most effective way but also it is best to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create the effective leadership styles is an answer to the question what really enhance teachers' job performance. Therefore, this research seeks to provide the current principal leadership styles on the improvement of teachers' job performance. Therefore, the study is aimed on assessing the effects of principal leadership styles on teachers' job performance in governmental secondary schools of West Wollega Zone. In order to meet this purpose, the following basic research questions are designed

1. What type of leadership style is dominantly practiced by principals in secondary schools of west wollega zone?
2. To what extent do school principals' leadership styles affect teachers' job performance in secondary schools West Wollega Zone?
3. To what extent do principals participates teachers in school affairs such as planning, decision making and delegation in secondary schools of West Wollega Zone?

To answer these research questions descriptive survey design is employed. To this effect, the study is conducted in 10 randomly selected government secondary schools of West Wollega Zone.

A total of 165 teachers were selected through random sampling technique, especially lottery method, to participate in the study. 20 principals were selected by purposive sampling technique, since they have experienced. To gather necessary information on the issue 165 questionnaires are distributed to teachers, and only 145 are properly filled and returned. In addition, semi-structured interview was conducted with 16 school principals to obtain in-depth information regarding to leadership styles on teachers' job performance. The data collected from teachers through closed ended items of the questionnaire is analyzed and interpreted by using different statistical like, percentage, means, standard deviation, frequencies tables, and multiple regression analysis. The analysis of the quantitative data is performed in the help of SPSS version 20 computer program. The data gathered through open ended items of the questionnaire and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Finally the research came up with the following major findings.

Considering with the Principals' leadership style that are applied in the school the data collected from respondents through questioner and interview, in aggregate revealed that in selected study area the majority of respondents' opinion were autocratic leadership style is dominantly practiced by principals. This implies that principals are use autocratic leadership style rather than democratic leadership style when there is limit time in which to make decision; and when principal's leading system is challenged by teachers. Consequently autocratic leadership style of the principals has played high role to enhance teachers' job performance that means by monitoring, supervising evaluating the job of the teachers time to time.

According to result obtained from multiple regression analysis reveal autocratic leadership style have positive significant effects on teachers' job performance. This implies that as principals' autocratic leadership style increased, teachers' job performance become increased. According to result obtained from beta coefficient value indicates democratic leadership style is found to have positive significant impact on teachers' job performance. This implies that as principals' democratic leadership increased teachers' job performance increased. Because principals contribute to decision

making, involve teachers in school affairs and delegate duties to teachers in order to improve teachers' job performance. Laissez faire leadership style beta coefficients value is found to have positive impact on teachers' job performance. This implies that Laissez faire leadership style has increased as teachers' job performance increased.

Concerning the extent principals delegate duty for teachers the data collected from the respondents through the questioner, shows that there were low level of delegates' duties to teachers, lack of giving direction on that delegated duties how to perform their job, no supervision on duties, no rewarding teachers for the duties that they are delegated.

Generally this shows that the principals in West Wollega Zone of secondary school were not attempted to do for improvement of teachers' job performance because of they were found in low level on delegation of duties for their teachers. But the result obtained from linear regression analysis reveals that delegate duties to teacher beta coefficient value are .139 with the significant value of .056. Shows that Principals' delegation of duties to teachers is found to be had positive significance effect on teachers' job performance.

With the regarding the extent to principal involve teachers in decision making on the school affairs the respondents' opinion, indicates that there is lack of involving teachers in decision making related to selection of training criteria, lack of teachers considers in final decision making about the school administration, lack of consulting teachers whenever he/she want to pass final decision about resolution in school affairs, low level of participating teachers in school planning in governmental secondary schools of West Wollega Zone. This shows that the principals in the selected study area was not involves teachers in school affairs such as: decision making, planning and delegation to improve teachers' job performance.

5.2. Conclusions

Based on the results, this study identified five different types of leadership styles practiced by principals in the governmental selected secondary schools. These are autocratic, democratic or participative, laissez-faire, directive and supportive leadership style. Principals most dominantly practiced autocratic leadership style in the study area. In line with regression analysis indicates that principals' autocratic leadership style have Positive significance effect on teachers' job performance. The study concluded that the way principals' leadership style (autocratic, democratic, and laissez fair leadership have positive significant effect on teachers' performance in the selected study area. But supportive and directive leadership styles have negative significant effects on teachers' job performance.

Regarding the principals' level of delegation duties to teachers the findings revealed that principals' delegation duties between the principals and teaching staff were low. But the findings have shown from the multiple linear regression indicates that the way principals delegate duties for teachers have positive significant effect on teachers' job performance. By contributing their idea, knowledge, skill, experience and their capability they become enhanced their professional and their job becomes improved.

In general, according to this study, researcher has identified five types of leadership styles in the study area of secondary schools: autocratic, laissez-faire, democratic, directive, supportive leadership style. However, the dominant one was autocratic leadership style which is a based on power. Most of the time the teachers ignore to lead by this leadership style because it is not good for their performance and the teachers were not performing their tasks well. The combined leadership style has very preferred to apply by their principals to improve teachers' job performance.

With regard to the level of teachers' job performance were found in medium level. In terms of principals' involving teachers in decision making, delegation duties and the way of principals' leadership style was not implemented as expected, so the researcher conclude that to improve teachers' job performance the decision making, sharing of delegation between teachers and principals is very essential to improve the professional

skill, knowledge and ability of teachers in governmental secondary schools of West Wollega Zone.

5.3. Recommendations

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership skill which are associated with teachers' job performance in governmental secondary schools of West Wollega Zone.

Recommendations for Principals

As the result shows that most of the principals most used autocratic and least used supportive leadership style in terms of involving teachers in decision-making which has influence on the teachers' performance. So that school principal should apply combined leadership style or should lead depending on the situation.

The principals did not involve teachers in schools affairs such as delegation, panning and decision making so the majority of the principals did not accept the idea of teachers in their decision making processes. And which is important to giving order and managing for teachers. So school leadership should have to participate teachers in decision making and delegate duties to teachers to improve their performance

The most important issue is on teachers' job performance which was not worked as expected was found to be principals' improper using style of leadership used and limited delegation of duties lack of treatment of thoughts between teachers in decision-making process. Therefore Principals need to have highly capable leaders to lead their teachers in daily operation and accomplish the objective of teachers' job performance.

Recommendations for Teachers

The most potential source for the boosting the teachers' job performance in order to bring themselves to the competent level; teachers should have to committed to strongly work the task that assigned for them.

Recommendations for Regional Education Bureau, Zonal Education Office and Woreda Education office

The regional educational Bureau, Woreda Education Office, Zonal Education Office in collaboration with MoE, are advised to organize professional trainings, seminars and workshops for school leaders on how to practice leadership style effectively in order to enhance teachers' job performance.

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APPENDIX I

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

APPENDIX-A: Questionnaire to be filled by Teachers

Dear Respondents;

This questionnaire is designed to collect data about Effects of principals' leadership style on Teacher' Job Performance in Secondary Schools of West Wollega Zone. The information gathered through this questionnaire by the researcher will be strictly used only for research purpose. Your genuine and honest responses determine the success of the researcher and the study. Thus, you are kindly request to complete the questionnaire carefully and honestly.

Please, read the instruction for each item in the questionnaire carefully before you give the response. If you want to change any of your answers, make sure that you have cancelled your earlier response(s).

Thank you in advance for you kind cooperation

Name of School _____

Section A: Background information.

Direction 1: please put a tick (\checkmark) mark on the most appropriate answers.

Note:

- You do not have to write your name.
- Your answer should represent your thinking.
- Feel free to give your responses. Give a true picture of your thinking about the present performance.

1. Male Female
2. Age: 1/ 15-20 2, 21-25 3,26-30 4,31-35 5,36-40 6,41 and above
3. Educational level: For professionals: 1,Diploma 2,Degree 3.Master
4. Teaching Experience (for professionals) 1/1- 5 2/ 6-10
3/11-15 4/16-20 5/ 21 and above.
5. Field of specialization 1, Natural science
2, Social science
6. Your teaching load per week, 1/ 8-10
2, 11-16
3,17-24 4,25 above
7. Your Responsibility 1, Home room teachers 2, Department head
3, Unit leaders 4,CPD co-ordinator
8. What is the level of teachers' job performance? 1, Very low 2, Low 3. Medium 4, high
5, Very high

Part one: Principals' Leadership style

Instruction.1. - This part of the questionnaire contains close ended items that focused on the Principals' leadership style.

- ❖ Please rank (as 1-5) the following leadership styles as per your understanding/as they are practices in your school

Section B.1. Which leadership style is applied by principal in your school?

Item B.	Principals' leadership style	
1	The directive leadership style (defined as, "a style by means of which a principal clarifies the path to reward")	
2	The supportive leadership style (defined as: "a style by means of which a principal increases the satisfaction of subordinates and reduces any negative aspects present in the situation")	
3	The participative/democratic/ leadership style defined as: ("a style by means of which a	

	principal increases the communication and decision making skill of teachers ”)	
4	Autocratic leadership defined as(which the managers retains much power and decision making authority as possible)	
5	Laissez faire leadership style defined as(when leaders are hand- off , allow group member to make decision and freedom is fully determined by group goals, techniques and working methods)	

How do you perceive the leadership style of the principal to affect the job performance of teachers in your school? Please explain briefly

Instruction2. This part of the following questionnaire containing close ended items that focused on the Principals’ delegation of duties to teachers under investigation of principals’ leadership style on teachers’ job performance. Based on the concept of each item, please select the option that directly represent your opinion and indicate the extent to which you are agree by marking (√) using the following 5-point Likert type scale represented by 1. Very low= VL 2. Low=L 3. Medium= M, 4. High= H 5. Very high=VH.

Section .B.2. Items related to delegation of duty for teachers by principals (DDbP)

No	To what extent your principals:	VL	L	M	H	VH
1	Delegates duties to you					
2	Give direction to you on that delegated duties how to Perform your job?					
3	Supervise you on duties that delegated to you?					
4	Delegates duties to you that you are skilled at.					
5	Rewarded you for the duties delegated to you					

B.3. Teachers Involvement in school affairs (TiISA)

Principals’ involvement teachers in school affairs

no	The extent the school principal	VL	L	M	H	VH
1	Involves teachers in decision making related to selection of training criteria					
2	Considers in final decision-making about the school					

	administration					
3	Consults teachers whenever he/she wants to pass final decision about resolution in school meeting					
4	involves teachers in decision making about solving immediate problems					
5	Participates teachers in school planning					

Part. 2. TEACHERS' JOB PERFORMANCE

SECTION C: Creating conducive learning environment in the school by teacher

Instructions 3. The part of this questionnaire contains close ended items that focused on the Teachers' job performance under investigation. Based on the concept of each item, please select the option that directly represent your opinion and indicate the extent to which you are agree by marking (√) using the following 5-point Likert type scale represented by 1. Very low= VL 2. Low=L 3. Medium= M, 4. High= H 5. Very high=VH.

C.1. Item related to Creating Conducive learning environment in the school by teacher (CcLEbyT)

What is the level of Teachers' job performance? 1. Very low 2, Low, 3.Medium, 4.High, 5.very high

No	To what extent do you:-	VL	L	M	H	VH
C2						
1	Manage the class room in a disciplined way					
2	Promote a health class room culture					
3	Create non-threatening class atmosphere					
4	Have a positive influence on learner					
C.3. Students Assessment						
To what extent :-						
1.	I carried out assessment as per the schedule of the school					

2.	I use assessment results/feedback to improve my teaching					
3.	I give tests immediately after completing each unit of the textbook					
4.	I give mid exam					
5.	I give final exam					
6.	I give exercise to my students					
7.	I give assignment to my students					
8.	I assess students through group works					

C.4. Lesson Plan Preparations

This part of the questionnaire containing close ended items that focused on the Lesson Plan preparation of the teachers under investigation of Principals' leadership style on teachers' job performance based on the concept of each item; please provide your response to each statement by placing an $\sqrt{\quad}$ in one of the boxes after each statement. 1= Never (N); 2=Rarely (R); 3= Some times 4. =Often (A) 5=Always (A)

C.4.1. Teachers' participation in Lesson Plan (TPiLP)

No.C.1.	Items	1= N	2=R	3=S T	4= O	5= A
1	I prepare lesson plan					
2	I come with my lesson plan every day to my class					
3	I make revisions on my lesson plans whenever necessary.					
4	I deliver lessons based on my lesson plan					
5	I record my task which taught and not taught.					
6	I compensate missed classes through wakeups					
7	I consider students diversity while preparing lesson plans					

APPENDIX II
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
MA in Educational Leadership and Management

Dear principals:

I am a post graduate (Masters) student of Haramaya University, Ethiopia. I am carrying out study on Topic: Effects of Principals' leadership style on teachers' job performance in Government secondary schools of West Wollega Zone Oromia Regional State. This interview guide is for Government secondary schools like you who were expected to carry out the leadership styles to enhance teachers' job performance. It is on this background that you have been availablely selected to participate in the research by faithfully answer the question asked by the researcher. You are requested to be as honest as possible when answer these questions. Your response will be highly respected and accorded with highest confidentiality.

Thank you for your progress kindly cooperation!

1. Background Information of the Principals.

1 Your subject of specialization.....?

2 Your service year in this school.....?

3 How long have you been a principal.....?

4. In which ways do you involve teachers in planning and decision-making of the school..?

5. How do your teachers prepare lesson plans..?

6. Please list which you believe principals' leadership style can initiatives/ improve your job performance at school and why?

6. What methods do your teachers use to assess the students..?

7. How do you create conducive learning environment for learning?

9. In what ways do your leadership styles affect teacher's job performance..?

APPENDIX III**Reliability Result statistics**

No	Variables	No of Items	Alpha Result
1	Delegation of duty to teachers	5	0.761
2	Teachers' participation in school affairs	5	0.82
3	Lesson plan preparation	8	0.77