

**IMPACT OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS'
JOB PERFORMANCE IN SECONDARY SCHOOLS OF BALE ZONE.**

MA THESIS

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**Impact of Principals' Leadership Style on Teachers' Job Performance
in Secondary Schools of Bale Zone**

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MASTER OF ARTS IN SCHOOL LEADERSHIP**

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DEDICATION

This thesis is dedicated to my beloved mother: Buzu Duga for her understanding the value of education, and encouraging me with her lovable mother language.

STATEMENT OF THE AUTHOR

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

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

CfBT	Confederation for British Teachers
MoE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization.
VSO	Voluntary Service Overseas

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**IMPACT OF PRINCIPALS' LEADERSHIP STYLE ON TEACHERS'
JOB PERFORMANCE IN SECONDARY SCHOOL OF BALE
ZONE, OROMIA REGIONAL STATE**

Abebe Tamiru

ABSTRACT

The main purpose of this study was to investigate the Impact of principals' leadership style on teachers' job performance in Secondary school of Bale Zone. Descriptive survey research design was employed to conduct the study. The study was conducted in eight secondary schools found in Bale zone which were selected by simple random sampling technique. One hundred sixty four teachers from the sample schools were selected by simple random sampling, 8 principals, and 4 supervisors from the same schools were selected by purposive sampling method. Questionnaire, interview and document analysis were the instruments of data collection. Then, information obtained from closed-ended questionnaires was analyzed by using simple regression model and Pearson correlation coefficient with the help of SPSS version 20, Standard deviation, mean, percentage and frequency. Result obtained from interview and documents analysis were narrated and triangulated with quantitative finding. The questionnaires on communication and decision-making were used to describe the principal leadership styles, while lesson plan, assessing students and involve in co-curricular activities were to determine the teachers' performance with in the schools. The finding indicates that there is a moderate positive relationship between leadership styles and teachers' performance the relationship is significance. Democratic leadership style was the most practiced leadership styles in secondary schools of Bale Zone. The secondary school of Bale Zone teachers were less motivated with their job because of low salary, lack of facilities, low participation and poor communication among staff members. In general it can be concluded that principals' leadership style of secondary schools in Bale zone had significant effects on decision-making and communication in improving the level of teachers' level of performance and thus, teachers have not been performing to the expectation. Based on the findings, it is recommended that the principals of secondary schools should use able of bureaucratic and democratic styles of leadership, while teachers' ideas and taught should be considered in decision-making in order to enhance better performance amongst teachers.

Key words: Authoritarian leadership, Bureaucratic leadership, democratic leadership style, laissez-faire leadership style, teacher job performance.

1. INTRODUCTION

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

1.1. Background of the Study

Different scholars and educational researchers all over the world argue that education was the backbone for the social, economic and political development of a country. For example, Debela (2011) suggested that education is one of the major driving forces that a significant role in the development of country in all aspects: economic, social, political and technological.

Education in Ethiopia is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society. Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among this roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2001). It is therefore, not surprising that there is increasing pressure on effective leadership among principals of secondary schools in Oromia Regional State, Ethiopia. It seems however, that many principals have not considered their styles of leadership as determinants of teachers' performance in their schools.

The Education and Training Policy set aims and objectives, which produce skilled man power with the necessary quality and quantity to meet the required national socio-economic development, to bring up citizens who understand, uphold the constitution, and citizen who respects democratic values and human rights with good work culture and ethics (MOE, 2010). This is why currently; Ethiopian government made the education sector its agenda and going to ensure education quality at any level. Thus, to foster these aims and objectives, the school principal has important roles to play.

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs and performance, For example, England, Nigeria. In Ethiopia, there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2010).

Leadership is possibly the most important determinant of an effective learning-teaching environment (Kelley, 2005). That is the leadership styles practiced by leaders of an organization whether it is profit making, nonprofit making, or service providing like secondary schools, influences the job performance of teachers. Leadership style practiced by principals is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students (Kenneth *et al.*, 2004)

As such, leadership style occupies an important position in school management in Oromia Regional State, Ethiopia. The school principal is in a unique position as manager or administrator who controls schools' resources for the purpose of accomplishing organizational goals.

Supporting this dispute, Adepoju (1996) stated that variables of teachers' performance such as effective teaching, lesson note preparation, effective use of system of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

Supporting this argued, Owoeye (1999), the teachers' job performance can be measured through annual reported of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, supervision of students' work motivation; class control and discipline of the students were the merits that teachers should be supported effectively in secondary schools.

Ibukun (1997) claimed that the main job of the principal is to make a conducive atmosphere for the teachers to be able to achieve desired changes in students. He renowned that teachers' perform effectively under diverse leadership styles. Due to this, the principal is expecting encourage effective performance of their teachers by classifying their needs and trying to satisfying or meeting them. Supporting this argument (Ijaiya, 2000) remarked that teachers in Nigeria express a desire for more participation in decision-making.

This study is established obtainable to examine critically the relationship between principals' leadership styles and teachers' job performance in secondary schools of Bale Zone, Oromia Regional State. Therefore, the concern of the study is to determine the best style of leadership out of the autocratic, democratic, laissez-faire, and Bureaucratic leadership style that enhance better job performance among teachers in terms of involvement in decision making and communication in Bale Zone, Oromia Regional State.

In most Secondary schools of Bale Zone, principal's leadership practices are being criticized for its poor performance in promoting communication, facilitating conditions

for school community, influencing subordinates properly, inculcating sense of collectivism and applying effective leadership styles. That's why this issue drew the attention of the researcher to identify impact of principals' leadership style on teachers' job performance in Secondary school of Bale Zone.

1.2. Statement of the Problem

The relationship between principal's leadership style and teachers' job performance has been a subject of controversy by many researchers (Nwadian,1998; Adeyemi, 2006). The controversy is centered on whether or not the style of leadership of principals influences the level of performance among teachers. Common observation in the school system shows that the style of leadership of a principal can perhaps have serious impact on teachers' performance.

Lashway (2003), the role of the principal is quickly changing from just encouraging teachers' efforts to leading teachers to produce tangible results. Presently, there is an abundance of research that supports the concept that leadership is one of the most important factors for improving student achievement. According to the Institute for Educational Leadership (as cited in NGA Centre for Best Practices, 2003), the principal's main responsibility will be "instructional leadership that focuses on strengthening teaching and learning".

From the investigator professional observation point view, most of Bale zone secondary schools principals were selected from subject teachers. This shows that the principals were not practice leadership style to enhance teachers in school teaching-learning process. Supplementing the above notions, because the researcher had worked in study area as a teacher, a supervisor, a principal for the last 8 years and school principals failed to accomplishment of school vision, mission and objectives due to lack of principals in creating conducive and attractive school environment for teachers, students and school communities

Beside this, the principals have the challenges of resistance from teachers to accept change; teachers', students' and other stakeholders' unwillingness to act leadership responsibilities; students and teachers lack of initiation to put the schools' visions into actions; etc. Because of these challenges and other factors mentioned so far, the principals in the secondary school of Bale Zone are not practicing their principals' leadership style on performing the administrative and instructional leadership functions like instructional program, staff personnel administration, students' administration, financial and physical resources and school community relations effectively. In the past eight years the researcher has served in Bale Zone Secondary school as a teacher, an educational expert and school principal. In that period of time the researcher heard complaints about leadership styles that the teachers are not interested in decision made by principal in delegation of duties and responsibilities in different activities of the school. Moreover, the students' achievement is very low. Most of teachers like good leadership style to teaching and learning process in schools.

There are different reasons for the study of this topic in Bale zone. The first reason is that no detailed study has been conducted on the area of this topic in the secondary schools of Bale Zone as far as the researchers' knowledge is concerned. The second reason is that the researcher is familiar with the study area since he has been serving as a teacher, an educational expert, and a principal of a school in a secondary school and District of the zone.

Therefore, Principals as educational leader play a pivotal role in the success of the school. In building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and Communicate plans for effective teaching, among all staff members and monitor students learning progress and closely work with parents (MoE; 2005). But, Yenenew (2012) argued that most preparatory schools of South Wollo Zone are characterized by delay; in the beginning time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, etc. were noticed.

Thus, this could contribute to reduce the level of teachers' performance. In supporting this, (Weiss, 1993) argued that, the successful implementation of the curriculum depends to a large extent, on delegation and sharing decision styles of principals that boost teachers' job opportunities, satisfaction, career commitment and intention to complete the syllabus contents on terms scheduled. In this regard Nanson(2010) argued that most principals" are hardly seen in their offices executing their duties, they neither delegate duties nor fully communicate to their teachers. Furthermore, (CfBT, 2008) argued that much of their time was spent on political duties unrelated to the education of students at their school, and requiring much absence from the school site. This seems to reduce the level of performance affecting the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate drop out as well as other instructional activities at schools. Hence, the collision of principals' leadership style and teachers' performance as has been a subject of disagreement by researchers (Nwadian, 1998; Adeyemi, 2006). The argument was centered on whether or not the principals' leadership style influences the level of performance among teachers.

The Oromia Regional Education Bureau frequently gives different workshops for principals and supervisors in order to improve their leadership skills (REB report, 2016/2017).But, the performance of teachers did not change much. Experiences of the researcher, recent observation of the schools and the feedback of supervision indicated that the occurrence of considerable absenteeism, lack of interest, lack of commitment and low level of teachers' job performance were widely observed in secondary schools of Bale Zone.

Various educational studies have been conducted in Bale Zone, to the best knowledge of the researcher no studies on school leaders' leadership styles and their impact on job performance in Bale Zone were found at the time that this research was being prepared. However a number of studies, which are similar to this study, have been conducted on educational leadership in Ethiopia and other countries. Abwalla(2014) conducted a study on the Principals leadership style and teachers job performance of

Secondary school teachers of Gambella region. The finding of the study in general suggested that the relationship between leadership style and teachers' job performance was found to be positive and significant. David and Obadian(2017) also conducted a study to research Effect of leadership style on teachers' performance in primary school of Arusha District Tanzania. The finding revealed that there is significant relationship between leadership style and teachers' job performance.

In Nigeria, Enueme and Ekwunye (2008) conducted a study to investigate the effect of principals' instructional leadership roles on teacher performance. The findings from their study revealed that teacher performance relates positively to principals' instructional leadership roles. Similarly, Day, Sammons, Hopkins and Harris (2009) conducted a study in London to examine the impact of school leadership on learning outcomes. The findings from the study revealed that the heads of effective schools are successful in improving learning outcomes.

1.3. Research Questions

The researcher proposed to focus on impact of principals' leadership style on teachers' job performance in Secondary schools of Bale zone, in order to answer the following basic questions.

1. What type of leadership style do school principals commonly practice to enhance teachers' job performance in secondary school of Bale Zone?
2. To what extent contribution of school leaders' leadership style in enhancing teachers' job performance in secondary schools of Bale Zone?
3. What were the major factors that affect teacher job performance in Secondary schools of Bale Zone?
4. Is there significant relationship between the principal's leadership styles and the teacher's job performance in Secondary schools of Bale?

1.4. Objectives of the Study

1.4.1 General objective

The general objective of this study was to investigate the impact of the principals' leadership style on teachers' job performance in secondary schools of Bale Zone, Oromia Regional State.

1.4.2 Specific Objective

More explicitly, this study were to:

1. Investigate the leadership style commonly used by principals to enhance teachers' job performance in secondary schools of Bale Zone.
2. Examine the extent of contribution of school principals' leadership styles in enhancing teacher job performance.
3. Scrutinize major factors that limit teacher's job performance in Secondary school of Bale Zone
4. Determine if there is a statistically significant relationship between leadership style used by principals and teachers' performance in secondary school of Bale Zone.

1.5. Significance of the Study

The findings of this study would have crucial advantages to enhance principals' leadership style and teachers' performance specifically; the result of this research may have the following importance for the school principals, teachers, students, supervisors and education office administrators.

First, It may help principals to identify the relationship between principals' leadership styles and the level of teachers' performance in Secondary school of Bale Zone.

Second, It helps principals to develop new knowledge, theories, methodologies and skills about leadership styles; so that they use the right leadership style at right condition.

Third, It may give the clear picture of principal's leadership styles impact on teachers' level of performance for decision-makers, higher officials of the regional, zonal and Woreda education office.

Additionally, it may motivates interested individuals to conduct further investigation regarding the study, and expected to draw the attention of education institutions, especially those who are involved in improving and up grading leadership training programs.

Fourth, the school principal will review and use the findings of this study as a guide to perform his/her task effectively and efficiently. Fifth, it may provide important information to the national and local policy makers and program designers so as they will further revise and develop appropriate programs.

Lastly, it may serve as the reference and may call for further in-depth researchers on the topic, particularly principal leadership style and teachers' performance in the secondary schools of Bale Zone.

1.6. Delimitation of the Study

The study was delimited in both content wise and geographically. The contents were delimited to investigating effect of independent variables on dependent variables based on path goal theory of leadership.

Geographically, the study was carried out in Secondary schools of Bale Zone, Oromia regional State. There are 57 government Secondary Schools in Bale Zone. However, the study was confined to only eight Secondary school of Bale Zone hence making it possible for the researcher to get relevant information from respondents. The

researcher also selected 8 principals, 164 teachers and 4 Supervisors as a sample. This study focused on the topic impacts of principals' leadership styles on teachers' job performance in Secondary schools of Bale Zone in particular. Additionally, it was deal with associated issues such as the relationship between principals' leadership styles and teachers' job performance, types of leadership styles that commonly practiced in the school and major factors that affect teacher job performance in secondary schools of Bale zone.

Dependent variables represent the outcome of the study and they provide the quantitative material that allows us to answer the research questions. As scholars describe dependent variable is the core research questions or hypothesis to be answered at the end of the research. Therefore, teachers' performance which are the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the school is the dependent variable for this study. Independent variables are the causes supposed to be responsible for bringing about change(s) in a phenomenon or dependent variables (Kumar, 2005). Therefore, the independent variables are conceptualized as the principals leadership styles the autocratic, democratic, lazes-fair styles were incorporated to see the existing teachers' level of performances through communication with teaching staff and involvement of teachers in decision-making.

1.7. Limitations of the Study

Conducting research in a detail and more scientific manner, the researcher came across with the shortage of time due to the burden of school, shortage of finance and energy consuming. However, the researcher over came these problems with patience, arranged convenient time and place in order to get enough valid responses.

1.8. Operational definition of key terms.

Impact: is the extent to which principal leadership style influence or affects teachers' job performance.

Job Satisfaction: is the fulfillment of teachers desires(in pay ,fringe benefit, contingent rewards, promotion, interpersonal relation, school rules and regulation and work condition that influences school performance out come in Secondary school of Bale zone).

Leadership: is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement.

Leadership Styles: is defined as an approach of providing direction, motivating people and achieving objectives.

Secondary schools: refers to the school system established to offer two years of general education from grade 9 -10.

Teachers' performance: In this study, the teacher performance considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

2. REVIEW OF RELATED LITERATURE

This section presents about the Historical overview of leadership, leadership style, types of leadership styles, factor that influence principals' leadership style, major factors that limit teacher job performance, impact of principals' leadership styles on teachers' job performance and relationship between principals' leadership styles and teachers' job performance.

2.1. Concept of leadership and leadership styles

According to different writers, the concepts and definition of leadership style and teachers' performances viewed in the context of their perspectives and philosophy. However, researcher reviews related literatures on leadership styles and teachers' job performance. These include theoretical review, conceptual model and literature related to the relationship of principal leadership style and teachers' performance, decision-making and leadership style can improve teachers' performance specific objective respectively.

2.2. Leadership

Leadership is an elusive idea that has many definitions. Northhouse (2004) describes leadership as the process whereby an individual influences a group of people to achieve a common goal. Leadership literature has evolved from simple lists of the job duties to interest theories. According to Brown (2001) principals of various schools or head of departments are considered as key leaders and most of the decisions are made at school level. Thus, the success of those schools depends on the leadership of each principals and department heads.

Okumbe (1999) defines leadership as a process of encouraging and helping others to willingly towards realization of objectives. Nguni (2007) defines leadership as art of influencing people to do willingly something that is wanted to be done.

According to Yoke (2002,cited in Nguni,2007) defines leadership as 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.

According to Campbell *et al* (1993) leadership refer as the process through which and individual (the leader) secure cooperation from others (followers) toward goal achievement in a particular setting. Leadership is the most talked about managerial activity in any organization. Managers or administrators are to be effective in a range of areas including planning, decision making, communicating, and controlling and conflict management. Thus, leadership is a process of facilitating or enabling subordinates to perform activities at maximum level towards the targeted objectives of the organization.

Leadership and the study of this phenomenon have roots in the beginning of civilization, on employees work, work environment and motivation. Leaders, leadership styles, and a numerous of other work-related variables have been studied for almost two centuries. Eventually, organizations have evolved from those with an authoritarian style to ones with a more comfortable work environment, and then to organizations where people empowered, encouraged and supported in their personal and professional growth (Gregory and Patterson, 2005).From the above views, it is possible to draw that the school and teachers effectiveness is highly influenced by the leadership that a principal practiced in the school.

2.3. Leadership Styles

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa(2005) saw it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the

achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes on the task or human relations is usually considered central to leadership style. The role of a principal in relation to school leadership and management is a topic that has been subjected to close investigation. In this case, quality leadership styles performed by a principal are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the principal will directly lead students into the right path of academic and non-academic excellence (MoE, 2013). So, MoE (2013) defined leadership style as the manner and approach of providing direction, motivating people and achieving objectives. It is a form of cross situational behavioural consistency. It refers to the manner in which a leader interacts with his or her subordinates. Thus, there are many types of leadership styles that leaders use. Some of them are autocratic, democratic, laissez-fair, and Bureaucratic leadership style.

The school principal who is in a unique position as the manager or administrator controls school's resources for the purpose of achievements of educational goals and can accelerate the process of schools development or can demolish the progress of education (Adeyemi, 2004). So, a leadership style occupies an important position in teachers' job performance in school.

2.4. Type of Leadership Style

Without a proper leadership style, effective performance cannot be realized in the school. MoE(2011) hand out of school improvement frame work states that school leadership and leadership behavior are domains of factors that affect teachers' performance. The study of leadership styles take into consideration what a leader does, says, and how he/she acts. It has to do with the study of the leader's approach to the use authority and the resultant participation of others in decision-making. A closer examination of some selected leadership styles reveal the magnitude of leader's responsibility those with whom he/she works. Different scholars can categorize leadership into different leadership; such as autocratic ,bureaucratic, democratic, laissez faire, charismatic ,participative, situational, transactional, and transformational leadership (Mosadeghrad,2004).In addition, MoE (2004) stated that in general there are four types of leadership style that are practiced in many work situations. So, according to the above sentences there are four types of leadership style which are mostly applied in the schools. But, the researcher focuses on autocratic, democratic, laissez-faire, and Bureaucratic leadership styles.

2.4.1. Autocratic Or Authoritarian Leadership Style

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

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

Furthermore, Campbell et al. (1993) maintain that under authoritarian leadership, the administrators are regarded as a managerial link in a closely defined chain of command. It is based on clearly defined lines of authority, responsibility, communication, function, roles and regularity. Also, it is predictable, accountable and in some respects efficient.

The autocratic leader commands and expects compliance (Wehrich and Koontz (1993). The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done.

The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002).

Moreover, Vugt (2003), suggest that autocratic leadership can include the following situations; new untrained employees who do not know which tasks to perform or which procedure to follow; require effective supervision. This can be provided only through detailed order and instructions. Employees are compelled not to respond to any other leadership style. This is so because, there is a limit time in which to make a decision; and manager's power is challenged by an employee. In this type of leadership style, interactions between school principals and teachers are one way communication.

2.4.2 Democratic Leadership Style

Gray (1989) describes democratic leadership to be the one where parties see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible. According to Hersey (1984) decision making is shared between leaders and followers. The main role of leader becomes to facilitate and communicate. Furthermore, he describes, it entails

high support and low direction, such that it is used when people are able, but is perhaps unwilling or insecure and they are of moderate to high maturity. Democratic leadership style is also called participative style because it encourages employees to be part of the decision making process. The democratic manager keeps his/her employees informed about everything that affect their work and shares decision making including problem solving responsibilities. The leader style is to be a coach who has final say, but gather information from the staff members before making a decision (Campbell et al, 1993). Wehrich and Koontz (1993) describe democratic leader consults with subordinates on proposed actions and decisions such that he/she encourages participation from them. Such type of Leadership ranges from a person who does not take action without subordinates' concurrence to one that make decisions but consults with subordinates before doing. Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school. Campbell et al, (1993) however like other style ,democratic leadership style is not always appropriate; it is the most successful when used with highly skilled and experienced employees or when implementing operational or resolving individuals or group problems. Harrison (2004) maintains that democratic leadership style is most effective when the leader wants to keep staffs informed about matters that affect them and leaders want staffs to share the decision-making and problem solving duties. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and Communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

2.4.3. Laissez-faire leadership style

According to Eagly et al (2003) laissez-faire leadership style is also known as ‘hands off style’. It is the one in which the manager provide very little or no direction and gives employees as much freedom as possible. All authority and power is given to employees and they must determine goals, make decisions and resolve problems on their own. Again, Wehrich&Koontz (1993) state that, the laissez-fair leader uses his/her power very little, if at all, giving subordinates a degree of independence in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them.

Furthermore, Hoy&Miskel (2008) maintains that laissez-fair leaders avoid expressing their views and taking action on important issues and they fail to make or at least delay decisions, ignore responsibilities, provide no feedback and allow authority to remain dormant.

2.4.4. Bureaucratic Leadership

This type of leadership is based on the utilization of a system of files to solve problems. It can be styled as a leadership by centralization (Lall and Greeta, 1979). Bureaucratic leaders work by “book”. They follow rules rigorously, and ensure their staff follows the procedures precisely. This is very appropriate style for work involving serious safety risks (such as working with machinery, and toxic substances) or where large sums of money are involved (example, handling cash). There is a ready system on hand to solve organizational and personal problems is its advantage; whereas it’s too well organized and tends to depersonalize the organization is its disadvantage.

2.5. Factors that affect teachers' job performance

2.5.1 .Working Environment

Teachers' working conditions affect their ability to provide quality education. As mentioned, the condition of infrastructure, availability of text books and learning materials, heavy work load of teaching, lack of office space to work in and class sizes all influence the teachers' performance.

2.5.2. Leadership styles

A school principal, as an educational leader, influences teachers and staffs for successfully operation of teaching and learning in the school. This implies that the schools principals are most visible and directly accessible representatives of the school who highly influence the job performance of teachers.

Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers.

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

2.5.3. **Interpersonal Relations:** These among the member of the society are important means which help in the development of certain social personality characteristics. It refers to the concept of friendship, love and sympathy, the second is hostility which means moving against others. On the other hand, the discussion induced most of teachers to love honesty, which is a hidden value for developing positive attitude towards the profession of teachers.

2.5.4. Teachers' Commitment to the profession

According to Usha and Sasikumar(2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Commitment is one of the major factors that influence teachers' work and student performance in schools. Teachers with high level of commitment work hard demonstrate strong affiliation to their schools and show more desire to carry out the goals of teaching than teachers show with low level of commitments.

Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nature value that would guide the subsequent use of the learning of both knowledge and skills in at the wider world outside the class room.

Park (2005) forwarded two strong reasons why teachers' commitment should be emphasized in the field of education: First, Commitment was an integral force coming from within teachers themselves who had needs for greater responsibility, variety and challenge in their work as their level of participation in education had grown.

Second, there were external forces directing both reform and development in education and seeking higher standards and greater accountability that were dependent up on each teachers combined efforts.

Shukla(2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of most of the dimensions and for some of the dimensions, negative relation was observed. There is no doubt that membership of the major professions implies a life commitment to the task. In the case of teaching, no such a life commitment to the task of teaching is apparent as in other professions. There are a number of factors that contribute this state of affairs. One of these factors is the general notion of teaching as a second choice profession with many of the teachers only committing themselves to it at a late stage when they know that they cannot change their profession. Majority of the teachers at the initial stage of their teaching career did not expect to stay in teaching for more than a few years. They consider it as a stepping to stone other occupations. This invariably affects their commitment to the profession.

2.5.5 .Job satisfaction

According to(Spear et al.,2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work over load, poor pay, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors, because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included: - Company policy and administration, supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security.

Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved.

2.6. Communication and teacher performance

Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management. Hannagan (2002) defines communication as a way of passing on information about the effectiveness of particular work behaviors and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviors that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax.

In a related view, Narayana (1993) identified that communication as a leadership behavior many a times has been mishandled and has tended to reduce its proper meaning in leadership.

Areas in which it has been mishandled include; education managers not being frank and often give wrong Communication to teachers. Many times principals entrust their information to junior staff who often report wrongly to their colleagues.

From the above reviews, it is important to conclude that, the idea of communication is important in leadership; where communication is truly practiced; the leadership tends to be democratic while where it is denied to the subordinates, the leadership style becomes autocratic. On the other hand, some leaders leave communication as a free will. It may or may not be communicated to the subordinates. Such leadership style is *laissez-faire* (Okumbe 1998). It is unfortunate, however, that the idea of communication as a leadership behavior had not been fully explored and yet its values if well managed cannot be denied. It should be noted that not all the above studies were positively correlated between leaders' communication with the teaching staff and teacher performance.

2.7. Teacher Involvement in Decision-Making and their Performance

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization Okumbe, (1999). 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. Yukl, (2002) defines participative leadership style as a way of involving individual participation in decision making. While Chandan (1987) defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process. This is in line with House (1968 Path-goal theory that stipulates that both leaders (principals) and subordinates should involve themselves in decision making if an organization is to achieve its goals.

He added that when goals are set together, the subordinates (teachers) become committed; self-confident and knowledgeable about the set goals thus making them perform well. Thus, this model encourages active participation by subordinates involved, increases creativity and commitment, and develops talents and skills of team members.

2.8. The Concept of Job Performance

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

In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increases.

Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. The idea that motivated teachers are more productive held through the 1970s. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance.

2.9. Teachers' Job Performance

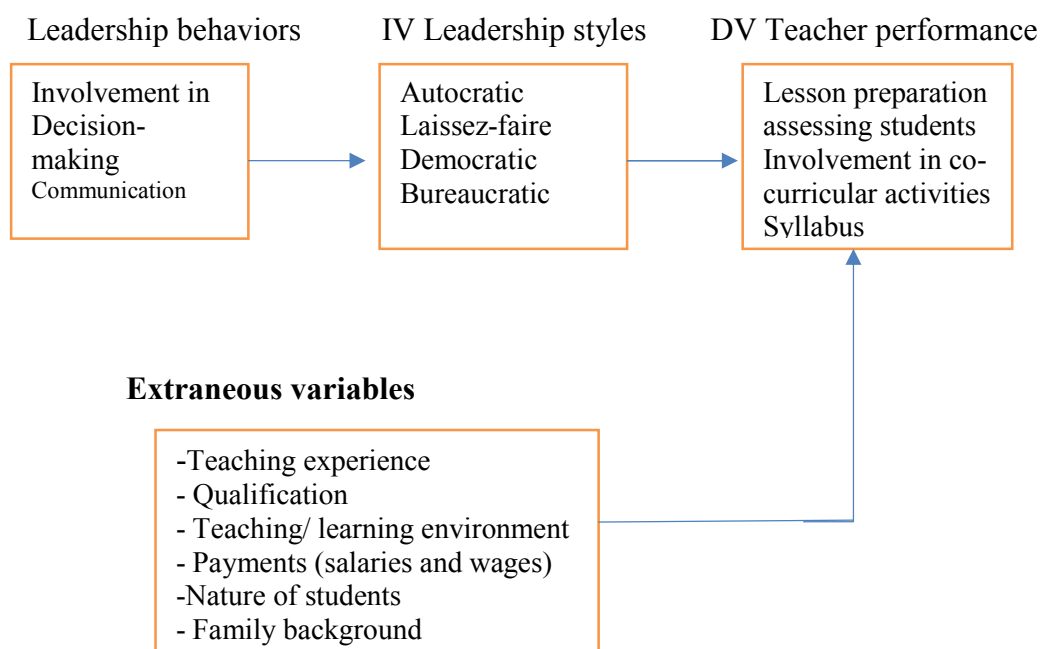
Griffin (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the staffs so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment not satisfied they feel stress on themselves. Accordingly, Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

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

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

2.10. Conceptual framework

Consequent to the review of House's (1968) path-goal theory (Section 2.2.1), a conceptual framework relating the variables in the study as indicated in Figure



Source: adopted from Onen (2010) Leadership styles and behaviors relationships on employee performance; A handout for postgraduate students. Kampala, Makerere University Printery.

Conceptual framework relating leadership styles to teacher performance in Secondary schools of Bale Zone .The conceptual model suggests that the independent variable is conceptualized as consisting of four leadership style(democratic,autocratic, Bureaucratic and laissez-faire) measured in form of; principals' involvement of teachers in decision making and principals' communication to teachers a while the dependent variable is teacher performance which is conceptualized as lesson preparation, assessment and co-curricular activities. Further predicted that all leadership styles: democratic, autocratic, Bureaucratic and laissez-faire, have positive relationship with teacher performance. However, the conception framework indicates that the extraneous variables (teaching experience, teachers' qualification, teaching load per week and responsibilities and learning environment supervision) were competing with the independent variables (communication and decision-making) to influence teacher performance in secondary schools of Bale Zone.

Summary of Review Literature:

The primary objective of related literature is to make the review is based on the theoretical concept and available research work leadership style and teachers' job performance. Some major points which rose in this chapter are summarized as follows.

Different writers viewed the concepts and definition of leadership, leadership style and teachers job performance in the context of their perspective and philosophy. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. Leadership style also defined as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goal of the organization. Without a proper leadership style, effective performance cannot be realized in the school.

Scholars categorized leadership style into autocratic, bureaucratic, democratic, laissez faire, charismatic, participative, situational and transformational. But there are four types of leadership style that are practiced in many situations. So the four types of leadership style which are mostly applied in the schools are autocratic, bureaucratic, democratic and laissez faire leadership styles.

The idea of communication is important is important in leadership, where communication is truly practiced teachers job performance was enhanced in school. Teacher involvement in decision making motivate their performance automatically reached towards high level. However, number of factors affects teachers' job performance. These factors are lack of good environment, poor interpersonal relationship, leadership style, poor motivation and teachers' commitment to the profession.

3. RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sample techniques, data collecting instruments, data analysis and interpretation and ethical considerations

3.1. Description of Research Site

The study was carried out in Bale Zone Oromia Regional state. Its capital city Robe is found at 430km south East of Addis Ababa. Bale Zone is one of twenty Zones of Oromia regional state .A geographical landscape of the Zone includes highland, lowland and plateau. In this relative location, Bale Zone is located in the East direction West Hararghe Zone, in the North direction, Arsi Zone, in South direction Borena Zone and in West direction West Arsi Zone.

The Population of Bale Zone is densely populated in the highland and Plateau area and sparsely populated in the desert and semi- desert part of the Zone. According to the 2007 Ethiopian national census report the estimated population of Bale in both sexes 1,402,492(i.e. male is 713,517 and female is 688,975).

In Bale Zone there are both private and government educational institutions serving the society. The government educational institutions of zone includes 794 primary schools,57 Secondary schools ,19 preparatory schools,1 Teacher Training college,3 Technical and vocational training college and 1 university are found in the Zone.

3.2. Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). The design was planned by explanatory research design, Quantitative followed by Qualitative.

In order to investigate the impact of principal leadership style on teachers' job performance, descriptive survey design was employed. This is because it enables the researcher to collect and describe large variety of data related to the principal leadership style and teacher job performances.

As said by Kumer (1999), descriptive research design helps to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also agreed that “descriptive survey design is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study”. In the same line of argued, Best and Kahn (2003) had argued that descriptive survey design is concerned with conditions or level of performance that exist.

3.3. Research methods

The study applied both quantitative and qualitative methods of data gathering with the assumption that the quantitative data that were be collected through questionnaire supplemented by the qualitative data gathered through semi- structured interview and document analysis. Using both quantitative and qualitative method capitalize on the strengths of each approach, offset their weaknesses, and provides a better understanding of research problems than either approach alone.

3.4. Sources of Data

The researchers were used both primary and secondary sources of data

3.4.1. Primary Sources of data

Primary data were collected from secondary school supervisors, principals and teachers. These primary sources were included as they are policy implementers who are directly attached to the task of education and hence are primary sources of the data to be collect.

3.4.2. Secondary Sources of Data

In addition to primary data, Secondary sources were also included as sources of data in this study. These sources of data include rule and regulation of schools, teachers' profile and teachers' performance in the past year.

3.5. Population, Sample size and Sampling Techniques

3.5.1 Target population

The study population was based on the data obtain from Bale Zone Educational office Planning and Budget work process of 2017/2018. According to the 2017/2018 statistical data, there are 57 government Secondary schools in Bale Zone. It was difficult and unmanageable to conduct a research on the above mentioned school population. This was due to the large population size. Therefore, it was important to determine and select the numbers of sampling population that could be represented of the rest.

3.5.2 Sample size and sampling techniques

For this study different sampling techniques were used. Bale Zone was selected as study area because the researcher can easily access the information that is useful for

the research to be conducted, deepest knowledge of the problem in the zone educational leadership and teachers' job performance. The researcher took sample population from government Secondary schools in Bale, zone. Among these secondary schools in Bale Zone Eight Secondary schools were selected for the study.

Consequently, from a total of 57 secondary schools eight Secondary school were a target population from which the required sample was collected. Out of the 57 secondary school in the zone, eight secondary schools were selected using simple random sampling technique to give equal chance of being included in the sample. These Secondary Schools were:- Robe ,Dinsho, Goba, Mada walabu, Ginnir ,Basira ,Goro and Rayitu Anole Secondary schools.

All principals were selected by purposive sampling technique due to all the participants are few in number and easily manageable by the researcher. purposive in the study to get relevant and real information regarding to the issue under the study. Moreover, the researcher took 164 teachers in the study by using simple random sampling technique particularly lottery method because the number of teachers is unmanageable due to financial and time constraints. So, to determine the total population of teachers sample sizes was provided (Yamane, 1967). This formula was used to calculate the sample sizes are shown below.

$$n = \frac{N}{1 + N(e)^2} \quad n = \frac{279}{1 + 279(0.0025)} \quad n = \frac{279}{1.69} \quad n = 164$$

$$\% \text{ of each school sample size } = \frac{164}{279} \times 100 = 58.7$$

Where n=Sample size N= Population size (279) e= the level of margin error(0.05)

Table 1. Population, Sample size and Sample techniques

No	Sample	Respondents										
		Supervisors			Principal			Teachers			T.P	T.S
		P	S	%	P	S	%	P	S	%		
1	Goba	1	1	100	1	1	100	68	40	58.8	70	42
2	Madda				1	1	100	14	8	58.8	15	9
3	Robe	1	1	100	1	1	100	62	37	58.8	64	39
4	Dinsho				1	1	100	28	16	58.8	29	17
5	Goro	1	1	100	1	1	100	23	14	58.8	25	16
6	Rayitu				1	1	100	12	7	58.8	13	8
7	Ginnir	1	1	100	1	1	100	58	34	58.8	60	36
8	Basra				1	1	100	14	8	58.8	15	9
Total		4	4	100	8	8	100	279	164	58.8	291	176
Sampling Techniques		purposive sampling technique						Simple random			Sample	

P= population, S=Sample, T.P=Total population, T.S=Total Sample

3.6. Data Collection Instruments

In order to gather adequate data from the various sources the researcher employed different data gathering tools such as questionnaire, Interviews and documents.

3.6.1 Questionnaires

Questionnaires were developed to suit purpose of this study based on research questions. The questionnaires have two parts. The first part of the questionnaire describes the respondents background information includes: sex, age, academic qualification, experience and responsibilities holding.

The second and the largest part incorporate leadership style, teacher performance and factors that limit teacher job performance under investigation. Questionnaires were designed with close ended type question items.

Closed ended questionnaire was employed to collect quantitative data from selected teachers. This is because item is convenient to conduct correlate principal leadership style and teacher performance for acquiring necessary information with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire is prepared in English language, because all of the sample teachers can read and understand the concepts that are incorporate. Close ended questionnaires were adopted using 5 Likert scale to identify to what extent the respondents agree/disagree.

3.6.2. Interview guide

In order to obtain detailed supplementary information interview sessions were conducted with 4 supervisors and 8 principals. Semi-structured interview was used to gather in-depth qualitative data. Semi-structure items were prepared for the above respondents, the reason behind the semi-structured interview items were the advantage of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The interview guide question set for all group of respondents had one part which targeted to obtain information related to the basic research questions. As to the capability and tendency of respondents the language was used in local (Afan Oromo) to avoid communication barriers.

3.6.3 Document analysis

In addition to questionnaire and interview, document analysis was used to substantiate the information gathered by the questionnaire and interview. Documents like, Minutes of meeting, policy document, Job description records to see whether job delegated to subordinates, document for selection of subordinates for workshop and training .

3.7. Validity and Reliability

Before the questionnaires were distributed to the respondents, the questionnaire was adopted and prepared for this particular research study pilot test was conducted. The samples used for pilot test were selected outside of sample schools. The researcher selected 31 teachers' from Galema Secondary schools. The reliability was analyzed by using Cronbach's 'alpha coefficient.

Gliem (2003) discusses the significance of calculating and reporting Cronbach's alpha coefficient for internal consistency reliability on any Likert type scales or subscales designed by the researcher. The normal range of Cronbach's alpha reliability coefficient was between 0 and 1. The closer the coefficient was to 1, the greater the internal consistency of the scale items. The overall calculated Cronbach's alpha value was 0.792 so that the items were valid and reliable enough to collect valid data from sample population for the main study. Besides, George and Mallery (2003) provide the following rules for calculated reliability: 0.9=Excellent, 0.8=Good, 0.7=Acceptable, 0.6=Questionable, 0.5=poor and <0.5= unacceptable.

Consequently, the reliability test reveals that, the questionnaire, which was tried out by pilot test, has good reliability, and after necessary modification such as: making the instruction clear, changing some complex words to simple and understandable, editing spelling error and clarifying the objectives of each part of the questionnaires were made based on the comments from pilot test samples. Then the questionnaires were distributed to 164 teachers.

Validity: is the degree to which result obtained from the analysis of the data actually represents the phenomenon. The researcher used face validity as an estimate of whether a test appears to measure a certain criterion or variables.

3.8. Procedures of Data Collection

The researcher has gone through a series of data gathering procedures. These procedures helped the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Haramaya University for ethical permission, the researcher directly went Galema Secondary schools to pre-test the data gathering instruments.

At the end, of all aspects related to pilot test the researcher was attempting to contact the Sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers and Supervisors were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which is not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the raised questions, in accordance. To this effect, the respondents were told to reply the questionnaires based on the actual facts and their personal feelings. After the respondents have filled the questionnaires, they turned these data back to the researcher for further analysis.

On the other hand, the school principals and supervisors were interviewed and the obtained data were carefully written in a notebook by the researcher to minimize loss of information. Finally, the data collected through various instruments from various sources were analyzed and interpreted

3.9. Methods of Data analysis

After collecting all data through the designed data gathering instruments, the analysis was employed systematically for the quantitative and qualitative types of data. Quantitative data collected from the respondents', were edited, coded and entered into SPSS Version 20. Then, percentages and frequency counts were used to analyze the

demographic characteristics of the respondents. Secondly, mean and standard deviation was used to analyze the response of each items and variables. Thirdly, in order to analyze significant relationship between the principals' leadership styles and the teachers' job performance in secondary schools of Bale Zone, Pearson correlation coefficient was used. To see if school principals' communication affects teachers' teaching performance in secondary schools of Bale Zone and school principals' decision-making influence the level of teachers' job performance in secondary schools in Bale Zone ,simple regression model was used.

While interpretation the five point likert rating scales was compiled into three trisecting scales in order to show clear images of respondents' position according to Bluma(2012).These three scales were: 2.49,3.49 and 4.49.Accordingly,the result from questionnaire items were analyzed with a mean values of 1.0-1.49= strongly Disagree,1.5-2.49=Disagree, 2.5-3.49=average, 3.5-4.49= Agree,4.5-5.0= strongly agree. Therefore, these three scales interpreted as: 1.strongly disagrees and disagree changed to disagree, 2.Strongly agree and agree changed to agree very rarely and rarely changed to rarely, 3.Fairly agree and fair changed to average.

Supporting the quantitative analysis, qualitative data that was collected through interview and document analysis were directly stated by researcher and was presented, narrated and described and the result was classified and computed to draw to conclusion. Finally, the result of the analysis and interpretation of data obtained were discussed, summarized to forward recommendations on the basis of the findings.

3.10. Ethical Considerations

Endeavour was made the research process professional and ethical. To this end, the researcher tried to clearly let the respondents know that the study is about academic purpose. As the researcher was introducing its purpose in the introduction part of the questionnaire and interview guide to the respondents, he was confirming that subjects' confidentiality was protected. Besides, the study was based on the consents. The researcher was also not personalizing any of the response of the respondents during data presentations, analysis, and interpretation. Besides, all the materials used for this research was duly acknowledged.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes analyzed and used to strengthen or to elaborate more that of the quantitative one. Because the research design is descriptive thus, the qualitative data is used to support the result obtained from the interpretation of the quantitative data.

As mentioned earlier, among various data collecting instruments, questionnaires, semi structured interview and document analysis are used to collect necessary information for this study. Thus a total of 164 questionnaires were distributed to secondary school teachers. All are properly filled and returned questionnaires. Among 12 interview respondents 12 (100%) are properly participated and gave necessary information on the issue under investigation. In general (100 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Various scholars provide some insight into leadership styles and how it may be affected by personal characteristics such as Sex, Age, academic qualification, service year (experience) and responsibilities holding.

4.1 Demographic Characteristics of the Respondents.

The following part discussed about characteristics of respondents in terms of sex, educational background, work experiences, age in year and responsibilities .The details of the characteristics of the respondents are given in Table 2 below.

Table.2 Characteristics of the Respondent

SN	Variables	Category	Respondents	
			Teachers	
			Frequency	Percentage
1	Sex	Male	138	84.1
		Female	26	15.9
		Total	164	100
2	Experience	1-5	41	25
		6-10	50	30.5
		11-15	32	19.5
		16-20	24	14.6
		Above 20	17	10.4
		Total	164	100
3	Academic qualification	Diploma	-	-
		Degree	157	95.7
		MA/MSC	7	4.3
		Total	164	100
4	Age in year	21-30	74	45.1
		31-40	47	28.7
		41-50	25	15.2
		Above 50	18	11
		Total	164	100
5	Responsibilities	Head of Department	96	58.53
		CPD Coordinator	8	4.87
		Unit leaders	8	4.87
		Home room teacher	40	24.39
		Head of club	12	7.31
		Total	164	100

According to the information in Table 2 item 1, out of 164 teachers, 138 (84.1%) were males and 26 (15.9%) are females. It shows that majority of teachers in Secondary schools of Bale zone are male. As far as their academic qualification is concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table .2 item 2 reveals that 157 (95.7%) had first degree, and 7 (4.3%) had MA/MSc degree. From Table 2 one can see easily that qualification of the majority of respondents is first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in Secondary schools of Ethiopia.

As far as respondents years of teaching experience is concerned. Item 3 in Table 2 indicates that out 164 teachers 41 (25%) of teachers have the services of 5 years and below. But the rest 50 (30.5%) , 32(19.5%) , 24(14.6%) and 17(10.4%)have 6-10, 11-15,16-20 and more than 20 year of service respectively. As the result reveals, more teachers are in the service year of 6-10, thus a critical support and coaching should be available for them, because they may faced by various methodological problem in class management assessing and recording marks which lead to reducing their performance level. At the same time this could imply that most teachers have to get sufficient professional knowledge of teaching from others.

As far as respondents age in year is concerned, item 4 in Table 2 indicates that out 164 teachers 74 (45.1%) of teachers are under 30 in age. But the rest 47 (28.7%), 25(15.2%), 18(11%) have 31-40, 41-50 and above 50 years in age respectively. Majority of the respondents were between 21-30 age intervals. This implies that, they can express ideas related to the study consistently and with better understanding. Therefore, their judgments and opinions can be taken as acceptable to the study.

Teachers, as professionals need to have responsibility to their own works to be effective and good performer. As item 5 in Table above reveals, majority of the respondents had positive feeling on the schools practice in giving responsibility for the teachers work. The researcher further investigated into the responsibilities

teachers currently hold at schools. The results in Table 5 indicate that 96 (58.53%) respondents are department heads, 40 (24.39%) are Home room teachers; while, 12 (7.3%) respondents are head of clubs, 8(4.87%) respondents are Unit-leaders 8(4.87%) respondents are CPD coordinators indicated that they participate in administrative work.

This means that apart from teaching, teachers have to take up other responsibilities like financial, report of income guidance teachers have to carried out by the teachers. This was because such teachers have just been newly recruited in the schools, so they needed to learn and understand the school environment before taking up school responsibilities.

4.2 Leadership style that commonly enhance teacher job performance.

Table 3. Views of respondents about the leadership styles enhancing teachers' job performance.

SN	Items	Respondents	N	\bar{x}	SD
1	Democratic	Teachers	164	3.93	1.033
2	Autocratic	Teachers	164	2.5	.953
3	Laissez-fair	Teachers	164	2.4	.949
4	Bureaucratic	Teachers	164	3.4	1.011

Mean 1-1.5=SDA, 1.51-2.50=DA, 2.51-3.50=MD, 3.51-4.50=A and 4.51-5=SA in leadership style Bluma(2012) KEY:SDA=strongly disagree, DA=disagree, MD=undecided, A=agree and SA=strongly agree. N=number, \bar{x} =mean and SD=standard division.

It is evident table 3 item1 the respondents were asked to rate leadership style School principals commonly use to enhance teachers job performance. The mean score of teachers were 3.93 which rated as agree.

This implies that majority of respondents agreed that democratic leadership style is the commonly use to enhance teachers' job performance in secondary school of Bale Zone.

Northouse (2006) argued that democratic leadership style gives a chance to the followers in leadership. It shows concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions.

Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The Principal allows staff to participate in decision-making within the framework of the mission and objectives of the school.

Communication is also multi directional while ideas are exchanged between teachers and the principal (Heenan and Bennis, 1999).In this style of leadership, a high degree of teacher morale is always enhanced in secondary school of a Bale Zone. However, results indicated that there are some school principals who practiced laissez-faire leadership style which is not a workable style of leadership that could not enhance better job performance among teachers in school.

As can be observed from table 3 item 2, the respondents were asked to rate leadership style School principals commonly use to enhance teachers job performance. The mean score of teachers were 2.5 which rated as disagree.

This implies that respondents disagreed that Autocratic leadership style is not commonly used to enhance teachers' job performance in secondary school of Bale.

The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him or her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002).

Moreover, Vugt (2003), suggest that autocratic leadership can include the following situations; new untrained employees who do not know which tasks to perform or which procedure to follow; require effective supervision. This can be provided only through detailed order and instructions. Employees are compelled not to respond to any other leadership style. This is so because, there is a limit time in which to make a decision; and manager's power is challenge by an employee. In this type of leadership style, interactions between school principals and teachers are one way communication.

As can be observed from table 3 item, 3 the respondents were asked to rate leadership style School principals commonly use to enhance teachers job performance. The mean score of teachers were 2.4 which rated as disagree. This implies that respondents disagreed that Laissez-fair leadership style is not commonly use to enhance teachers' job performance in secondary school of Bale.

According to Mbiti (2007), laissez-faire leadership style refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods.

Laissez-faire leadership style is not suited for use by principal because complete delegation without follow-up mechanisms creates performance problems. Teachers and students are motivated when they are afforded opportunities to make their own decisions.

The acceptance of their opinions and ideas, together with the monitoring of their performance by principal is a healthy way of enhancing discipline in secondary schools (Wu and Shiu, 2009). In laissez-faire leadership, the principal believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont et al., 2008). A laissez-faire schools environment may be more creative and fulfilling for those involved in school management system. The extent to which a principal succeeds in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment.

Table 3 item 4, shows that the respondents were asked to rate leadership style that School principals commonly use to enhance teachers job performance. The mean score of teachers were 3.4 which rated as undecided. This implies respondents were neutral whether Bureaucratic leadership style enhance teachers' job performance or not in secondary school of Bale zone.

Table 4. Views of Respondents about school Principals communication to teachers.

SN	The school principal	Respondents	N	\bar{x}	SD
1	Writes a note in the staff notice board when he/she wants to talk.	Teachers	164	3.06	1.3
2	Makes telephone calls when he/she want to talk.	Teachers	164	2.4	1.2
3	Arranges meeting expire he/she wants to talk.	Teachers	164	3.54	1.24

Mean 1-1.5= SDA, 1.51-2.50=DA,2.51-3.50 =MD,3.51-4.50=A and4.51-5=SA in teachers' job performance Bluma(2012) KEY: SDA= strongly agree ,DA=disagree, MD= undecided, A=agree and SA=strongly agree. N=number and SD=standard division.

As can be seen from table 4 item 1, teachers were asked to give their responses regarding principals' communication style by posting a note in the staff notice board. The mean score of teachers were 3.06 which rated as undecided. Based on the situation principals communicate his staffs using different varieties of communication style. Based on the result of the responses one can decide that secondary schools principals communicate with their teachers not only by posts a note in the staff notice board. According to Miller (1998), communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods.

As mentioned in Item 2 of the same table respondents were asked to rate principal communication with teachers by making telephone calls when he/she want to talk .The mean scores of the teachers were 2.4 which showed disagree. This implied that the secondary school teachers in study areas are poor communicated to their principals through telephone calls.

Item 3 further investigated the respondents' opinion on whether principals organize meetings when they want to talk to teachers or not. In this regard, the mean score of teachers 3.54 which showed agree. This shows that majority of the secondary school teachers in Bale are communicated to their principals through meetings.

Armstrong (2003) further notes that, the more open, the culture is, the more open communication is likely to be revealed to the subordinates (enhance teacher performance).This indicates principals in the study area use democratic style of leadership where staff meetings are organized for teachers to exchange their views with their superiors. It is through such meetings that teachers' performance is enhanced. On the other hand, a principal who did not communicate to the teachers' practiced autocratic leadership style and this usually de-motivates, depresses and hinders teacher performance because they were not helped with information in time to do what was expected of them.

However, a principal who did not mind to communicate nor take importance in providing information to teachers, practiced laissez-faire leadership style and this usually makes teachers indolent to perform what was expected of them.

Supporting above ideas, Hannagan (2002) defines communication as a way of passing information about the effectiveness of particular work behaviors and it was thought to perform several functions. For example, it was directive by clarifying specific behaviors that ought to be performed; it was motivational, as it stimulated greater effort and it was error correcting, as it provides information about the extent of error being made. He further indicated that communication might be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax.

In a related view, Narayana (1993) identified that communication as a leadership behavior many a times is mishandled and tended to reduce its' proper meaning in leadership. Areas in which it had been mishandled include; education managers not being frank and often gave wrong communication to teachers.

Many times principals entrust their information to junior staff who often report wrongly to their colleagues. On the other hand, some leaders leave communication as a free will. It might or might not be communicated to the subordinates. Such leadership style was laissez-faire (Okumbe, 1998).

In Connection to this one interviewee put

When principals and Supervisors are asked on how they communicate to their teachers, the interviewed respondents said that organize meetings through which they talk to the teachers, write a note in the staff notice board and passing information through other teachers. A principal who communicates freely to the teaching staff through arrange meetings and write a note in the staff notice board practices democratic leadership style and usually such communications motivate, encourage and gain information needed for teachers to execute their duties and responsibilities well.

As the document analysis by the researcher indicated that most of school principals communicate by arrange meeting and send message. In some school the principals wrote letter and make teachers signed rounded on department.

Communication enables them to share what they have and what they expect from others. Good communication skills help to develop better understanding and belief among people inspire them to follow the principles and values which their leader wants to inculcate in them. The absence of good communication skills, principal fails to achieve the goals set by him and by the school and makes him an in effective principal.

Table 5. Opinion of the teachers about their participation in decision making

SN	The school principals	Respondents	N	\bar{x}	SD
1	Involve teacher's in decision making concerning school planning.	Teachers	164	3.5	1.25
2	Involve teachers in decision concerning student disciplinary problems.	Teachers	164	3.5	1.25
3	Facilitates and guides others to accept practices in decision making	Teachers	164	3.51	1.25
4	Take collective responsibility of teacher's indecision making.	Teachers	164	3.6	1.24
5	Involve teacher's indecision making concerning school budgeting and income generation.	Teachers	164	2.5	1.31

Mean 1-1.5= SDA, 1.51-2.50=DA, 2.51-3.50 =MD, 3.51-4.50=A and 4.51-5=SA in teachers' job performance Bluma(2012) KEY:SDA=strongly agree, DA=disagree, MD=undecided, A=agree and SA=strongly agree. N=number and SD=standard division.

As mentioned in Table 5 Item 1, respondents were asked to rate whether a principal involves teachers in decision making concerning school planning. The mean score of teachers were 3.5 which rated as agree. This shows that the respondents were confident enough to agree with the issue that a principal involves teachers' in decision making concerning school planning.

The majority of respondents opinions were in agreement with the fact that their involvement in decision making concerning school planning. This shows that respondents of the Secondary school teachers' views are considered in the final decision of the school administration. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self direction. Leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. This means majority of the principals in the study area practiced democratic leadership style that puts into consideration the views of the subordinates for the smooth running of the institutions.

An effective planning process is an essential feature of every successful organization. In the case of schools, planning is one of the basic school activities that teachers should involve and be concerned with during implementation. Planning means building a mental bridge from where you are to where you want to be when you have achieved the objective before you (Adaire, 2010).

Teacher's participation in planning can increase the creativity and information available for planning. It can also increase the understanding acceptance and, commitment of people. Participative planning activity includes in the planning process

as many the people as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans (Schermerhorn, 1996,). Morphet *et al.* (1982) stated that the school organization plan lays the basis for the procedure by which principal's work with the staff to participating planning, all staff would participate in the development of the plan. That is because no better method of achieving acceptance and understanding has been devised than the method of participation. Decision-making and problem solving are used in all management functions, although usually they considered a part of the planning phase. If planning truly deciding in advance what to do, how to do it, when to do it, and who is to do it," then decision-making is an essential part of planning (Amos and Bernard, 1981).

So the best method of increasing the involvement of teachers in school decision-making is by involving teachers in the formulation of school's plan. Besides the school principals should facilitate the conditions that teachers take part in the formulation of school plan.

As mentioned in Table 5 Item 2, respondents were asked to rate whether Principals involves teachers in decision making concerning student disciplinary problems or not. The mean score of teachers were 3.51 which rated as agree. This shows that the respondents were confident enough to agree with the issue that a principal involves teachers' in decision making concerning student disciplinary problems. The majority of the respondents' opinions were in agreement with the fact that their views in meetings are considered in final decision making of the school administration. This shows that respondents of the Secondary school teachers' views in Bale are considered in the decision making concerning student disciplinary problems.

Schools were created for the purpose of ensuring the education of students. The effectiveness with which this particular process is going on the standard by which we judge the quality of discipline and the relationship among the parties concerned (Kamat, 2008). This shows good discipline should be established and be maintained in the school besides the availabilities of the necessary input for the achievement of school objectives.

Most students at the secondary school were at the adolescent stage. They are easily malleable. They can be affected by peers. As a result they can show some disciplinary problem. Students that exhibit problem not only hinder themselves but negatively affect the learning of other students as well. Therefore, the behavior must be addressed (Thomas, 2002). Some student's show a disciplinary problem and that direct the learning and teaching Conditions of the school. Therefore, disciplinary measure used should helped to suppress, control, and redirect such misbehavior i.e. behavior that is aggressive, immoral or disruptive (Charles, 1989). Thus teacher can use several mechanisms to establish and maintain good discipline in the school. On the first place teacher can establish good student's behavior in the schools by incorporating and providing support through guidance and counseling services and involving students in various co-curricular activities. The other strategy that teacher use to establish good discipline is by effective classroom management. In relation to this, Charles (1989) puts with good class room management, the curriculum flows smoothly with few problems, students enjoy the class, the teacher feels successful and rewarded. Therefore, developing and maintaining good discipline in the school should be one of the primary functions of teachers. School principals should involve teachers in any decision of school discipline.

As mentioned in Table 5, Item 3 respondents were asked to rate whether Principals facilitates and guides others to accept practices in decision making. The mean score of teachers were 3.51 which rated as agree. The result reveals that respondents' opinions were in agreement that their principals facilitates and guides others to accept practices in decision making. This clearly shows that the majority of the secondary teachers of Bale zone are facilitates and guides others to accept practices in decision making process in the schools. Thus, right to conclude that this type of principals demonstrate democratic leadership style because they have it in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives.

Item 4 states whether principals take collective responsibility of teachers in decision making. The mean score of the teachers were 3.6 which indicate the respondents agreed on the issue that principals take collective responsibility of teachers in decision making. This shows that Secondary school teachers take collective responsibility of their principals.

Item 5 asks whether principals involve teachers in decision making concerning school budgeting and income generation. The result of the mean score indicated that the respondents were disagreed on the issue that principals involve teachers in decision making concerning school budgeting and income generation. However, respondents' opinions were in disagreement that their principal never involves teachers in decision making concerning school budgeting and income generation.

In connection to this one of the interviewed respondents said that teachers are involved in decision making jointly sit together to discuss the way to run the school, organize staff meeting in which teachers participate in decision making, setting meeting agenda, exchange ideas and views of how to plan and how to generate school budget. Decision about school matters are arrived at after consultation and communication with various teachers in school. This indicated that most of the principals practiced democratic style of leadership. This is because democratic style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their performance.

Nzuve (2005) argued that a democratic leader was one who obtained ideas and opinions from workers. He gave them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers still made the final decision. The principal allows staff to participate in decision-making within the framework of the mission and objectives of the school.

Love (1993) identified that teacher performance as being negatively affected by lack of teachers' participation in decision-making. Love (1993) study in England indicated that some principals handle their staff badly for example teachers' decisions were not considered when staff meetings were organized and teachers were undermined in whatever they did. She pointed out that this had made teachers lose morale to perform well and even some resign from the teaching profession..

Although, the researcher checked the written document of teachers meeting agenda on recorded book, in some schools monthly discussed about their weakness and strength of schools in terms of teachers work implement and students results. But, in some schools there was continuous participation of teachers in decision making. And also researcher saw from documents teachers' were engaged in formulate of the school rule and regulation. Teachers work were evaluated monthly by school vice director and school management continuously.

Table 6 .Views of teachers about their principals' support and follow up.

SN	Principals' support and follow up.	Respondent	N	\bar{x}	SD
1	Principals assist teachers when they prepare for lesson.	Teachers	164	3.14	.95
2	Principals make schemes of work for the lesson to be taught.	Teachers	164	3.6	1.2
3	Principals follow up plans for the lesson to be taught.	Teachers	164	3.5	1.2
4	Principals always check teachers as they came with lesson plans to class.	Teachers	164	2.48	1.0

As can be seen in table 6 item 1, respondents were asked to give their suggestion about whether principals assist teachers when they prepare for lesson. The mean scores of teachers were 3.14 that showed undecided. This shows that principal of Secondary school in Bale Zone could neither regularly did nor stops the duties totally.

As item 2 in table 6, respondents were asked whether principals make schemes of work for the lesson to be taught or not. Accordingly, the mean scores was 3.6 which showed agree. The majority of the respondents were agreeing that their principal regularly make schemes of work for the lesson. The above implies that majority of secondary school teachers in Bale zone make schemes of work during lesson preparations. This has an implication to good performance because scheming properly guides the teacher to logically follow the order of teaching without skipping some topics. Further, scheming ensures that the syllabi are completed in time.

As item 3 in table 6 respondents were asked whether principal's follow-up plans for the lesson to be taught or not. On this base, the mean score of teachers was 3.5, which shows agreement of the respondents on the issue. This shows that majority of the teachers in secondary schools were followed up by their principals for the lessons to be taught regularly. This has a positive effect on performance because lesson planning makes teachers organized, ready and prepared to teach. Secondly it is professional for teachers to prepare lessons plans before teaching. The researcher, however, discovered that teachers responded positively on this question because it is against teachers' professional ethics to teach without a lesson plan.

Concerning Item 4, of similar table, respondents were asked to replay their ideas whether principal always check teachers as they came with lesson plans to class. The mean scores of the teachers were 2.48 which indicated rarely agree towards the item. This show that respondents opinion were principals not always check teachers as they came with lesson plan to the class because of principal work load in the school.

As depicted in item 5, of table 6 respondents were asked to give their ideas whether principal evaluate teacher lesson plan and then give comment. The mean scores of teachers were 2.72 which indicated neither regularly nor rarely evaluate teacher lesson plan. A result shows that principal did not regularly evaluate teacher lesson plan.

Table 7. Views of teacher about their involvement in co-curricular activities

SN	Items.	Respondent	N	\bar{x}	SD
1	Teachers mobilize students for question and answer in the school.	Teachers	164	3.5	1.08
2	Teachers encourage students of environments clubs to clean the school compound.	Teachers	164	3.8	1.57
3	Teachers participate in HIV/AIDS drama organized by school.	Teachers	164	2.3	1.00
4	Teachers participate in curriculum committee to evaluate books and examination.	Teachers	164	3.4	1.15

Table7 item 1, indicates that respondents were asked to replay their views on teachers' mobilization students for question and answer. The mean scores of teachers were 3.5 which indicate regularly mobilization of teachers for question and answer completion in the Secondary school of Bale Zone.

Table7 Item 2, depicts that majority 3.8 of the respondents regularly mobilize students to clean the school compound. This shows that a vast number of secondary school teachers are involved in compound cleaning. This is because of the perception that; a clean and health environment is conducive for good teaching and learning process.

The researcher however, discovered that majority of the teachers were involved in compound cleaning to do away with hazardous effects of bushy compounds like snake bites and breeding of mosquitoes because of the malaria infection in the Zone.

As can be noticed from table 7 item 3 respondents were asked to rate their views on teachers participation in HIV/AIDS drama organized by school.. Concerning to this, the mean scores of teachers were 2.3 which showed rarely involvement. This means that most of secondary school teachers in study areas are not involved in HIV/AIDS organized by the schools. This was because most of the schools surveyed were rural based and poorly financed and therefore they had no money to purchase and equip themselves with all facilities needed for HIV/AIDS. This has denied the chances of the students within region to develop their skills and talents in drama. When principals were asked whether their teachers are involved in HIV/AIDS slogan and drama organized by schools administration, they showed a negative response because of the expenses needed to translate the narrated slogan in to national language in their schools.

As can be observed from table 7 item 4 respondents were asked whether Teachers participate in curriculum committee to evaluate books and examination. Accordingly the mean score of teachers was 3.4 which showed teachers did not regularly involve in curriculum committee to evaluate books and examination.

In connection to this, one of the interviewed respondents said that teacher participation in co-curricular activities was rare, because the researcher noted that many schools in the area under study lacked facilities. Lack of these facilities has impeded teacher performance in co-curricular activities of secondary schools in Bale Zone.

Table 8. Respondents' opinions about method of teaching employed by teachers.

SN	Teachers.	Respondents	N	\bar{x}	SD
1	Use lecture method during my lesson.	Teachers	164	3.7	.996
2	Use student center method during my lesson.	Teachers	164	4.1	1.08
3	Use both teacher and students center method.	Teachers	164	3.9	.884
4	Encourage students to participate on lesson.	Teachers	164	3.9	.84
5	Use different teaching materials in the class.	Teachers	164	2.9	1.14

Table.8 Item 1 reveals that respondents were asked to replay their opinion about lecture method of teaching. The mean score of teachers were 3.7 which indicate regularly use lecture method during lesson. This shows that majority of secondary school teachers use lecture method during lesson.

As can be observed from Table 8 item 2, respondents were asked their opinion about student center method of teaching they use in the class. The mean score of teacher were 4.1 which rated as agree. This indicates that the biggest number of the respondents regularly use student center method during lesson. This means that vast number of the secondary school teachers in study areas use student center method during lesson. This helps student to learn one from the other.

Item 3, table 8 respondents were requested about student and teacher methods of teaching they use in class. The mean score of teachers' respondents was 3.9 in which respondents were agreeing on the regular use of student and teacher center method of teaching in class room.

As can be observed from table 8 item 4, respondents were asked to give their responses whether teachers encourage students to participate on lesson. Accordingly the mean score result of teachers was 3.9 that showed teachers encourage students to participate the lesson regularly. This means that most of the secondary school teachers in study area encourage students to participate on lesson. This has an optimistic call on performance of both teachers and students within secondary education within the Zone.

Table 8 items 5, depicts that respondents were asked to give their opinion about different use of teaching material in the class. The mean score of the teachers are 2.9 that show teachers not regularly use different teaching material in class. This means that most of the secondary school teachers in study area not regularly use different teaching material in the class because school material are not always available .

Accordingly, Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability were virtues which teachers should be uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra curricula activities.

4.3 . Contribution of Principals' leadership style in enhancing teachers' job performance.

Table 9. Views of respondents about contribution of principal leadership style.

SN	Items	Respondent	N	\bar{x}	SD
1	The school leadership has strong commitment to motivate teachers at their teaching profession.	Teachers	164	2.5	1.95
2	In your school there is attractive working environment to ensure the quality of education.	Teachers	164	2.4	1.6
3	The school leaderships prepare the teachers to learn new skills and knowledge necessary for working in recent time.	Teachers	164	3.5	1.26
4	School leaders' available resources to accomplish the task of teaching.	Teachers	164	3.4	1.05
5	A principal motivates teachers at work place.	Teachers	164	2.3	1.02
6	School leaders motivation can bring effective change within the context of roles of teachers in the schools	Teachers	164	3.7	1.43

As can be seen from table 9 item1, respondents were asked to what extent the school leaders' commitment motivates teachers at their teaching profession. The mean scores of the sample respondents for the item were 2.5, which show the sample teachers rated their responses disagree. To strength the stated ideas, need satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working life. While almost every teacher works in order to satisfy his/her needs in life he/she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their teaching performance (Dweck,1999). But as the majority of the respondents agreed that the practice of school leaders in the school was poor to improve motivation process and there was no document that talked about the effort of schools to practice motivation in their school. This shows that there is no commitment of school leaders to motivate teachers at their teaching profession.

Table 9 item 2, reveals that respondents were asked to what extent attractive working environment to ensure the quality of education. The mean score of the sample respondents for this item is 2.4, which indicates that majority of the sample respondents disagreed on the item. This results show there is no attractive working environment which in turn negatively influences the quality of education in the selected sample school. This idea supported by literature i.e. Mathis and Jackson stated that individuals spent significant time at work when the expected to work with modern equipment and technology, and have good working condition, given the nature of the work. Such factors as space, temperature, noise, lay out, and other physical and environmental factors affect retention of employees.

Table 9 item 3, the sample respondents were rated their response as agree with mean score for this item 3.5. This result indicates that the majority of the sample respondents were agreed on the importance of the school leaders' motivation for teachers to learn new skills and knowledge necessary for working in recent time.

This idea supported by literature professional knowledge, skill and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed to educational success and performance (Filak and Sheldon,2003).Motivation in this context also come from attractive teaching environment to meet teachers' need and improve their teaching performance and skills.

As can be seen from item 4 table 9, the sample respondents rated in their response undecided. The mean score of the teachers were 3.4, which depict that lack of confidence on resource available to accomplish the task of teaching. From this someone can understand that the school leaders' contribution to fulfill resource (like reference and text books) in Secondary school of Bale were inadequate.

As can be seen from item 5 table 9, the sample respondents were rated in their response as disagree. The mean score of the sample respondents for this item is 2.3.This result revealed that, the majority of the sample respondents disagree on item principals motivate teachers at work place. However the literature, school leaders generally expected to use financial and non-financial motivation techniques to motivate their teachers in teaching profession, Sakar(2000).

Table 9 item 6, reveals that respondents were asked to what extent school leaders' motivation can bring effective change with the context of roles of teachers in the school. The mean score of the sample respondents for this item is 3.73, which indicates that majority of the sample respondents agree on the item. To strength the stated ideas contribution of school leaders on teachers' motivation in enhancing teachers' performance and professional commitment is a key component in promoting the ability of teachers to function effectively (Wesiss,2002).Therefore, Organizations have to re-think their motivational practice.

4.4. Major factors that affect teacher job performance.

Teacher job performance can be affected by different problems in the schools. Every activity of teacher job performance can be affected by different internal and external factors of the schools.

Table 10. Views of respondents about the Factors that affect teachers' job performance.

SN	Items	Respondent	N	\bar{x}	SD
1	low salary	Teachers	164	3.8	1.266
2	Poor communication network between teacher and principal	Teachers	164	3.57	1.127
3	Leadership style	Teachers	164	3.44	1.229
4	Distance of the school from teachers' residence	Teachers	164	3.58	1.258
5	Low participation in decision making.	Teachers	164	3.53	1.232
6	Lack of teachers' commitment to their profession.	Teachers	164	3.63	1.282
7	Lack of good environment.	Teachers	164	3.6	1.282

As can be observed from table 10 item 1, Respondents were asked to replay their views whether lack of good environment affect teacher job performance. The mean scores of teachers were 3.6 which show that the respondents were confident enough to agree with the issue that lack of good environment limit teacher job performance.

Table 10 item 2 depicts that respondents were asked to give their ideas whether poor communication network between teachers and principal affect teachers job performance. Based on the response, the mean score of teachers were 3.57 which showed agreeing. The result indicates that majority of the respondents were in agree that poor communication network between teachers and principal affect teachers job performance in secondary school of the study area. In line with, the research finding of Kramer (1999) identified poor communication between principal and teachers result to low teacher commitment to the organization.

As can be noted from table 10 item 3, respondents were asked to responses whether leadership style affect teacher job performance in secondary school of Bale Zone. The mean score of teachers were 3.4 which shows that undecided. Teachers' job performance in the school system can be positively or negatively be affected by their principals' leadership style. Leadership style is the pattern of behaviors which a leader adopts to influence the behaviors of his/her followers.

According to Adeyemi(2010) investigated the relationship between the leadership styles of principals and teacher's performance in public secondary schools. It was the most commonly used leadership style by principals in the schools. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik,Danish,&Usman,2010) .Therefore, a good leadership is required to lead the teachers and to enhance their efficiency in schools.

Leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals. Thus, effective principals use a wide range of leadership style according to the situation and context of their school.

As shown on Table 10, item 4 above respondents were asked whether low salary obstacle teachers' job performance or not. In this regard the teachers mean scores were 3.8 which indicate teachers' are agreeing on the issue. In comparison with other

professional groups, teachers' low pay is clearly a major cause of teacher dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries.

There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued VSO Ethiopia (2011). All the respondent agreed that salary issue has been the biggest motivational issue for teachers in Secondary school of Bale in recent time.

As indicated on table 10 item 5, respondents were asked to make their views teachers' low participation in decision making affect teachers' job performance. In line with this, teachers mean scores of 3.53 agreed on the item. In line with House(1968 path goal theory) that stipulates that both leaders(principal) and subordinates should involve themselves in decision making if an organization is to achieve its goals. He added that when goals are set together, the subordinates (teachers) become committed; self confident and knowledgeable about the set goals thus making them perform well. Thus, this model encourages active participation by subordinates involved, increases creativity and commitment and develops talents and skills of team members.

Table 10 item 6, reveals that teachers were asked whether Lack of teachers' commitment to their profession affect teachers' job performance or not. The mean scores of the teachers were 3.63 which indicate that the respondents are agreeing with the raised issue.

Usha and Sasi kumar(2007) revealed that teacher commitment is the best predictor for job satisfaction among school teachers. Commitment is one of the major factors that influence teachers' work and student performance in schools. Teachers' with high level of commitment work hard demonstrate strong affiliation to their schools and show more desire to carry out the goals of teaching than teachers show with low level of commitment.

As can be seen from table 10 item 7, teachers were asked to give their idea on the factors that affect teacher job performance in their schools. The result of the mean score were 3.58 which was rated as agree. Distance of the school from teachers' residence was the factors that affecting teacher job performance in the secondary school of Bale zone.

4.5. Relationship between leadership style of principals and teachers' job performance

Table 9. Relationship between leadership styles and teacher job performance.

		Democ cratic	Autoc ratic	Laisse z faire
Co- curricular	Pearson correlation	0.938	.363	0.101
	Sig.(2-tailed)	0.004	.000	0.072
	N	164	164	164
Teaching- method	Pearson correlation	1	-0.363	
	Sig.(2-tailed)		.081	
	N	164	164	164
Lesson noteprepar ation	Pearson correlation	0.101		1
	Sig.(2-tailed)	0.072		
	N	164	164	164
Teachers Performan ce	Pearson correlation	.623	0.101	0.101
	Sig.(2-tailed)	.000	0.072	0.072
	N	164	164	164

The above table show that democratic leadership styles influences teachers' job performance due to the fact that $r = 0.938$, This implies that there is a strong and positive relationship of democratic leadership style with teachers' job performance because the r-value nearly equals to 1. The graded interpretation of correlation coefficient shows ($r = 0.1-0.3$ weak, $0.4-0.71$ moderate and $0.8-1$ strong correlation).

Additionally, the relationship is also significant at $p=0.004$ level. For the case of Laissez-faire leadership style, the results showed that it is also positively influence teachers' job performance as the r-value is positive 0.101 and not significant ($p=0.072$) because $p \geq 0.05$ Although is positive the relationship is very weak.

The laissez-faire leaders' school tries to give away his powers and does not follow up progress. In most cases, laissez-faire leaders' do not prompt good teacher job performance because they are too liberal and flexible. This is why their overall performance is often poor.

The findings revealed that autocratic leadership style weak ($r=-0.363$) influence teachers' job performance but the relationship is insignificant with p value = 0.081. The result indicated that the autocratic leadership style negatively influence teachers job performance because the r value is negative as they adopt harsh leadership style which are widely detested by teachers and students alike. It implies that the more autocratic leadership styles are used, the poorer the influence on teachers' job performance.

Finally, democratic, laissez-faire and autocratic leadership style were the main variables the study wanted to deceit their impacts on teachers' job performance in the study area. Results show that autocratic leadership style negatively influences teachers' job performance because they adopt harsh leadership style which is widely detested by the teachers. It implies that the more autocratic styles are used, the poorer it influences teachers' job performance. The study of Charlton (2000), supported the findings of the

study as it found out that head teachers who use strict control measures are likely to face students and teachers resistance and an increase indiscipline because the (teacher and student) tend to protest against dictatorial measures used.

Autocratic leaders use force to get things done, this leads to low performance. They are too strict and they exert unnecessary authority which discourages teachers' performance. The autocratic leadership style cannot work in a school environment because it is too strict to ensure effectiveness.

Principals' democratic leadership style influences teachers' job performance positively. The results in line with the findings of Mumbe (1995) because it motivated teachers to work with principals to achieve school objectives. This is because when you have good leadership everybody is likely to be involved and where everybody is involved, there is likely to be accountability. Having good performance is part and parcel of being accountable. So the leadership style matters in improving performance. The finding revealed that there is positive relationship which however weak, but there is no significant influence of laissez-faire leadership styles on teachers job performance Probably because head teachers who use this style tend to fail to follow up on those they have delegated tasks to and consequently performance declines and or no impact noted. The decision where they leave everything to the mercy of their teachers, some of who may lack the necessary skills and competence to execute the work is no not administratively healthy.

Laissez-faire leadership style is not the best style to use in a school organization because complete delegation without follow up mechanisms may create achievement problems, which are likely to affect the schools effectiveness.

It should be noted that, as much as teachers have to make decisions regarding academics, the principals has to monitor and approve the decisions because he/she is the head of the school.

Whatever goes on wrongly he/she has to be answerable to as a leader. However, this style may work well when trying to build team harmony, increase morale, and improve communication or repairing broken trust among staffs. The laissez-faire leadership approach when properly implemented does not fully imply autonomy and irresponsibility of subordinates. The answer lies in the fact that if the subordinates are skilled, self starting and professionally mature, they may need autonomy and freedom in decision making with the directive boundary specified by the head teacher, the school or even the task itself. In this case, there is no need for head teacher intervention.

The researcher hypothesized that there was significant relationship between leadership styles. As result the researcher accepted the null hypothesis. Thus, there was moderate positive significant relationship between Bale zone Secondary School principals' leadership style and teachers' job performance.

Table10. Impact of principals' communication style on teachers' job performance.

Variable	B	Std. Error	Sig.
(Constant)	.595	.076	.000
Communications styles	.474	.033	.000

Note: $R^2 = .433$, $F = 62.074$, $*p < .05$,

Independent variables: leadership Communications styles

Dependent Variable: Teacher job performance.

R^2 = R square, B = Beta Value, F = F-test, P = Sig and Std. Error = Standard error

Regression analysis is used to predict the value of the one variable on the basis of other variables.

Finding of multiple regression result output report reveals that principals' communications styles explained teachers' job performance by .433 of variance ($R^2 = .433$, $F(62.074, 0.115) = 206.9$, $p < 0.05$). Hence, this result is significant at the $p = 0.00$ level and interestingly communication styles positively impacting Teachers' communication style effect size is significant ($R^2 = .43$ $F(62.074, 0.115) = .433$, Beta value (B) = .474, $p < 0.05$. principals' communication style is positive to predict Bale Secondary schools teachers' job performance.

F- Indicates whether the model has over all significant or not, $F = 62.074$, significant at .000 at 0.01 significant level. So leadership communication is significant for teachers' job performance. R square states what extent communication leadership style determine teachers job performance level strong positive.

Therefore, the researcher conducted semi-structure interview that a principals who communicates freely to the teachers through arrange meetings, post a note on notice board and telephone calls practices democratic, participative and transformational leadership style and usually such communications motivate, encourage and gain information needed for teachers to perform their duties and responsibilities well.

On the other hand, a principal who did not communicate to the teachers' practiced laissez-faire and autocratic leadership style and this usually de-motivates, depresses and hinders teacher performance because they were not helped with information in time to do what is expected from them. In agreement with this finding other similar literature shows that there is a strong correlation between a good leader within a school and the influence he or she spreads on the school teachers in their day by day activity (Sergiu& Tatiana, 2016.)

Table11. Impact of school principal's decision making on teachers job performance

Variable	B	Std. Error	Sig.
(Constant)	.088	.032	.006
Principals decision making	.802	.017	.000

Note: $R^2=0.796$, $F=2363.36$, $p \leq 0.05$

Independent variables: Decision making

Dependent variable: Teacher performance

R^2 =R square, B=Beta value, F=F-test, P= sign and Std. Error=Standard error

Finding of the multiple regression indicates that teachers decision making explained teachers' job performance by 79.6 % of variance ($R^2= 0.796$, $F(204, 98.59) = 2363.36$, $p < 0.05$). Hence, this result is significant at the $p = 0.05$ level and decision making positively impacting Bale Secondary schools teachers' job performance. Teachers' communication style effect size is significant ($R^2= 0.796$, $F(204, 98.59) = 2363.36$, Beta value (B) =.802, $p < 0.05$. Teachers' decision making positive to predict Bale Zone Secondary schools teachers' job performance.

In consistent with this finding other similar research output reveals that teachers' participation in school decision making has significant relationship on their job productivity; principals' leadership styles have significant relationship on teachers' involvement in school decision-making (Adegoke, 2010).

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' level of performance in secondary schools of Bale zone.

5.1. Summary of the major findings

Leadership style seems to be one of the most important tools of human resource management. Principals are expected to encourage employees to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students. To this end, the key to create efficient leadership styles is an answer to the question what really enhance employees performance. Therefore, the study is aimed on assessing principal leadership styles on teachers performance in secondary schools of Bale zone. In order to meet this purpose, the following basic research questions are designed.

1. What type of leadership style do school principals commonly use to enhance teachers' job performance in secondary school of Bale Zone?
2. What is the extent of contribution of school leaders' leadership style in enhancing teachers' job performance in Secondary School of Bale Zone?
3. What are the major factors that affect teacher job performance in Secondary schools of Bale Zone?
4. Is there significant relationship between leadership style of principals and teachers' job performance in Secondary School of Bale Zone?

To answer these research questions, descriptive survey method is employed. To this effect, the study is conducted in 8 randomly selected secondary schools of Bale Zone. A total of 164 teachers were selected through random sampling technique, especially lottery method, to participate in the study. Furthermore, 8 principals and 4 supervisors were selected by purposive, since they have direct relation in supporting and motivating teachers.

In addition, semi-structured interview was conducted with 8 school principals and 4 school supervisors to extract in-depth information regarding leadership styles on teachers performance.

Quantitative data were collected from the respondents', edited, coded and entered into SPSS. Version 20, then percentages and frequency counts were used to analyze the demographic characteristics of the respondents, independent variables and dependent variables. Secondly in order to analyze significant relationship between the principals' leadership styles and the teachers' job performance in secondary schools of Bale Zone, Pearson correlation coefficient was used. For the purpose of school principals' communication affects teachers' job performance in secondary schools of Bale Zone and school principals' decision-making influence the level of teachers' job performance in secondary schools in Bale Zone also simple regression model was used. Supporting the quantitative analysis, qualitative narration was collected, summarized and written based on their themes.

Demographic characteristics of this study revealed that majority of teachers in secondary schools of Bale Zone were male. Almost all teachers' qualification of the respondents was first degree holders. A considerable number of teachers' service years were from 6-10 years old. Respondents' age in year is concerned reveals more teachers are in age of 21-30 years old. Almost all of secondary school teachers' responsibilities are department heads.

Based on the analysis and interpretation of the data, it was possible to come up with the major findings in relation to the basic research questions:

1. What type of leadership style do school principals commonly use to enhance teachers' job performance in secondary school of Bale Zone?

The finding indicates that democratic leadership style was a better leadership style in enhancing better job performance among teachers. The more democratic leadership increases, the more teachers' job performance increases. This implies that democratic leadership style affect teachers' performance in a positive way. Respondents also agreed that there is a democratic leadership style in Secondary school of Bale Zone. That is to say, there is involvement of teachers' in decision making concerning school matters, open communication among all employees at all level. In this style of leadership high degree of teachers' morale is always enhanced. Therefore the principals' of Bale Secondary Schools commonly use democratic leadership style to enhance teachers' job performance.

2. What is the extent contribution of school leaders' leadership style in enhancing teachers' job performance in Secondary School of Bale Zone?

As the majority of the respondents agreed that the practice of school leaders in the school was poor to improve motivation process and there was no document that talked about the effort of schools to practice motivation in their school. This shows that there is no commitment of school leaders to motivate teachers at their teaching profession.

3. What are the major factors that affect teacher job performance in Secondary schools of Bale Zone?

The study depicted the following major factors that affect teachers' job performance in Secondary schools of Bale Zone. Accordingly, low salary, Lack of good environment, Low participation in decision making, Lack of teachers' commitment to their profession and Distance of the school from teachers' residence.

Teachers are not greatly satisfied with the working conditions of the secondary because of conditions in which most teachers are working are very challenging. Lack of different facilities such as staff room, class room and poor teaching and learning materials.

4. What is the significant relationship between leadership style of principals and teachers' job performance in Secondary School of Bale Zone?

The finding implies there is a strong and positive relationship between Democratic leadership style and teachers' job performance because r- value is 0.938 nearly equals to 1, the relationship is also significant at $p=0.004$. Laissez faire leadership style finding showed that it also positively influence teachers' job performance as the r-value is positive 0.101 and not significant at $p=0.072$ level, the significant relationship is weak ($r=0.101$, $0.1-0.3 =$ weak correlation coefficient). Finally, The finding revealed that Autocratic leadership style negatively influence teachers' job performance because the r- value is negative ($r=-0.363$) and not significant at $p=0.081$.

The most important finding of the study showed that principals' leadership styles subscales and teachers' job performance subscales showed moderate positive relationship in secondary schools of Bale Zone, Oromia Regional State. School principals' communications positively influence teachers' job performance in selected Bale Zone Secondary schools and Principals' decision making positively affect teachers' job performance in selected Secondary schools of Bale zone.

5.2. Conclusion

Based on the findings of the study the following conclusions were drawn:

The researcher concluded that the more democratic leadership increases, the more teachers' performance increases. The findings revealed that there is a significant relationship between Democratic leadership style and Teachers' Performance. There is a democratic leadership practices in Secondary school of Bale. That is to say, there is an involvement of teachers in decision making concerning the school matters. In this style of leadership, a high degree of teachers' morale is always enhanced.

The school leaders have no strong commitment to motivate teachers and cooperating with other stake holders. Thus, it implies that if the school leaders' are about to demonstrate strong commitment and making partnership with responsible stake holders in motivating the teachers, there would be better working environment, achievement and performances.

Teachers are not greatly satisfied with the working conditions of the secondary because of conditions in which most teachers are working are very challenging. Lack of different facilities such as staff room, class room and poor teaching and learning materials are greatly demoralizing teachers. Thus, poor working condition have contributed to the eroding status of the teaching profession.

According to the finding the major factors that affect teachers' job performance in Secondary Schools of Bale ,low salary, lack of good environment, lack of teachers commitment to their profession, Low participation in decision making, distance of the school from teachers residences, poor communication network between teachers and principal and leadership style are the major factors that limit teachers' job performance. Therefore, it can be concluded that unless those factors hindering were improved, teachers' performance cannot be achieved.

The finding of the result shows that democratic leadership style of principals' influences teachers' job performance positively, because it motivated teachers to work with principals to achieve school objectives.

There is positive relationship which however weak, but there is no significant influence of laissez- faire leadership style on teachers job performance, probably because principal who use this style tend to fail to follow up those they have delegated tasks and consequently performance declines and or no impact noted. From the study's findings, autocratic leadership style of school principals' was found to have negative effect on teachers' job performance in secondary school of Bale Zone.

Being democratic means team work is involved. Team work can enhanced quality of leadership style in schools, as team can utilize resources more efficiently and effectively, increases school effectiveness improve the quality of educational programs and create better learning and working environment.

5.3. Recommendations

On the basis of the above conclusions the following recommendations were formulated: Considering the finding of this study, it was recommended that school principals should imbibe a mixture of Bureaucratic and Democratic styles of leadership in their school leadership in order to enhance better job performance among teachers. As such, principals could use the democratic style of leadership in some occasions. They should be Bureaucratic in certain situations in order to increase productivity among teachers. The use of Autocratic leadership style should be discouraged by school principals as it could not bring a better job performance among teachers.

Ministry of Education should organize regular inspection to schools to monitor the style of leadership used by principals that could enhance better job performance among teachers.

Secondary School leaders of Bale zone were not effectively playing their roles in motivating teachers. But the leaders must have the capacity to motivate, inspire teachers by communicating with parents, communities and collaboration among stake holders to bring development, progress in the school, for fund raising and for the success of the schools.

The school leaders of Bale Zone should be provided with the necessary facilities and resources to the teachers in order to accomplish the overall activates of with in specific period of time. By creating attractive work condition, promotion, educational opportunities in their secondary schools.

The school leaders need to have commitment to motivate teachers at their teaching profession by using various technique of motivation.

The teachers' Salary and remuneration should be harmonized, all the teaching should be treated with due respect and no one should be undermined or no one should be the other as this will affect their self stem. The government and school management should

have strategy of publicly recognizing exemplary teachers for their hard work, government should have scheme of service which will enhance fairness in the promotion of teachers and where the teachers will have equal chances of promotion.

Woreda education office, parents and other donors should improve the working condition of the teachers by constructing spacious staff rooms and class rooms and ensuring libraries and laboratories are well equipped.

Principals of the school should avoid the laissez-faire style of leadership which permits total delegation of responsibility to teachers and student. The problem with laissez-faire leaders is that they neglect their duty of overseeing things and seem over trust subordinates. The school principals should know that he is accountable for every action so he needs to monitor the schools progress and performance.

It is accordingly recommended that the school principal avoid the use of autocratic leadership styles in management of school. Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership style to move democratic mode of decision making in schools.

This study has established that teachers' performance in secondary school of Bale is positively related to the democratic leadership style employed by school principal and that the democratic leadership style is the most used in secondary schools. It is therefore recommended that the principal of secondary schools in particular be encouraged to use this style of leadership in the management of secondary schools.

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

Dear Respondents:

I am a post graduate (Master) student of Haramaya University, Ethiopia. I am carrying out a study on the topic: Impact of Principals' Leadership styles on Teachers' job Performance in secondary schools of Bale Zone, Oromia Regional State.

Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a secondary school teachers like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. The success of this study directly depends upon your honest and genuine response to each question. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality.

Thank you.

General Direction

1. Do not write your name anywhere on this paper.
2. Indicate your response by putting a tick (√) mark on the appropriate choice(s) which you think is the answer(s) or more correct response (s) to the questionnaire.
3. Please, attempt to answer all questions in the questionnaire.
4. The information you give will be treated with a lot of confidentiality.

Part I: This part of questionnaire contains the personal information. Thus, please fill the necessary answer for each item properly by writing in the space prepared.

1. Name of School _____

2. Sex: Male Female

3. Age: 2- 30

3 1-40

41-50

Above 50

4. Current work position: Principal Teacher school supervisors

5. Experience: 1-5 6-10 11-15 16-20 >20

6. Educational Background: Certificate Diploma First Degree
MA/MSC Grade 10 complete Grade 8 Complete Other
specify _____

SECTION 1: LEADERSHIP STYLE

1. Leadership styles that enhances teachers job performance.

This part of the questionnaire containing close ended items that focused on the leadership styles under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership styles that enhance teachers job performance and rate the following using a scales where; 1=Strongly Disagree (SD); 2=Disagree (D) 3=undecided (UD); 4=Agree (A); 5=Strongly Agree (SA)

No	Types of leadership	1=Strongly Disagree	2=Disagree (D)	3= undecided (UD)	4=Agree (A)	5=Strongly Agree (SA)
1	Democratic					
2	Autocratic					
3	Laissez-fair					
4	Bureaucratic					

A. Items related to communication of principal to teachers

No	The school principals	1=Strongly Disagree	2=Disagree (D)	3= undecided (UD)	4=Agree (A)	5=Strongly Agree (SA)
1	Writes a note in the staff notice board when he/she wants to talk.					
2	Makes telephone calls when he/she want to talk.					
3	Arrange meeting expire he/she wants to talk.					

B. Items related teachers participation in decision making

No	The school principals	1=Strongly Disagree	2=Disagree (D)	3=undecided (UD)	4=Agree (A)	5=Strongly Agree
1	Involves teachers in decision making concerning school planning.					
2	Involves teachers in decision concerning student disciplinary problems.					
3	Facilitates and guides others to accept practices in decision making.					
4	Takes collective responsibility of teachers in decision-making					
5	Involves teacher's in decision making concerning school budgeting and income generation.					

SECTION 2: TEACHER PERFORMANCE

PART III: This part of the questionnaire containing close ended items that focused on the teachers' performance under investigation. Based on the concept of each item, please select the option that directly represent your opinion on teachers performance and rate the following using a scales where; **1=Very rarely; 2=rarely; 3=neither rarely nor regularly; 4=regularly; 5=Very Regularly**

1. Items related to principal support and follow up

No	Principal support and follow up	1=Vr	2=R	3=nRnR	4=R	5=VR
1	Assist teachers when preparing for lessons					
2	Make schemes of work for the lesson to be taught.					
3	Follow-up plans for the lesson to be taught.					
4	Always check teachers as they came with lesson plans to class .					

2. Items related to teachers' Involvement in co-curricular activities

No	Items	1=Vr	2=R	3=nRnR	4=R	5=VR
1	Teachers mobilize students for question and answer in the school					
2	Teachers encourage students of environments clubs clean the school compound.					
3	Teachers participate in HIV/AIDS drama organized by school					
4	Teachers participate in curriculum committee to evaluate books and examination.					

3. Items related to methods of teaching employed by teachers

No	Teachers	1=Vr	2=R	3=nRnR	4=R	5=VR

1	Use lecture method during my lesson.					
2	Use student center method during my lesson.					
3	Use both teacher and students center method.					
4	Encourage students to participate on lesson					
5	Teachers use different teaching materials in the class					

2. What is the extent contribution of school leaders' leadership style in enhancing teachers' job performance

Contribution of school leaders' leadership style to enhance teacher job performance

No	Items	1=Strongly Disagree	2=Disagree (D)	3=undecided	4=Agree (A)	5=Strongly A
1	The school leadership has strong commitment to motivate teachers at their teaching profession.					
2	In your school there is attractive working environment to ensure the quality of education.					
3	The school leaderships prepare the teachers to learn new skills and knowledge necessary for working in recent time.					
4	School leaders' available resources to accomplish the task of teaching.					
5	A principal motivates teachers at work place.					
6	School leaders' motivation can bring effective change within the context of roles of teachers in the schools.					

4.Factors that affect teachers job performance

1=strongly disagree 2=disagree 3=Undecided 4= Agree 5= Strongly agree

No	Items	1	2	3	4	5
1	Lack of good environment.					
2	Poor communication network between teachers and principal.					
3	Leadership style					
4	Low salary.					
5	Low participation in decision making					
6	Lack of teachers' commitment to their profession.					
7	Distance of the school from teachers residence affects teacher job satisfaction					

HARAMAYA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEW FOR SCHOOLS PRINCIPALS

Dear principals:

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

Thank you for your progress kindly cooperation!

1. Background Information of the Principals.

1. Name of School _____

2. Sex: Male Female

3. Age: 20- 30

3 1-40

41-50

Above 50

4. Current work position: Principal Teacher school supervisors

5. Experience: 1-5 6-10 11-15 16-20 20

6. Educational Background: Certificate Diploma First Degree MA/MSc
Grade 10 complete Grade 8 Complete Other specify _____

2. Items designed to measure principals' leadership style on teachers' job performances.

2.1. Do you involve teachers in decision making? If yes ,how? If not why?

2.2 Do you communicate teachers whenever necessary? If so, how? If not, why?

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

2.4. How much proportion of teacher's in your school participates in co-curricular activities participation in your schools?

INTERVIEW FOR SECONDARY SCHOOL SUPERVISORS

Dear Supervisors:

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

Thank you for your progress kindly cooperation!

1. Background Information of the school supervisors.

1. Name of School _____

2. Sex: Male Female

3. Age: 20- 30

3 1-40

41-50

Above 50

4. Current work position: Principal Teacher school supervisors

5. Experience: 1-5 6-10 11-15 16-20 >20

6. Educational Background: Certificate Diploma First Degree A/MSc
Grade 10 complete Grade 8 Complete Other specify_____

2. Items designed to measure principals' leadership style on teachers' job performances.

2.1. Do you involve teachers in decision making? If yes ,how? If not why?

2.2 Do you communicate teachers whenever necessary? If so, how? If not, why?

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

2.4. How much proportion of teacher's in your school participates in co-curricular activities participation in your schools?