

**PRINCIPAL LEADERSHIP STYLES AND TEACHERS' JOB
PERFORMANCE: THE CASE OF KERSA AND METTA WOREDA
SECONDARY SCHOOLS, EAST HARARGHE ZONE, OROMIA,
ETHIOPIA**

MA THESIS

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**Principal Leadership Styles and Teachers' Job Performance: the Case of
Kersa and Metta Woreda Secondary Schools, East Hararghe Zone, Oromia,
Ethiopia**

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BY

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STATEMENT OF THE AUTHOR

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DEDICATION

I dedicate this thesis manuscript to my beloved family for their very wish and encouragement in all dimensions of my future career.

BIOGRAPHICAL SKETCH OF THE AUTHOR

The researcher was born in Oromia Regional State, Horo Guduru Wollega Zone, Jimma Raare Woreda, on November 03, 1965 G.C. She attended her elementary school at seven days mission school primary school from grade 1-8. Then, she continued her secondary school at Shambu senior secondary school from grade 9th - 10th in the academic year between 1978 - 1979 E.C. and Dire Dawa senior secondary school from grade 11th - 12th in academic year between 1980 - 1981 E.C. After completed her secondary school, she joined TTI at Harar Teachers Training Institute in 1985 E.C. Her first recruitment was 1986 in East Hararghe Zone, Gurawa Woreda, for primary School teacher. In 1997 she joined Assela Teachers training college to study Diploma Program up to 2000 E.C. She then joined Dire Dawa University in summer of 2003 to study her first degree and graduated in Department EDPM study in 2007. She served in Gurawa secondary school for 5 years in teaching . In Kersa Primary School, she served for 4 years as vice principal of the school and 11 years as Principal at the same school. She also served in Kersa secondary school for 5 years in teaching. Currently, she joined Haramaya University to pursue the Postgraduate Program to study MA in School leadership and management since 2014.

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ABBREVIATIONS AND ACRONYMS

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

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PRINCIPAL LEADERSHIP STYLES AND TEACHERS' PERFORMANCE, THE CASE OF KERSA AND METTA WOREDASECONDARY SCHOOL, EAST HARARGHE ZONE, OROMIA, ETHIOPIA.

TSEHAY WOLDEGIORGIS GELETA

ABSTRACT

This study intended to assess the principals' leadership styles and teacher job performance in secondary schools of Kersa and Metta Woredas of East Hararghe Zone. The design chosen for the study was descriptive survey whereas the method employed was mixed methods. To carry out the study, the sampling techniques used were simple random, purposive and stratified sampling techniques. Data for the study were gathered through questionnaire, interview and FGD. Both Primary and secondary sources of data were used. The primary sources include 90 teachers for questionnaire, 16 principals/vice principal and 6 vice principals for interview and 12 selected teachers for FGD. The collected data were analyzed using both quantitative and qualitative methods. Data gathered through questionnaire were analyzed using SPSS version 22 software by applying descriptive statistics. In addition, data collected through interview and FGD were analyzed qualitatively. The results of the study revealed that the qualifications of the majority of the school principals were found below the required standard set for the level by MoE. Moreover, the findings revealed that most of the principals were getting their position appointments by higher authorities and political acceptance. Also, the findings of the study indicated that secondary school principals mostly used interchangeably the three (democratic, autocratic and laissez-faire) leadership style to influence teachers' performance. The study concluded that low relationship between principals with staff members, lack of school facilities and resources, principals' personality, the nature of task and lack of adequate training were the major challenges of principals under study area. The point of the recommendation is providing opportunities of training for unqualified school principals to build their professional skills and solve the challenges that hindered proper implementation of school leadership practice. Finally, it was recommended that position appointment conditions must be transparent and merit based at all level.

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

INTRODUCTION

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

1.1. Background of the Study

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

Leadership style occupies an important position in school administration as the principal who controls schools' resources used by them resulted in positive achievement of educational goals (Adeyemi, 2004). Basically, such achievements in secondary schools are dependent on three identifiable leadership styles such as autocratic, democratic and laissez-faire (Lunenberg and Ornstein, 1991). Autocratic Leadership style generally describe that all activities are centered on the leader, and little freedom of others to create and act is permitted. The democratic leadership style is the leadership style which departs from a consultative style that can develop into mutual trust between leaders and subordinates. Leaders are more likely to trust the ability and skills of staff to complete the job description that they provide as their responsibility. Laissez-faire leadership style gives authority and encourages staff's ability to take the initiative because they are considered to have the skills, discipline and are trusted to assume responsibility for exerting its ability to determine decision making steps (Salusu, 2000).

The education and training policy of Ethiopia set aims and objectives are to produce skilled man power with the necessary quality and quantity to meet the national socioeconomic development requirement, to bring up citizens who understand, respect and defend the constitution, a citizen who respects democratic values and human rights with good work culture and ethics' (MoE, 1994).

Hence, the

Ethiopian government made the agenda for educational sector to check the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010).

The education and training policy of Ethiopia stated that the main objective of teaching and learning process is to enable the learner to acquire knowledge and skills to solve problem. This objective is realized only if the students get quality education that makes them competent in the world of competition. So, effective school leaders are one of the ways through which education quality is assured (ETP, 1994).

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2005) stated that the principals as educational leaders play a pivotal role for the success of the schools providing effective leadership in secondary schools is necessary to improve better job performance of teachers and the academic achievement of students, create a strong sense of vision and mission, plan to facilitate work, build a strong culture of teamwork and creative problem solving, set appropriate curriculum implementation mechanism, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members, monitor students learning progress and closely work with parents, and community members (MoE, 2005). Crum and Sherman, (2008) stated that, the principal needed to provide highly valued insights into their daily styles that promote school environment for high teachers' performance.

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

Thus, there are several factors related to a leadership style that need to be considered simultaneously (Winardi, 2000). Thus, it is no doubt that there is mounting pressure by styles of leadership among the principals of government secondary schools in Kersa and Metta woreda.

However, many principals have not considered their leadership styles as determinants of teachers' performance in their schools.

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

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

1.2. Statement of the Problem

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2013) stated that the quality of education depends on the presence of competent and committed school principals, as they are instructional leaders, focus on helping teachers to amend their classroom performance and make academic instruction as their schools' top priority. In another way, MoE (2010) stated that school principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and should have a profile of possession of various training on school leadership and management so as to play active and effective leadership style in school improvement programs.

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

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

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

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

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

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to assess the principals' leadership styles and teachers' performance in selected secondary schools of Kersa and Metta woreda.

1.3.2. Specific Objectives

The specific objectives of the study are to:

1. Examine the current practices of secondary school principals' appointment to the position of principal ship.
2. Explain major duties and responsibilities of the school principals inrelation with the standard set by MoE.
3. Identify the school principal's leadership ton the side of teachers' view and principals view of teachers.performance.
4. Find out the major challenges that faced principal leader styles and teacher performance in their roles and responsibilities.

1.4. Significance of the Study

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

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

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

1.5. Delimitation of the study

In East Hararghe Zone, there are twenty woredas (20) and fifty-six (56) governmental secondary schools and it was difficult to cover all these woredas and schools in the study, because it needs large amount of human, materials, financial and time resources. Due to these reasons, the researcher delimited the study to only Kersa and Metta woreda. This is because of its proximity and manageability so that the study covers all government secondary schools in the woredas. Even though there are many stakeholders for teaching learning process, for this thesis work, the participants were delimited to teachers, vice principals, deputy principals and principals. There are different types of leadership styles. However, for this particular study, leadership styles were delimited to commonly used styles that are autocratic, democratic and laissez-faire leadership styles that school leaders' practice in the targeted schools. Teachers' performance was delimited to effective use of teaching time, preparation well for lessons, positive influence on learner and motivation learner to learn which teachers should uphold effectively in the school system.

1.6. Limitations of the Study

Even though the researcher has attained her objectives, there were some limitations during data collection. These were due to COVID 19 pandemic, the study was delayed because teaching learning process did not start on the time scheduled for learning and the researcher did not get teachers in the school to collect data and low level of cooperation on the part of some teachers to fill the complete part of the questionnaires and do not return on time. To overcome these challenges, collect the data at time of teaching learning started and the researcher had

communicated with the principals repeatedly and made a maximum effort to get relevant information from the respondents.

1.7. Definition of the Key Terms

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

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

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

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

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

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

1.8. Organization of the study

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

2. REVIEW OF RELATED LITERATURE

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

2.1. The Concept of Leadership

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

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

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

Schermerhorn, Hunt and Osborn, (2000) maintain that, leadership is the heart of any organization, because it determines the success or failure of the organization.

2.2. An Overview of Leadership Styles

Leadership play an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation and behaviors. Hersey and Blanchard, (1993) observed that a leader develops his/her style over a period of time from experience, education and training. These authors claim that leadership style is more of how subordinates perceive their leader's behavior than how the leader thinks he behaves because his/her subordinates will treat him/her behavior in various situations. Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) concern it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals.

Chandan, (1987) define leadership style is the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe, (1998) on the other hand defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedemi, 1998 and Adeyemi, 2004). As such, a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002).

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

Autocratic Leadership Styles: the autocratic leadership style is a type of a leader who uses autocratic style dictates all policies and procedures in the organization with little or no group participation. Such leader is task-oriented; hence impose task and methods of work on subordinates who have to carry out directives without questions. Cherry, (2017) stressed that autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. In terms of this type of leadership style, all decision-making processes are leader-centered, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (De Cremer, 2006).

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

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

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

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

Laissez-faire Leadership Styles: With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson, (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The laissez-faire leadership style is characterized by complete freedom of the group and its members to do what they wish. The leader who adopts this style is care free and merely supplies materials to subordinates to work with and does not supervise them. According to Cherry, (2017), laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions.

A laissez-faire style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance

from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction (Kocker, 2009). This type of leader no direction is offered to employees where there is laissez-faire leadership in the organization. Decision-making processes are left to the subordinates. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008).

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

2.3. The Roles and Responsibilities of School Principal

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

whole teaching-learning process and by evaluating the curricular materials of the different departments.

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

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

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

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

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

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

Promote a positive school climate: school climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians and students. The principal is more than any other individual s/he is responsible for the climate in the school. According to Estyn, (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage

good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress. This indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to students' learning and professional growth.

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

Communication: is central for every activity of the organization and it is essential for the survival of the system. According to Chandan, (1987), effective management is a function of effective communication. This shows that communication is one of the duties of the leader to integrate organized activities and to change people's behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well. Luthans, (1989) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it.

The current recruitment criterion of secondary school principal was first regulated by MOE, (2009) and specified the criteria. Hence, the candidate should fulfill the specified qualification and should be trained a teacher should at least reach the medium position in the teachers career ladder, should serve as a unit leader, vice principal, or serve as students' dean, vice principal and pedagogical center head. Additionally, the candidate principal is expected to have Master's Degree in education and free from conviction and should not have disciplinary problems were

the criteria. Recent literature on school reform suggests that, principals or head teachers play a critical role in the success of strategies to improve teaching and learning. The knowledge they have of good teaching and learning practices, the leadership they provide for the school and community, and the ongoing support they give to teachers are all elements important to implementing successful school reforms.

2.4. Teacher Performance Expectations

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

The responsibilities of principals' entail promoting the effective performance of teachers. Such types of tasks promoting the effective performance of teachers are performed not only by the principal but by the leaders of departments and teams in the school (Usdan, McCloud and Podmostko, 2000). The principal must therefore also work through these leaders to influence work performance. More specifically, the team leader's role is to provide ongoing support and motivation to his/her team to improve its performance with the aim of attaining high-quality standards for all teachers and students in the school. In line with this argument, Adeyemi, (2010) asserts that various aspects of job performance, such as effective teaching and lesson preparation, the effective use of work schemes, effective supervision, monitoring of students' work and disciplinary ability are aspects on which teachers should focus in order to deliver effective academic performance in schools. In this regard, the performance of teachers can be measured through an annual report of their activities (including their extra-curricular activities) (Adeyemi, 2010). There are also other means by which job performance of teachers can be assessed with

reference to issues such as leadership, supervision, monitoring of students' work, motivation, class control and the disciplinary ability of the teachers.

2.5. Challenges of School Leadership and Teachers' Performance

2.5.1. Challenges of school leadership

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

Lack of Training and Skills

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

Lack of resource and the nature of the task

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

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

The Personal Quality of the Principals'

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

The Relationship between the Principal and staff members

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals' have healthy relationship permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal (okumebe, 1998). It is thinkable to cope up with complex instructional operation. To run this activity the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert, (2001) stated. The principal's large time should be allocated to mutual relationship with teacher, students, parents and superiors. Without effective and continues relationship it is therefore, very difficult for school.

Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Sergiovanni, 2001) state that the principals are ultimately responsible for almost everything happens in the school and out.

Responsibility other than instructional leadership will frequently press for principals time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even though the principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, Sheldes, (2004) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advice from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attend respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socioeconomic background.

2.5.2. Challenges of teachers' performance

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

Leadership style

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

Organizational Culture

Organizational culture is a set of signs and rules for the organizations use that signal how they might differ from one organization to another. According to Schein, (1990) organizational culture refers to the beliefs and values that have existed in an organization for a longtime, and to the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. There is a positive relationship between the organizational culture and teachers'

performance. The organizational culture has influences on upgrading the teachers' performance. If the environment is pleasant and comfortable to work, the teachers are encouraged and motivated to work effectively and efficiently. The good and competitive organization culture enhances the performance of the work force. A strong organizational culture supports adaptation and develops teacher performance by motivating teacher toward a shared goal and objective; and finally shaping and channeling teachers' behavior to that specific direction should be at the top of operational and functional strategies. Strong culture in the organization is very helpful to enhance the performance of the teachers that leads to the goal achievement and increase the overall performance of the organization (Deal and Kennedy, 1982). Norms and values of organizational culture highly effect on those who are directly or indirectly involved with the organization.

Participation in decision making

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization Okumbe, (1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process. Webster, (2002) defines participative leadership style as a way of involving individual participation in decision-making. Participation management is about involving teachers in the decision-making process where the teachers feel that they have the opportunity to discuss problems and can influence organizational decisions. The overall impact of participation is increased teacher job performance and low turn-over. Organizations can act to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive performance effects of teacher participation (Lam et al., 2002). Teacher will be motivated because management 20 considers them as partners in contributing to organizational success instead of being seen as mere subordinates.

Working Environment

Working environment plays a big role in performance issues because it influences how engaged teachers are with their jobs (Norton, 2012). Working environment is a set of characteristics that

distinguish the organization from others and the characteristics of the organization's internal environment results from the interaction, outcome of goals, regulations, rules, procedures and policies that are applied in the organization and well known by the teachers in the organization, moreover directly and indirectly affects the individual's behavior and performance at work eventually leads to achieve the goals of the organization.

Motivation, job satisfaction, rewards and training

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

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

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

Training: Training is the process of developing employees' skill in order to improve their performance (Swanson, 1999). Training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training has been proved to generate performance improvement related benefits for

the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Guest, 1997).

2.6. Summary of Literature Review

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

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter contains the research design, the source of data, sample size and sampling techniques, instruments of data collection, data collection procedures and data analysis methods and ethical considerations. The major objective of this study was to identify relationship between leadership style and employee's performance. To conduct the study, it is essential to plan and formulate appropriate study area and period, research design, and, research methodology which includes sampling design, target population, source of data, data collection instrument, data analysis, and ethical consideration, and reliability and validity test.

3.2. Description of the Study Area

Kersa woreda is bordering Haromaya woreda in the East, Kurfa Calle woreda in the south, Dire Dawa City administration in the north and Meta Woreda in the West. The capital city of the woreda is located at 478km south of Addis Ababa and 42km to the West of Harar Town which is the capital city of East Hararghe zone. The total population is estimated to be 199,601 persons, of which estimated urban population is 12,306 and estimated rural population is 187,293. Oromo are predominant by almost 100%. Most of the Kersa woreda populations is Muslim. The woreda contains 35 rural kebeles and the altitude ranges from 1,550 to 2,800 meters above sea level. The livelihood of the population is 93.8% Agro-pastoralist and the remaining 6.2% are urban dwellers. The cereal crops most commonly grown are Sorghum, Maize, Wheat, Barley and Pulses in their order of importance. Khat and Vegetables are the known cash crops. Cattle, goat and sheep are among the livestock species reared by the community. The woreda is both Meher and Belg dependent. Both rainy seasons are the ones which are very crucial in determining the production, water and pasture availability. Normally, Belg rains go from April to June and Meher rains go from May to August. The total area of land in the woreda is 54,494 hectares out of which 20,734 hectare are cultivated. The average land holding per household is reported to be 0.6 hectare/household. The main economic activities are food crop production, cash crop (khat) production and livestock production. The most important crops sold are khat, potatoes and onions. Wealth in the zone is determined by land size, livestock and other asset holdings (Ethiopia census, 2007)

3.3. Research Design

This research is categorized under descriptive research design. According to Kothari (2004), Descriptive research studies are concerned with describing the characteristics of a particular individual, or a group and can acquire a lot of information through description useful for identifying variables & hypothetical constructs and conducted after the researcher has gained a firm grasp of the situation to be studied.

Depending on the nature of the research problem and the research perspective, the researcher followed descriptive research design that is qualitative and quantitative approaches. Qualitative approach is concerned with subjective assessment of opinion; attitude and behavior of the teachers in East Hararghe Zone, Kersa and Metta woreda Secondary Schools and quantitative approaches was used to analyze the data that were collected by questionnaires. According to Creswell (2003), qualitative approach uses the philosophical assumption of social constructivism worldview that provides an understanding of social reality based on the subjective interpretation. Besides, this mixed research approach seeks a pragmatic knowledge claim philosophy that consists of both quantitative and qualitative approaches. Thus, in order to achieve the objectives stated in the previous section, bearing in mind the nature of research problem, this study employed descriptive research approach.

3.4. Data Source

In the study of this research, the researcher used primary type of data. The Primary data were obtained from respondents of Secondary Schools of Kersa and Metta woredas which include permanent and temporary teachers, supervisors, vice principals and directors of the schools.

3.5. Sampling Design and Techniques

To avoid arbitrary generalizations, the study was conducted by drawing representative samples from the study population. Amin (2005) suggested that sampling is important in selecting elements from a population. The researcher used probability sampling design and the techniques was simple random sampling using lottery method. It is important to minimize bias and to give equal chance to the respondents. So, the researcher took a sample of 112 respondents drawn

from the total population of 246 of Kersa and Metta woreda Secondary Schools. They are: permanent and temporary Teachers, WEO and school principals.

3.6. Population, Sample Size and Sampling Techniques

3.6.1 Population

The general population of the study included principals of Secondary Schools of the two woreda, teachers and woreda education office workers. There are about 224 teachers in secondary schools from which are 164 males and 60 are females. There are about seven secondary schools in both woredas and there are 4 rural Secondary school and 3 administrative towns secondary schools. In these rural woredas and town administration seven total secondary schools were found. Out of these, six schools from woredas secondary school, from both Woreda under the study area were selected based on the judgement of the researcher. 6 Woreda education office officials were the target population. That is the total target population is 246

3.6.2 Sampling technique

Two Woredas (kersa and metta) were selected by using purposive sampling technique because of the unique position of the sample element and based on the researcher's judgment. There are about seven secondary schools in both woredas, i.e there are 4 rural Secondary school and 3 administrative towns secondary schools. In these rural woredas and town administration seven total secondary schools were found. Out of these, six schools from woredas secondary school, from both Woreda under the study area were selected based on the judgement of the researcher. 6 Woreda education office officials were the target population. That is the total target population is 246. Besides, out of 224 of teachers, 90(40%) was selected using simple random sampling technique specifically by lottery method so as to give equal chance of being selected for each teacher in target secondary schools. And 6 sample education office officials were selected by using purposive sampling technique while 16 school principals and supervisor were selected by using available sampling technique. Total sample is 112.

Table 1: Total Population and Sample Size

No	Woredas	Woreda education officials	Secondary Schools	Teachers	Principals & vice principals	Size in each school				Woreda education officials			
						Teachers		Principals & v/principals		N	%	N	%
						N	%	N	%				
1	Metta	3	Chalanko	72	4	30	40	4	100	3	100		
			Koromi	26	2	10	40	2	100				
			Kulubi	36	3	14	40	3	100				
2	Kersa	3	Langeey	30	2	12	40	2	100	3	100		
			Kersa	32	3	13	40	3	100				
			Watar	28	2	11	40	2	100				
Total		6		224	16	90	40	16	100	6	100		

3.7. Data Collection Instruments

3.7.1. Questionnaires

In order to increase the reliability and effectiveness of the questionnaire and to get specifically relevant information to the study, the questionnaire was tested prior to conducting the survey study. As a result, the questionnaire both closed and open ended were sent to three schools directors and teachers to comment or suggest which the researcher believes that it increases the credibility of the instrument. In order to measure the independent and dependent variables, a five-point Likert-Scale response format was used for the sake of asking respondents to indicate the relations of leadership style on teachers' performance. A five-point Likert Scale ranging from "Strongly disagree = 1" to strongly agree = 5" was used to measure the effects of the three leadership styles. A five-point Likert-Scale was chosen, to reduce bias of respondents while responding to the questionnaire.

3.7.2. Interview

Structured interview was used to interview the directors of the six schools and the researcher interviewed each six principal of the school, 10 vice principal and 6 teachers(unit leader) who exercise leadership at each school. The purpose of this research interview was to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. In qualitative methods, interviews are believed to provide a 'deeper' understanding of social phenomena than

would be obtained from purely quantitative methods. Interviews are most appropriate where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.

3.7.3. Focus Group Discussions

Focus group discussion was used to complement the quantitative data obtained through questionnaire concerning the principal's leadership styles and teacher performance. The focus group discussion took place in face - to - face conversation. All the focus group discussions were conducted in Afan Oromo and English interchangeably according to the group circumstances. The researcher did a lot of clarification and probing to get more information, in the course of discussion. Six groups were formed one group at a school, these groups were unit leaders and vice principals. The discussions were carried out for 20 up to 35 minutes and while discussion notes were taken by the researcher.

3.8. Validity and Reliability of Instrument Checks

To ensure the reliability, a pilot study was carried out to pretest the instrument. Thus, the researcher conducted a pilot test in one Secondary School teachers which was outside the sample of the study. The aim of the pilot test was to find out ambiguities, omissions and misunderstanding of each item in the questionnaire. All of the survey questions were tested on teachers. The reliability of the questionnaire tested in one Secondary Schools by taking 25 (20 male and 5 female) teachers as sample by using simple random sampling techniques for piloting the questionnaire. The responses obtained from the pilot test were statistically computed by the SPSS version 20. The cronbach's Alpha model was used for analysis of the result of the pilot test. The reliability coefficient of all sample items was calculated using Cronbach alpha and 0.91 obtained. This indicated that the instrument is reliable to be used for data gathering activity and used for that purpose. The instrument was found to be reliable as statistical literature recommends a test result of 0.70 reliability and above as reliable to be used for analysis (Cronbach, 1990).

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

Table 2: The Summary of Reliability Test Results

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

3.9. Procedure of Data Collection

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

3.10. Method of Data Analysis

It is the work of a researcher at this stage to generate knowledge from the data gathered. Statistical data collected through questionnaires were scored and categorized. Once the quantitative data gathering were accomplished and properly scored and summarized, the data are entered into the Statistical Package for the Social Science (SPSS version 22.0) software for analysis. Statistical measures are performed on quantitative data assembled from the respondents. The qualitative and quantitative data were analyzed for recurring themes and codes accordingly. Coding categories are constructed from the concepts and themes relevant to the review literature. The collected data were analyzed using both quantitative and qualitative methods of data analysis. Data gathered through close-ended questionnaire were analyzed using SPSS version 20 software by applying descriptive statistics including: frequency count, percentage, mean and standard deviation. The frequency count and percentage were used to summarize the respondents profile and analyze the quantitative data under the investigation. The data drawn from the semi-structured interviews and focus group discussion were analyzed qualitatively using narrations to support the result obtained from quantitative data.

3.11. Ethical Consideration

In order to secure sufficient and pertinent data due attention was given to ethical issue from the initial formulation of the research problems to the interpretation and reporting the research findings. Thus, the researcher properly treated the informants by applying HUSGS guide 2014. Guidelines on the commonly known research ethical principles like confidentiality, anonymity, requesting permission, privacy, respect and undertaking to protect the participant identify from any harm before, during and after research process considered. The participants invited to participate in the study after they were informed about the purpose of the study. The anonymity of the participants guaranteed by assigning pseudonyms to each respondent even for the interviewees themselves and numerical coding used for each questionnaire returned and their responses kept confidential. In addition to this, participants were informed that their participation in the study based on their consent; they told to be free to withdraw at any time from participating in the study. The researcher also not personalizes any of the responses of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

4. RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of the data gathered through questionnaire, semi-structured interview and Focus group discussions. The summary of quantitative data has been analyzed using SPSS software version 22. To analyze the data of questionnaire output, statistical tools like frequency count, percentage and mean were used.

Out of the total of 90 questionnaires distributed to selected secondary school teachers, the properly filled and returned questionnaires were 88(97.8%). The remaining one questionnaire was not included in the analysis, due to the problems from respondents not returning questionnaires and some containing incomplete information. The mean for five point likert scales (1.00-1.79) strongly disagree, (1.80-2.59) disagree, (2.60-3.39) partially agree, (3.40-4.19) agree, (4.20-5.00) strongly agree (Alonazi and September, 2019) was used. For a better understanding of interpretation and analysis, the five likert scale was condensed and reduced to three putting strongly disagree and disagree together as disagree response (1.00-2.59), partially agree as undecided (2.60-3.49) and agree and strongly agree as agree (3.40-5.00). Finally, the data obtained from interview and FGD were presented and analyzed qualitatively to strength the quantitative one.

4.1. Demographic Characteristics of the Respondents

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

Table 3: Characteristics of Respondents

№	Items	Category	leaders from selected schools						Teachers from selected schools	
			Principals (N =6)		V/principals (N=10)		Total(N=16)		№	%
			№	%	№	%	№	%		
1	Sex	Male	10	62.5	6	37.5	16	100	59	67
		Female	0	0	0	0	0	0	29	33
		Total	10	62.5	6	37.5	16	100	88	100
2	Age	21-30	0	0	0	0	0	0	5	6
		31-40	5	31.3	6	37.5	11	68.8	51	58
		41-50	5	31.3	0	0	5	31.3	19	22
		Above 50	0	0	0	0	0	0	13	15
		Total	5	31.3	6	37.5	16	100	88	100
3	Educational qualification	BA	2	12.5	4	25	6	37.5	58	66
		MA/MSc	8	50	2	12.5	10	62.5	31	35
		Total	10	62.5	6	37.5	16	100	88	100
4	Field of specialization	EDPM	0	0	1	6.3	1	6.3	0	0
		Educational leader	1	6.3	0	0	2	12.5	0	0
		school leader	2	12.5	0	0	2	12.5	0	0
		Other	7	43.7	5	31.3	12	75	88	100
		Total	10	62.5	6	37.5	16	100	88	100
5	Service years as principals / teaching experience	1-5 years	5	31.3	5	31.3	10	62.5	33	38
		6-10years	5	31.3	1	6.3	6	37.5	14	16
		11-15years	0	0	0	0	0	0	17	19
		16-20years	0	0	0	0	0	0	14	16
		Above 20years	0	0	0	0	0	0	10	11
		Total	10	62.5	6	37.5	16	100	88	100
6	Teaching load per week	6-10	0	0	0	0	0	0	49	56
		11-15	0	0	0	0	0	0	52	59
		Above 15	0	0	0	0	0	0	7	8
Total			10	62.5	6	37.5			88	100

The results of the study in Table 3 reveal that 16 (100%) of principals and vice principals respondents were male. This indicates that there is no female principal in position of school principals and deputy principals in the sample schools. This implies that female teachers were less engaged to be in leadership position to lead secondary school. Hence, there is a need to promote females to the position of secondary school principal in the study area. Regarding age, 11 (68.8%) principals and deputy principals are in range of 31-40 years and the remaining five (31.3%) are between 41-50 years. In terms of academic qualification, 6 (37.5%) principals are first degree holders and 10 (62.5%) master degree Graduates in their highest qualification. Regarding the academic qualification for secondary school principals, MoE states that all principals are expected to hold master's degree. However, the finding indicated 37.5% principals leading the schools without acquiring academic qualification for the position demands. Concerning field of specialization 4(25%) of principals have educational leadership background and the rest 12 (75%) other kinds of specialization. With regard to the work experience service as principals, the majority of principals, 10 (62.5%) had less than five years' experience and 6 (37.5%) of principals services fall in the range of 6 -10 years. The limited service experience as principals in leadership position might have restricted their excellence through lack of skill and knowledge in areas of leadership and management.

As indicated in Table 3 Item 1, from 88 teachers 59 (67.0%) of the respondents were male teachers and 29 (33.0%) were female teachers. With regards to the distribution of respondents by age as shown in Table 3 item two, 5 (6.0%) of teachers were found between the ages of 21-30 years. Similarly, 51(58.0%) of the teachers were found in the ranges of 31-40, whereas 19(22.0%) of teachers were found in the category of 41-50 years and 13(15.0%) of teachers were above 50 years. The majority of teachers fall in the range of 31-40 years. In Table 3 item 3, in terms of academic qualification 58(66.0%) teachers are first degree holders and 31 (34.0%) master degree Graduates in their highest qualifications. Concerning teaching experiences in Table 3 item four, 33(38.0%) of the respondent teachers had 1-5 years' experience, 14 (16.0%) of them fall in range of 6-10 years ,17(19%) of them had 11-15 years experience,14 (16.0%) of teachers had 16-20 years experience and the remaining 10(11.0%) of teachers had above 20 years teaching experience. It could be possible to summarize that 62.0% of the teachers had

teaching experience more than five years. Thus, it is possible to say they were well experienced teachers in teaching profession.

4.2. Teachers' Questionnaire Response Analysis

Table 4: Position appointment conditions for secondary school principals

No	Item		Likert Scale					Total	Mean
			VL(1)	L(2)	A(3)	H(4)	VH(5)		
1	Principals are directly appointed by Woreda education office	N	10	10	13	25	30	88	3.63
		F	11.4	11.4	14.8	28.4	34.1	100	
2	Principals are directly assigned by school management committee	N	33	21	12	11	11	88	2.39
		F	37.5	23.9	13.6	12.5	12.5	100	
3	Principals are placed in the position with connection of political party	N	18	11	13	21	25	88	3.27
		F	20.4	12.5	14.8	23.9	28.4	100	

Key: Questionnaire December, 2021, frequency (N), Frequency (F)

Value for the scale: VL = Very Low, L = Low, A= Average, H = High, and VH = Very High

According to the data in Table 4 item 1, position appointment condition for secondary school principals by Woreda or Town education office 20 (22.8%) low, 13 (14.8%) average and 55 (62.5%) High with (mean = 3.63). This implies that the majority of principals appointment to principalship position by Woreda/Town education office. As per table 4 item 2, concerning position appointment principals by school management committee 54(61.4%) low, 12 (13.6%) average and 25 (46%) high (mean =2.39). This indicates that no attention has been given to school management committee to participate in appointing principals to position.

Regarding principals placed in position with connection of political party, 29 (32.9%) low, 13 (14.8%) average and 46(52.3%) high with (mean =3.27). Therefore, it can be generalized from the result that the position appointment conditions show that most of the principals were appointed by higher officials of schools and principals relation with political party. The participation of stakeholders like teachers, parent teachers association and students representatives did not encompass the opportunity to appoint the school principals

democratically which may contribute some negative influence of leadership to work with school community as a team. Effective teams set clear goals, keep strong connections between the teams and other stakeholders such as administrators and teachers. Therefore, position appointment conditions of school principals must be transparent to all concerned parties in order to work as a team to improve education quality.

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

No	Item		Likert Scale					Total	Mean
			SD(1)	D(2)	UN(3)	A(4)	SA(5)		
1	Training in education leadership management	N	7	6	25	22	29	88	3.63
		F	6.8	6.8	28.4	25.0	32.9	100	
2	Prior experience as a school leader at lower levels	N	30	25	15	8	10	88	2.39
		F	34.1	28.4	17.0	9.1	11.4	100	
3	Prior experience as a head teacher	N	15	14	16	17	26	88	3.27
		F	17.0	15.9	18.2	19.3	29.5	100	
4	Political acceptance	N	13	15	16	18	26	88	3.34
		F	14.8	17.0	18.2	20.4	29.5	100	

Key: Questionnaire December, 2021, frequency (N), Frequency (F)

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

As Table 5 item 1, the respondents rate their agreement levels on the assignment of principals by using the criteria of training in education leadership management in government secondary schools of Kersa and Metta Woredas. Therefore, out of 88 respondent teachers, 13(13.6%) disagreed with assignment of principals using the criteria in education leadership management, 25(28.4%) of respondents undecided about the issue and 51 (57.9%) respondent teachers agreed with mean 3.63 the assignment of principals by the criterion of training in education leadership and management. As shown in Table 5 item 2, teachers respondents were asked to rate their degree of agreement levels on the assignment of the principals by taking previous experience as school leader at lower levels, 55 (62.5%) disagreed, 15 (17.0%) of respondents undecided about the criteria for the assignment of the principals by taking previous experience as school leader at

lower level and remaining 18 (21.5%) agreed with mean 2.39 about the principals previous experience as school leader at lower levels. As shown from Table 5 item 3 concerning Prior experience as a head teacher the respondent teachers rate their levels of agreement 29(32.9%) disagreed, 16(18.2%) undecided and 43 (48.8%) agreed with mean 3.27 about prior experience as a head teacher for criterion for the position assignment of secondary school principals under study area. Regarding the assignment of school principals by taking political acceptance as criteria, on Table 5 item 4 the teacher respondents 28(31.8%) disagreed, 16(18.2%) undecided and 43(48.8%) agreed that political acceptance as criteria for appointment of secondary school principals with (mean = 3.34). From the above table it is concluded that the criteria used for position assignment of school principals more than 50% based on prior experience as head teacher and political acceptance. During assignment of principals using political acceptance as criterion it must take in consideration what are criteria for assignment of principals set by ministry of education unless its own impact on achievement of educational goals.

In addition to the above findings, the researcher also interviewed woreda education bureau experts, deputy principals, and principals on how secondary school principals are placed to principal position. Regarding these interviewees responded:

Principal one (p1) said the criteria for principals assignment to position depends on level of education, service as vice principals, unit leader and good performance in his activity in the school. Principal two (p2) also added: those who have good relation with staff, students and school community will get the position. Education Experts one (E1) said “Based on prior experience as unitleader, vice principals, ethics and ability of co-worker with school staff members and acceptance of political party.”

Generally, when political acceptance is taken as criterion taken into consideration for standard of secondary school principals set by MoE unless it is contrary to education policy. From quantitative response of the respondents, principals appointment condition by woreda education office, prior experience as head teacher and political acceptance of principal. Concerning the response from qualitative, the criteria for principal assignment to position in addition to response under questionnaires depends on level of education, good performance and relation with the

school community and ethics and ability of co-workers with school staff members. This implies that the response from qualitative data support the quantitative data.

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

No	Item		Likert Scale					Total	Mean
			VL(1)	L(2)	A(3)	H(4)	VH(5)		
1	Principals lead and facilitate vision of learning	N	15	16	19	18	20	88	3.14
		F	17.0	18.2	21.6	20.5	22.7	100	
2	Principals develop and manage school-community relations	N	13	11	23	19	22	88	3.41
		F	14.8	12.5	26.1	21.6	25.0	100	
3	Principals lead and develop individuals and team	N	10	11	19	18	30	88	3.53
		F	11.4	12.5	21.6	20.5	34.1	100	
4	Principals lead and manage school operations and resources	N	18	14	20	15	21	88	3.07
		F	20.5	15.9	22.7	17.0	23.9	100	
5	Principals lead and manage learning and teaching	N	14	12	17	17	28	88	3.38
		F	15.9	13.6	19.3	19.3	31.8	100	

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

Value for the scale: VL = Very Low, L = Low, A = Average, H = High, and VH = Very High

According to Table 6 item 1, the respondent teachers rate 31 (35.2%) low, 19 (21.6%) Average and 38 (43.2%) high with mean 3.14 to item Principals lead and facilitate vision of learning. The principals of the secondary schools must have lead and facilitate vision of learning to improve the quality of education in their environment. As expressed in Table 6 item 2 with regard to Principals develop and manage school-community relations, 24(23.3%) of the respondent teachers low the principals are develop and manage school-community relations, 23 (26.1%) average and 41 (46.6%) respondents high with mean 3.41 concerning principals are develop and manage school-community relations in their environment. As shown in Table 6 item 3 how much the Principals lead and develop individuals and team, 22(23.9%) the respondents replied low, 19 (21.9%) average and 48 (51.1%) high with mean 3.53 to the item the Principals lead and develop individuals and team.

As indicated in Table 6 item 4, how the Principals lead and manage school operations and resources, 32 (36.4%) of respondents rate low, 20 (22.7%) average and 36 (40.9%) high with mean 3.07 the Principals lead and manage school operations and resources. With regard to table 6 item 5 Concerning how the Principals lead and manage learning and teaching, 26 (29.5%) of the respondents low, 17 (19.3%) average and 45 (44.6%) high with mean 3.38 the Principals lead and manage learning and teaching.

According to the interview and FGD conducted by the researcher, there were different roles that were expected from school principals:

Deputy Principal M said that Principals involve teachers in decision making process in the school, create transparency and clarity between teachers and leader. Vice principal Q said that Principals provide necessary resource help for teaching and learning process. Teacher Y said that School principals make to enhance active participation of community in the school, solve problem created in the school by participating concerned stakeholder in the school and facilitate teaching learning process to go as expected. Teacher N said that principals support teachers by providing necessary materials in order to perform well and identifying teachers according to their performance and give recognition both material and non-material for the performances were better. Teacher k said that principals' supply necessary resource for teaching learning and identify need of teachers to improve their performance in teaching and prepare short term training according to their need.

The responses from the questionnaire describe the general duties and responsibilities expected as standard from secondary school principals. The response from interview and FGD expressed the specific duties and responsibilities of secondary school principals in order to improve teachers' performance and to achieve educational goal. This indicated that the response from interview and FGD give strength(support) to the questionnaires data.

Table 7: Teachers views on the principals leadership style

No	Item		Likert Scale					Total	Mean
			SD(1)	D(2)	UN(3)	A(4)	SA(5)		
1	Principals delegate authority to their teacher	N	20	14	18	16	20	88	3.02
		F	22.7	15.9	20.4	18.2	22.7	100	
2	Providing opportunities for teachers to be involved in decision – making	N	11	10	18	18	31	88	3.55
		F	12.5	11.4	20.4	20.4	35.2	100	
3	Giving task with direction/support	N	23	11	16	14	24	88	3.06
		F	26.1	12.5	18.2	15.9	27.3	100	
4	Principals have directive character	N	18	10	19	15	26	88	3.24
		F	20.4	11.4	21.6	17.0	29.5	100	
5	Comfortable working with groups to seek their inputs in making decisions	N	10	10	20	16	32	88	3.57
		F	11.4	11.4	22.7	18.2	36.4	100	
6	Principals consult teacher in the decision making process	N	20	10	20	15	23	88	3.13
		F	22.7	11.4	22.7	17.0	26.1	100	
7	Delaying decision making process	N	16	12	20	16	24	88	3.23
		F	18.2	13.6	22.7	18.2	27.3	100	
8	Highly concerned about developing staff's ability to contribute to making important school's decision	N	11	10	20	15	32	11	3.54
		F	12.5	11.4	22.7	17.0	36.4	12.5	
9	The way autocratic leadership style improve teachers' performance	N	32	12	13	12	19	88	2.70
		F	36.4	13.6	14.8	13.6	21.6	100	
10	Hiring skills necessary to make decisions	N	19	12	15	14	28	88	3.23
		F	21.6	13.6	17.0	15.9	31.8	100	
11	Principals opens to others ideas	N	9	9	11	25	34	88	3.75
		F	10.2	10.2	12.5	28.4	38.6	100	
12	Principals give complete freedom to the staff	N	17	10	12	19	30	88	3.40
		F	19.3	11.4	13.6	21.6	34.1	100	

Questionnaire January 2021, frequency (N), percentage (%)

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

In the Table 7 item 1, 4, 6 and 9 show autocratic characteristic of leadership style. The respondent teachers were asked about item 1 the principals delegate authority to their teachers or

not. Therefore out of 88 respondents 34 (38.6%) disagreed that the principals delegate authority to their teacher, 18(20.4%) undecided about whether the principals delegate authority or not and the remaining 36(39.6%) agreed with mean 3.02 about principals delegate authority to their teacher. In Table 7 item 4, With regard to principals have directive character, 28(33.8%) of the respondents disagreed that principals have directive character, 19(21.6%) undecided and 41(46.5%) of the respondents agreed with mean 3.24 that principals have directive character. As shown in Table 7 item 6, Concerning the principals consult teachers in the decision making process, 30(34.1%) of the respondents disagreed principals consult teachers in the decision making process, 20(22.7%) undecided about whether principals consult or not in decision making process and 38(43.1%) agreed with mean 3.13 principals consult teachers in decision making process. From Table 7 items 1, 4 and 6 concluded that the majority response of teachers focus on principals practice autocratic leadership style.

As shown in Table 7 item 2, 5, 8 and 11 indicated democratic characteristics leadership style. Accordingly the respondent teachers were asked about the principals providing opportunities for teachers to be involved in decision - making or not. Therefore out of 88 respondents 21(23.9%) disagreed that the principals providing opportunities for teachers to be involved in decision making, 18(20.4%) undecided about whether the principals provided opportunities for teachers to be involved in decision making or not and the remaining 49(55.6%) agreed with mean 3.55 about principals provided opportunities for teachers to be involved in decision making. This means that the majority of teachers get the opportunities to involved in decision making process.

As shown in Table 7 item 8 the respondents rate 21 (23.9%) disagreed principals highly concerned about developing staff's ability to contribute to making important school's decision, 20(22.7%) undecided about issue and 47 (53.4%) agreed with mean 3.54 that the principals developing staff's ability to contribute to making important school's decision. With regard to item 11 of the above table opinion of respondents on whether Principals opens to others ideas or not, thus 18(20.4%) of the respondents disagreed that principals opens to other ideas, 11 (12.5%) respondents fairly undecided their opinions but 59 (67.0%) agreed with mean 3.75 principals opens to other ideas. From items indicated under democratic leadership style the majority of teachers response agreed that principals opens to other ideas, provided opportunities for teachers

to be involved in decision making, highly concerned about developing staff's ability and comfortable working with groups to seek their inputs in making decisions. This implied that principals practice democratic leadership style.

In Table 7 items 7, 10 and 12 indicated laissez-faire leadership style. As shown in Table 7 item 7 the researcher investigate that by asking if the principals delaying decision making process. The respondents say that 28(31.8%) of them disagreed principals delaying decision making process, 20(20.7%) of respondents undecided about the issue and the remaining 40(44.6%) agreed with mean 3.23 that the principals delaying decision making process. As expressed in Table 7 item 10 the question that was asked about principals hiring skill necessary to make decisions 31 (35.2%) of respondents disagreed in their opinions, while 15(17.0%) undecided that the principals were hiring skills necessary to make decision or not. This left 42(47.7%) respondents agreed with mean 3.23 that their principals were hiring skills necessary to make decisions. With regard to Table 7 item 12 concerning principals give complete freedom to the staff , 27(30.7%)of respondents disagreed that principals give complete freedom to staff, 12(13.8%) undecided and 49(55.7%) of respondents agreed with mean 3.40 that the principals give complete freedom to the staff. From items indicated under laissez-faire leadership style the teachers response focused that principals practice laissez-faire leadership styles in school environment.

The interview the researcher conducted with vice principals and selected teachers ensures that:

During interview and FGD of unit leaders and vice principals, regarding leadership styles of principals, the participants said that the current leadership style in their schools practice democratic, Laissez-faire and autocratic leadership styles interchangeably to achieve the school goal.

From the finding, it can be concluded that principals practice mixed leadership style based on situation in the school environment. In addition the response from interview and FGD support this idea. Therefore, the response from questionnaires, Interview and FGD concluded that principals' practice mixed leadership style. This is because there is no best leadership styles match with different behavior in the school environment.

Table 8: Principals' View regarding performance of teachers

No	Item		Likert Scale					Total	Mean
			SD(1)	D(2)	UN(3)	A(4)	SA(5)		
1	Teacher conduct towards learners is characterized by professionalism.	N	7	5	17	22	37	88	3.88
		F	8.0	5.7	19.3	25.0	42.0	100	
2	Teachers have a positive influence on learners.	N	7	5	15	23	38	88	3.91
		F	8.0	5.7	17.0	26.1	43.2	100	
3	Teachers prepare well for lessons.	N	7	5	15	24	37	88	3.90
		F	8.0	5.7	17.0	27.3	42.0	100	
4	Teachers motivate learners to learn.	N	6	6	15	23	38	88	3.92
		F	6.8	6.8	17.0	26.1	43.2	100	
5	Teachers use teaching time effectively.	N	21	14	11	14	28	88	3.79
		F	23.9	15.9	12.5	15.9	31.8	100	

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

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

As shown in table 8 item 1 examined the respondents opinion on identifying whether teacher conduct towards learners characterized by professionalism, results indicate that 12(13.7%) of respondents disagreed to the question asked by researcher, while 17(19.3%) of respondents undecided and 59(67.0%) of the respondents agreed with mean 3.88 that the teacher conduct towards learners is characterized by professionalism. As indicated in Table 8 item 2 opinion on whether teacher have a positive influence on learner or not. Thus 12(13.7%) of the respondents disagreed that their teachers have a positive influence on learners while 15(17.0%) of respondents fairly undecided in their opinions and 61(69.3%) agreed with mean 3.91 that teachers have positive influence on learners.

As shown in table 8 item 3 examined the respondents opinion on identifying whether teacher prepare well for lessons or not, results indicate that 12(13.7%) of respondents disagreed to the question asked by researcher, while 15(17.0%) of respondents undecided and 61(69.3%) of the respondents agreed with mean 3.90 that the teacher conduct towards learners is characterized by

professionalism. As indicated in table 8 item 4 opinion on whether teachers motivate learners to learn or not. Thus 12(13.6%) of the respondents disagreed that their teachers motivate learners to learners. While 15(17.0%) of respondents fairly undecided in their opinions and 61(69.3%) agreed with mean 3.92 that teachers have positive influence on learners.

Regarding item 5 as shown in table 8 above, examined the respondents opinion on identifying whether teacher use teaching time effectively or not, results indicate that 35(39.8%) of respondents disagreed to the question asked by researcher, while 11(12.5%) of respondents undecided and 42(47.7%) of the respondents agreed with mean 3.79 that the teacher use teaching time effectively.

Table 9: The major challenges encountered by secondary school principals

No	Item		Likert Scale					Total	Mean
			VL(1)	L(2)	A(3)	H(4)	VH(5)		
1	Lack of experience of school principals	N	25	15	11	12	25	88	2.97
		F	28.4	17.0	12.5	13.6	28.4	100	
2	Lack of adequate training	N	23	14	11	16	24	88	3.05
		F	26.1	15.9	12.5	18.2	27.3	100	
3	Lack of facilities and Resources	N	15	12	13	21	27	88	3.38
		F	17.0	13.6	14.8	23.9	30.7	100	
4	The principals' personality	N	17	12	12	23	24	88	3.28
		F	19.3	13.6	13.6	26.1	27.3	100	
5	The nature of the task	N	21	12	11	20	24	88	3.16
		F	23.9	13.6	12.5	22.7	27.3	100	
6	The relationship between the principal with staff members	N	10	12	12	25	29	88	3.58
		F	11.4	13.6	13.6	28.4	32.9	100	

Key: Questionnaire January 2021, frequency (N_o), percentage (%)

Value for the scale: VL= Very Low, L= Low, A= Average, H= High, and VH= Very High

According to the data in Table 9 item 1, Lack of experience of school principals of secondary principals, 40 (45.4%) low, 11(12.5%) Average and 37(42.0%) High with (mean =2.97). This implies that the majority of principals lack experience of principal ship position. As per table 9

item 2, concerning extent of training issue of principals 37(42.0%) low, 11(12.5%) average and 40(45.5%) high (mean =3.05). This indicates that attention has given to school principals training.

As per Table 9 item 3 regarding lack of facilities and resources, 48 (54.6%) of respondents agreed with mean 3.38 that lack of school facilities and resources as major challenges of principals were high, 13(14.8%) average and the remaining 27(30.6%) low about lack of facilities and resources were challenges of secondary school principals. As expressed in Table 9 item 4 concerning the principals personality, 47(53.4%) high with mean 3.28 about principals personality as major challenges, 12(13.6%) average on matter and 27(30.6%) low principals' personality as major challenges of principals. From the above Table 9 item 5 whether the nature of the task as major challenges of principals or not, 44 (50.0%)teacher respondents agreed up on that the nature of the task as a major challenge of principals were high with (mean 3.16). Concerning this item 11(12.5%) of respondents average on the issue. The rest 33(37.5%) of teacher respondents agreed that nature of the task as major challenge was low.

As indicated in Table 9 item 6 regarding the relationship between principals with staff members as major challenges or not, 54(61.3%) of the teacher respondents high with mean 3.58 the relationship between principals' with staff members as major challenges, 12(13.6%) average on matter and the remaining 27(25%) of respondents agreed that the relationship between principals with staff members were low as major challenges of principals.

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

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

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

Table 10: The major challenges encountered by secondary school teachers

No	Item		Likert Scale					Total	Mean
			SD(1)	D(2)	UN(3)	A(4)	SA(5)		
1	Students respect the teachers	N	24	20	10	15	19	88	2.83
		F	27.3	22.7	11.4	17.0	21.6	100	
2	Students were regularly attending lessons.	N	23	21	10	16	18	88	2.83
		F	26.1	23.9	11.4	18.2	20.4	100	
3	Students absenteeism affects teachers performance	N	10	11	15	21	31	88	3.59
		F	11.4	12.5	17.0	23.9	35.2	100	
4	School compounds are attractive.	N	21	14	15	14	24	88	3.07
		F	23.9	15.9	17.0	15.9	27.3	100	
5	There are adequate instructional materials like textbooks, teachers' guide and syllabus in the school.	N	31	10	13	12	22	88	2.82
		F	35.2	11.4	14.8	13.6	25.0	100	
6	There is fair distribution of work load in the school.	N	19	16	15	15	23	88	3.08
		F	21.6	18.2	17.0	17.0	26.1	100	
7	You are satisfied with the way school administration handling you.	N	17	11	20	16	24	88	3.22
		F	19.3	12.5	22.7	18.2	27.3	100	
8	Decision making participatory in the school	N	24	11	16	11	26	88	3.05
		F	27.3	12.5	18.2	12.5	29.5	100	
9	Principals treat teachers equally	N	23	12	16	11	26	88	3.06
		F	26.1	13.6	18.2	12.5	29.5	100	
10	In your school teachers are recognized (praised) for a job well done.	N	22	12	13	14	27	88	3.14
		F	25.0	13.6	14.8	15.9	30.7	100	

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

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

As shown in Table 10 item 1 whether students respect the teacher or not, 44(50.0%) of teacher respondents disagreed with mean 2.83 that students respect the teacher, 10(11.4%) of respondents undecided on the matter and 34(38.6%) agreed that students respect the teachers. As per item 2 of the same Table 44(50.0%) of respondents disagreed with mean 2.83 that students were regularly attending lessons, 10(11.4%) of respondents undecided or not sure on issue and the rest 34 (38.6%) of respondents agreed that students were regularly attending the lessons. As indicated in Table 10 item 3 regarding students absenteeism affects teacher performance or not, 21(23.9%) of respondents disagreed, 15(17.0%) undecided and the majority 52(59.1%) of respondents agreed with mean 3.59 that students absenteeism affects teachers performance. As it mentioned in the above Table students disciplinary problems like students did not respect teachers, students did not regularly attending the lessons and students absenteeism from teaching learning process were challenges that affect teacher performance.

As we can see from Table 10 item 4 above, 35(39.8%), 15 (17.0%) and 38(43.2%) of teacher respondents disagreed, undecided and agreed with mean 3.07 that school compounds are attractive respectively. From the same Table item 5 whether there are adequate instructional materials in the school or not, 41(46.6%) of respondents disagreed with mean 2.82 that there are adequate instructional materials like textbooks, teachers' guide and syllabus in the school, 13 (14.8%) undecided and 34(38.6%) of respondents agreed that there are adequate instructional materials in the school. As shown in Table 10 item 6 concerning there is fair distribution of work load in the school or not, 35(39.8%) respondents disagreed on the matter, 15(17.0 %) undecided, however 38(43.1%) agreed with mean 3.08 that there is fair distribution of work load in the school.

As shown table 10 item 7 the teacher respondents were asked to rate whether the teachers satisfied with the way of school administration handling or not. Accordingly 28(31.8 %) of the respondents disagreed that the way school administration handling. On the other hand, 40(45.5%) respondents were agreed with mean 3.22 that there are satisfaction with the way school administration handling. The rest 20(22.7 %) respondents' undecided in their opinions. With regard to item 8 of the above table, 35(39.8%) of respondents disagreed that decision making participatory in the school. However, 16(18.2%) of the respondents were undecided

based on their opinions, and the remaining 37(42%) of respondents agreed with mean 3.05 that decision making was participatory in the school. As per Table 10 item 9 regarding principals treat teachers equally, 35(39.8%) of respondents disagreed that principals treat teachers equally, 16(18.2%) undecided on issue and the rest 37(42.0%) of respondents agreed with mean 3.06 that principals treat teachers equally. As expressed in Table 10 item 10 concerning the teachers were recognized for a job well done or not, 34(38.6%) of respondents disagreed that teachers recognized for a job well done, 13(14.8%) undecided on the matter and 41(46.6%) of respondents agreed with mean 3.14 that teachers were recognized for a job well done in the school.

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

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

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

5. SUMMSRY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary of Major Findings

The main purpose of this study was to assess the principals' leadership styles and teachers performance in government secondary schools of Kersa and Metta woredas, East Hararghe Zone. In order to achieve the objective of the study, the following basic questions were stated and tried to answer.

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

To answer these questions descriptive survey design and mixed methods were employed. There are fifty six (56) government secondary schools in the twenty woredas of the Zone. Among these the study was conducted in two woredas which have six (6) secondary schools that were selected by available sampling techniques for the study. The study was used both primary and secondary sources of data. The data was gathered from primary sources includes: secondary school teachers, principals and vice principals. The total number of respondents of the study was 224 (90 teachers selected by using simple random sampling, 6 principals and 10 deputy principals selected by using available sampling, and 12 selected teachers selected by using simple random sampling techniques). Three types of data gathering instruments: questionnaires, semi-structured interviews and focus group discussions were used. Pilot study was conducted to check the reliability of the questionnaires using Cronbach Alpha. The result of quantitative data has been analyzed with the help of SPSS software version 22. The close-ended questionnaire collected

from teachers was analyzed and interpreted by using descriptive statistics including frequency count, percentage and mean were used. The data obtained from semi-structured interview and focus group discussions also has been analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

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

1. Concerning the characteristics of principal respondents, it was found that all principals' respondents were males. It was implying that no female teachers are holding leadership positions in secondary schools under the stuied areas. The age of these respondents were ranging between 31-40 and 41-50 years.
2. Regarding academic qualifications 37.5% of principals' first degree holders and 62.5% Master degree in academics. With regard to fields of specialization the data showed that 75% of the school principals did not graduate from a fields related to educational leadership. This implies that they lead schools without having necessary knowledge and skills required and majority of school principals were under the minimum requirement set by ministry of education to lead secondary schools. So principal performances have a negative impact on the attainment of educational goals of the school.
3. The analysis of data showed that 10 (62.5%) of principals had less than five year experience of principals position, hence they need support from secondary schools supervisor and education office excessively.
4. Regarding the position appointment conditions for principals, the position appointments of principals were mostly decided by woreda education office and political party. There was no participation of concerned stakeholders: parents, students and teachers through their representatives; in the selection of principals for the sake of transparency that could contribute to the creation of horizontal relationship between the school community and the school.
5. The analysis of data showed that the criteria must used for position assignment of secondary school principals is based on prior experience as head teachers and political acceptances. If the appointment criteria of principals is based on political views instead of educational

qualification required for the positions the result will be incompetent leaders, this turn negative impact on teachers' performance and finally impact on achieving education goals.

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

5.2. Conclusions

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

1. There were no female school leaders as deputy principals and principals. The school administration was dominated by male. It is important to encourage female teachers to take share in school governance in order to empower them. The majority numbers of secondary school principals were found below the essential required standard set for the level under

the study area. Regarding this idea, to allow principals play their role more effective, there is a need to upgrade their qualifications with the position required.

2. The position appointment conditions for principals, by higher officials of the woreda education and principals relation with political party. The most criteria used for position appointment of principals based on prior experience as a head teacher and political appointment of principals. The principals practice, duties and responsibilities with the standard specified by ministry of education were: lead and develop individuals and team, develop and manage school-community relations, lead and manage learning and teaching, lead and facilitate vision of learning and lead and manage school operations and resources.
3. The mixed methods leadership style was found to be popularly used by principals based on situations in the schools environments. No best leadership style was used to run the schools effectively alone rather mixed leadership style based on situations. The study concluded that low relationship between principals with staff members, lack of school facilities and resource, principals' personalities, the nature of tasks and lack of adequate trainings were major challenges of principals under study area. Therefore, equipping principals with skills and knowledge is the best solution to minimize the challenges. In addition, to alleviate these challenges of principals, the selection and appointment of school principals should be based on the criteria set by ministry of education. The study concluded that the misbehavior's of students and inadequate instructional materials like textbooks; teacher guide and syllabus in the school were the challenge encountered by teachers' performance.

5.3. Recommendations

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

1. The results indicated that the majority of the school principals is not qualified in the field related to educational leadership area to play vital role and to overcome their responsibilities effectively. So, the study recommended that it is recommendable that if the woreda education offices and concerned stakeholders assign qualified school principals based on criteria

required to lead the school, properly and position appointment conditions must be transparent.

2. Many school principals were from different fields of studies other than fields related to school leadership. Therefore, woreda education offices should work closely on monitoring the role of principals and give knowledge based support. That is through training and supervision activities.
3. The school principals need to communicate with staff members to integrate organized activities and change staff behaviors by providing sufficient and useful information to the achievement of educational goals. The communication means may be through regular meeting, notice board, telephone calling and etc
4. The researcher recommends that Woreda education office collaboration with woreda finance and administration office should allocate adequate budget per students in order to minimize the problems related to school facilities and resources.
5. The school principals, students representatives and school counsels should collaboratively work together to minimize the misbehavior's of students which influence performance of teachers by consulting and taking disciplinary actions to bring behavioral change in the schools..
6. Woreda education office and zonal education office should communicate with each other identifying the scarcity of instructional materials like textbooks, teachers guide and syllabus and should try to findr for the solutions and Ministry of education to duplicate adequate instructional materials based on the statistical number of students.

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APPENDIXES

Appendix I

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED BY TEACHERS

Dear Respondent,

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

General instruction:

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

Part I. Personal Information

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

1. Sex: Male Female
2. Age: 21 –30 31 – 40 41 – 50 Above 50
3. Your academic Qualification:
- Diploma BA/BSc/BEEd MA/MSc
4. Teaching experience:
- 1 –5 years 6 – 10 years 11 – 15 years 16-20 years Above 21 years
5. Your teaching load per week in terms of periods:
- 6-10 11-15 above 15

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

1. Question or items related to secondary school principal's placement to leadership position

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

A. Position appointing conditions of school principals:

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

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

B. The criteria used for position assignment of school principals

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

No	Item	(SD)=1	(DA)=2	(UD)=3	(A)=4	(SA)=5
1	Principals have Training in education leadership management					
2	Prior experience as a school leader at lower levels were sufficient for the position					
3	Prior experience as a head teacher were the major criteria to be principal					
4	Political acceptance were the major criteria to be principal					

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

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

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

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

Question items related to teachers views on the principal's leadership style and principals view the performance of teacher

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

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

A. Teachers' view the leadership style of principals

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

B. Principals' view regarding performance of teacher

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

Agree (SA)=5

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

Appendix II

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
A. INTERVIEW FOR SCHOOL PRINCIPALS AND VICE PRINCIPALS

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

PART-I PERSONAL INFORMATION

- 1) School name _____
- 2) Sex: Male Female
- 3) Age: 21 –30 31 – 40 41 – 50 Above 50
- 4) Your academic Qualification:
 Diploma BA/BSc/Bed MA/MSc
- 5) Field of your Specialization:
 EDPM Educational leadership School Leadership Other
- 6) Your years of Service year as school principal:
 1-5 6-10 11-15 16-20

PART-II: Interview questions for principals and vice principals

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

Appendix III

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B FOCUS GROUP DISCUSSION (FGD) FOR TEACHERS

PART-I: PERSONAL INFORMATION

1. School name _____
2. Sex: A) male B) female
3. Age _____
4. Service year _____years
5. Educational qualification _____

PART- II: Questions for Focus group discussion

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