



COLLEGE OF EDUCATION

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON THE
TEACHERS' PERFORMANCE IN GOVERNMENT SECONDARY
SCHOOLS OF HAWASSA CITY ADMINISTRATION, SIDAMA
NATIONAL**

REGIONAL STATE, ETHIOPIA

BY

MEBRATU DAWIT GODANA

MAY, 2023

HAWASSA, ETHIOPIA

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
HAWASSA UNIVERSITY, DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT IN PARTIAL FULFILLMENT
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EDUCATIONAL LEADERSHIP AND MANAGEMENT**

ADVISOR: ADINEW ONTORO (PhD)

CO-ADVISOR: TIBEBU LEGESE (PhD)

MAY, 2023

HAWASSA, ETHIOPIA

SCHOOL OF GRADUATE STUDIES
HAWASSA UNIVERSITY
ADVISORS' APPROVAL SHEET

=====

This is to certify that the thesis entitled “**Influence of Principals' Leadership Styles on the teachers' Performance in Government Secondary Schools of Hawassa City Administration, in Sidama National Regional State, Ethiopia**” submitted in partial fulfillment of the requirements for the Degree of **Master of Art in Educational leadership and management**, the Graduate Program of the Department of **Educational Planning and Management**, and has been carried out by **Mebratu Dawit Godana**, under our supervision. Therefore, we recommend that the student has fulfilled the requirements and hence hereby can submit the thesis for defense examination.

_____	_____	_____
Name of Major Advisor	Signature	Date
_____	_____	_____
Name of Co-Advisor	Signature	Date

DECLARATION

I hereby declare that this M.A thesis entitled as the **“Influence of Principals' Leadership Styles on the teachers' Performance in Government Secondary Schools of Hawassa City Administration, Sidama National Regional State, Ethiopia”** is in my original work and that all sources of materials used for this thesis have been duly acknowledged. This thesis work has not been submitted earlier for award of any degree.

Mebratu Dawit Godana

Name of Designate

Signature

Date

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD:	Continuous Professional Development
FDRE:	Federal Democratic Republic of Ethiopia
FGD:	Focus Group Discussion
FMoE:	Federal Ministry of Education
MoE:	Ministry of Education
PGDSL:	Post Graduate Diploma in School Leadership
PLSQ:	Principals' Leadership Styles Questionnaire
SPSS:	Statistical Package for Social Science
SP	School Principals
UNESCO:	United Nations Education Scientific and Cultural Organization
USA:	United State of America

ABSTRACT

The success of a school is significantly influenced by the teacher competencies. The principal should employ a leadership style that fosters teachers' competence, growth, and development in order to increase teacher performance. Therefore, the main purpose of this study was to assess the influence of principals' leadership styles on the teachers' performance in government secondary schools of Hawassa City Administration, Sidama National Regional State, Ethiopia. To accomplish this, the study employed a descriptive survey design. The study was carried out in ten government secondary schools of Hawassa City Administration. A total of 312 respondents have participated in the study. Among them, 270 teachers were taken as a sample through simple random sampling technique. Additionally, 30 government school principals were included through purposive sampling technique. Questionnaire was distributed to teachers and school principals and interview were conducted with supervisors of the schools. Mean and standard deviations were used to analyze quantitative data while independent sample t-test was used to test the significance. The findings indicate that autocratic leadership style is dominantly practiced by principals in the school. Also, principals were intermittently controlling teachers and majority of the respondents reported that the principals make decisions dependently with little input from the rest of the group. In general, the result supposed to conclude, that principals' leadership style of government secondary schools of Hawassa City Administration had significance influences on decision-making and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation. This may be especially when the teachers are not convincible, not flexible and strongminded. Therefore, the way of principals' leadership was not implemented as expected. Based on the findings, it is recommended that the principals of governmental secondary schools should use a mixture of leadership styles.

Keywords: Principal, leadership, Leadership Styles, Teacher & Teacher Performance

CHAPTER ONE

INTRODUCTION

On this work chapter one sequentially comprises background of the study, statement of the problem, general objectives of the study, specific objectives of the study, conceptual framework of the study, significance of the study delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1 Background of the Study

Today's society eagerly wants influential leadership style in both public and private school for development of schools, user satisfaction and effective performance of teachers. In order to address the need of community and collective activities, the mission for that schools have been created. Moreover, performance, profitability, and change are the persistent drivers of the new education road map of Ethiopia (Yohannes & Wasonga, 2021). Leadership style should be strong, effective and firm in order to fit and compete in the larger global market.

The concern of leadership style is a basic issue for any governmental and non-governmental organizations as well as institutions, agencies and companies in various parts of our open world. Different countries in our glob have been attempting to highlight and stress the concept of efficient leadership styles in several ways within their organizational daily activities and programs for better performance. Here in the context of Ethiopia there is intensive and progressive awareness in various sectors 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 (Yohannes & Wasonga, 2021).

The education and training policy set mission, vision, goals and objectives, which was to produce skilled man power with the outshining quality and optimum quantity to meet the demand in regard with national socio-economic development requirement, to bring up citizens who understand, respect and defend the constitution, a citizen who respects democratic values and human rights moreover with good work culture and ethics (Jay, 2014). That is why currently, the government of Ethiopia made the education sector its agenda to ensure quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (Mitchell, 2015; Abebe & Woldehanna, 2013). Thus, in fostering this mission, vision, goals and objectives, the school principal, academic vice principals and administrative vice principals has important roles to play and fill the gap in regard to leadership styles. Crum & Sherman (2008) state that the principal

needed to provide highly valued insight to their daily leadership style that fosters high teachers' performance. The daily role played by principals in work environment can highly help in creating clear vision, communicate the mission, bring best decision-making mechanism, guide to be passionate about vision, can support to ensure efficiency, can show integrity, bring confidence, make moral, show coordination and bring tremendous growth.

On the other hand, it is highly suggested for the development of workers, advance delegation and empowers the team, recognizing ultimate accountability, empathy, harmonizing instruction, and managing change. But, the foremost challenges for the principals are to create and promote the conducive atmosphere for teaching and learning efforts in undermine teachers in decision making, immutable communication with teachers' and delegation of duties at schools is considered as the most influential of the employees' performance within entire school atmosphere that not applying efficient leadership styles (Cheng & Dainty, 2002; UNESCO, 2006). Successful principal has been taught to be effective, due to the different styles that are used in their administration process. The principal's leadership style directly or in directly can influences the efficiency and the effectiveness of the teachers' performance in school.

Leadership is a method of managing, directing, and motivating followers(Adeyemi, 2006). Several researchers have defined leadership style in different contexts on their work round the globe. It is a procedure through which principal influences a teacher or other group in achievement of educational goal (Adeyemi, 2010). Leadership styles express how leaders strategize their relationships with their followers. Therefore, knowing the leadership style is vital to gaining followers' loyalty and increasing the leader's effectiveness. Leadership sets the conditions and expectations for excellent instruction and the building of a culture of ongoing learning for educators and learners in a school (Kyla and Karen, 2010).

Leadership is a process where by an individual influences a group of individuals to achieve a common goal; for instance, school leaders should develop the skill influencing others and the ability of engaging stakeholders to achieve common goals (Begley, 2010). School leadership is the process of directing and guiding teachers, students and parents to achieve educational goals (Wachira, 2017).

Teacher's performance is the work achieved by a teacher in carrying out his duties and responsibilities in educational sector to achieve educational goals (Baharuddin and Zakaria, 2018). It is influenced by several factors, one of which is the leadership of the principal who moves his subordinates to

perform well (Conscience and Sarino, 2017; Rukmana, 2018). Lack of principal understanding and concern regarding teacher characteristics will affect the teacher's performance (Agustina, 2016).

According to Mulyasa (2007), the teacher's performance can be measured through indicators based on main competencies, namely pedagogical competence, personality competence, social competence, and professional competence. In improving teaching skills and the quality of learning, the teacher's responsibility is to find more effective methods in transferring knowledge that can be stored in the minds of students (Mehdinezhad and Mansouri, 2016).

In this regard, the teachers' performance could be measured through annual report of activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, ethical consideration, and respect to coworkers, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation, class room management and discipline of the students are the virtues that teachers should uphold effectively in secondary schools. A number of studies have discussed the influence of leadership style on teachers' performance.

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

A survey of Ethiopian teachers indicated that principals lacked "capacity to conduct informed classroom observation and provide appropriate, constructive feedback to improve teacher performance" (FMoE, 2015). The same survey found that "quality of school administration and human resource management is a critical motivating factor for effective teaching". Other research confirm that school leadership impacts school outcomes, specifically work conditions, teacher performance, attitudes and behaviors, and student experiences (Gurmu, 2020; SLC, 2018).

In Ethiopia, the position of principal is politicized in some case, denying people with the right qualifications to give the opportunity to lead schools while rewarding political cronies (Gurmu, 2020). Associates are less motivated to intentionally shape attitudes, motivations, and behaviors of subordinates (SLC, 2018). And while studies in Ethiopia on the relationship between transformational leadership and teacher satisfaction have found little to moderate significant positive relationships

(Tasfaw, 2014; Thomas *et al.*, 2018), similar studies in Singapore, Taiwan, USA, and Australia yielded moderate to strong positive relationships. A meta-analysis of studies Chin (2007) found that the impacts of TL on teacher job satisfaction depended on the levels of the practice of TL style. These findings put the focus of teacher motivation on leadership behaviors of the principal (FMoE, 2015)^a. Encouraged teachers are self-actualized and likely to grow into leaders who contribute to school improvement (Bryk *et al.*, 2015; SLC, 2018).

The efficiency with which these roles are fulfilled depends to a large extent on the leadership style of the principal. It is generally believed that the effectiveness of people in an organization depends on the quality of its leadership since effective leader behavior enables them to meet their goals (Hayward, 2005). Furthermore, leaders have a definite effect on the behavior and outlook of their subordinates. Therefore, teachers as part of their follower roles, depend on their principals as their leaders, to encourage and motivate them. In addition, principals should provide training to new and inexperienced teachers to help prepare them adequately as effective leadership enables the entire workforce to participate in the different activities of an organization and can also influence individual and organizational performance (Mullen, 2004).

Importantly, special emphasis should also be placed on principals in this regard, since, as Wilmore (2002) points out, principals play a variety of roles, such as: Fostering unity and goodwill among the workers, setting school mission, vision and values, creating a conducive work environment in school compound, putting in place an effective teaching and learning procedure, developing good stakeholders and school community relationships, promoting special events for staff professional development, managing school resources, evaluating and monitoring student progress permanently, mentoring and coaching the stakeholders accordingly. Therefore, the aim of this study was to explore the influence of principals' leadership style on teachers' performance in government secondary schools of Hawassa City Administration, Sidama National Regional State, Ethiopia.

1.2 Statement of the Problem

This study was undertaken to determine the influence of principals' school leadership styles or the impact they have on the performance of the teachers of secondary schools. Thus, data which was important for the investigation done on the independent variable, which is leadership style and on the dependent variable which pertained to teachers' performance. Likewise, the exploration included the two variables, the independent and dependent variables, in order to study how much the leadership

styles can influence the performance of teachers in secondary schools of Hawassa City Administration and to scrutinize the strength of the bond between principals and teachers.

The education and training policy of Ethiopia itemized that, the main objective of teaching and learning process is to enable the learner to acquire knowledge and skills to solve problem (MoE, 1994). Hence, the government Ethiopian made the agenda for educational sector to check the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (Berry & Bogale, 2011; Kene *et al.*, 2021).

Federal Democratic Republic of Ethiopian (FDRE) Ministry of Education (2005) indicated that, the principals as educational leader plays a pivotal role for the success of the school improvement. Providing effective leadership styles by school leaders in secondary schools is necessary to improve better performance of teachers, the academic achievement of students, construct a sense of visionary school community, enable to planning culture before exertion, and create committed teamwork with creative problem-solving mechanism.

Leadership style within the Ethiopian traditional context is not a new concept. In fact, leadership plays an important role in the diverse and complex social structure of most communities throughout the countries. It is thus a position of power and status, but also includes pastoral care as a core component. However, leadership style in the education context is new and conceptually different. Most school leaders in Ethiopia are finding it challenging to come to terms with this different view of leadership.

The deficiency of effective leadership in the school system has been a long-standing issue and has existed since the country launched modern education system. The rapid establishment of the community secondary schools across the country since modern education aggravated the influence with many of these schools. Despite various attempts to improve upon the quality of education delivery in schools, it appears that issues regarding leadership style in these schools still remain a major concern. This has led to raise several comments, criticisms from parents and as general unhindered interrogations throughout the country about the worsening state of leadership styles.

Even if there is research on school leadership style and its influence on teachers' performance in the region to validate the above claims, most people would blame the shift in leadership approach on the lack of adequate training and preparation of heads for the leadership issue experienced in schools today. In recent times, weak administration has been big issue of concern to the governmental

organizations, non- governmental organization, the school administrators, and other education stakeholders. Some concerned individuals observed that education system at all levels is burdened with series of problems which include weak academic performance of students immediately affect student achievement (Harris & Muijs, 2002). Especially in qualifying examinations, examination malpractice, truancy of students and poor attitude of teachers to teaching among others affects the performance of teachers. The school principals seem to be accountable for non-performance of their activities in teaching and learning process and their failure to exhibit appropriate and favorable leadership behaviors to solve these problems lingering in the educational system.

Fatana (2021) studied the three principal leadership styles which are autocratic, democratic and laissez-faire and found that they have a positive and significant influence on teacher's performance. However, Omeke & Onah(2012) found that, autocratic principal leadership style negatively influenced the academic achievement because they adopt harsh leadership style which was highly detested by teachers. Supporting the study, Haile(2020)revealed that, there was no significance influence of laissez-faire leadership style. Principals who used this style tend to fail to follow up on those they have delegated tasks to and consequently performance declined. Based on the research gap above, the researcher chooses to the influence of leadership style on teacher's performance as the reason for this research.

The researcher observed that the gap in student achievement and behavior is deteriorating at an alarming rate, unfortunately this is not restricted to students alone but also to teachers while it would not be said that secondary school teachers lack the necessary skills for effective performance. It is also obvious that they lack the willingness and disposition to effectively function within the system. These carefree attitudes or loss of devotion on the part of teachers have been suspected to emanate from leadership styles of school principals such as autocratic and democratic among others.

Nsubuga(2008) argues that the reason why schools fail to achieve the required performance is not only because of insufficient funds and poor facilities but also because of poor leadership. With the previous research carried out by researchers on of principals' leadership styles and its influences on teachers' performance, the influence remains in doubt and calls for more research attention to fill the gap on quality, access, relevance and equity in secondary schools'.

However, teachers' performance is not only influenced by above gaps and leadership styles but by factors that influence the performance of teachers such as, the qualification levels of teachers, access

to school resources and teaching materials the experience of principals or departmental heads, the culture of a school and the socio-economic circumstances of learners (Nsubuga, 2008).

It is important to note that the commencement, establishment and follow-through of the actions of team members in attaining the core objectives of the schools are dependent on a leadership style. Furthermore, the contribution of leadership cannot maximize the performance of the teaching staff unless the leadership is distributed and shared with the people who are working with the principals, school community and stakeholders. Finally, some background factors together with the research problem centers around the fact that principals are perhaps not using the most appropriate leadership styles in specific situations to enhance the quality education and progress of teaching and learning process in their secondary schools.

The above researches were conducted similar to this study on influences of principals' leadership style on teachers' performance. But the studies have not addressed the problems related to the principals' leadership style and teachers' performance, lack of teachers' commitment, inappropriate leadership style, low level of teachers' performance, and low participation of teachers in school affairs, low level of delegation. So, the gaps mentioned above made this study different from the previous studies.

Therefore, this study addressed the above stated gaps in these areas that need to be filled the problems that related with influences of principals' leadership style on teachers' performance. Additionally, none of these studies were done on the influence of principals' leadership style on teachers' performance in the context of government secondary schools of Hawassa City Administration,

1.3 Research Questions

The study was specifically guided by the following research questions; hoping to find answers to the questions:

1. What is the influence of leadership styles on teachers' performance in government secondary schools of Hawassa City Administration in Sidama National Regional State?
2. How do the leadership styles and teachers' performance are related in secondary schools in government secondary schools of Hawassa City Administration in Sidama National Regional State?
3. How do the school leaders plan and make use of information gathering method in aid of managing their respective schools?
4. To what extent does leadership style influence teacher performance in government secondary schools of Hawassa City Administration in Sidama National Regional State?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study was to assess the influence of principals' leadership style on teachers' performance in the context of government secondary schools of Hawassa City Administration, Sidama National Regional State, Ethiopia.

1.4.2 Specific Objectives

From the foregoing, it appears that the sort of leadership techniques in the particular school under examination always have an impact on the performance of instructors.

1. Ascertain the different leadership styles on teachers' performance of government Hawassa City Administration secondary schools in the Sidama National Regional State.
2. Examine the relationship of leadership styles and teachers' performance of Hawassa City Administration government secondary schools in the Sidama National Regional State.
4. To investigate if leaders of secondary schools make use of information gathering systems in aid of managing their respective school Hawassa City Administration government secondary schools in the Sidama Regional State.
5. To scrutinize the extent that the influence of leadership style on teachers' performance of Hawassa City Administration government secondary schools in the Sidama Regional State.

1.5 Significance of the Study

The findings of this study have the potential to greatly assist curriculum planners in the curriculum research and development division of the education department within the regional education bureau. This may also provide information to all interested parties who may find it useful in their respective fields of work. Furthermore, the study's findings will assist school administrators, teachers, and authors, among others, in developing effective and efficient teaching learning materials and strategies that may make teaching and learning at the SSL (secondary school level) more appealing and motivating. Furthermore, the study's findings may aid researchers in their future contributions to the development of educational literature. Furthermore, the study's findings may assist local and national authorities in providing much-needed support for their principals in their leadership roles aimed at resolving fundamental issues in the education sector.

Specifically, the findings of this research might have the following significance for prioritizing inside and outside performance, satisfaction and enhancement for the school principals, teachers, students and stakeholders as well as the community.

✚ It may be helpful for school administrators to be aware of the styles in relation to the degree of teacher performance and for the principals of practitioners to use effective leadership techniques in order to raise teachers' performance.

✚ It may help the school principals to revisit and enrich with new knowledge, theories, methodologies and practical behaviors leaders need in secondary schools and other institutions of learning secondary schools in particular for their motivating approach to make the teachers more effective.

✚ It might provide a clear image of how a principal's leadership style affects teachers' performance levels for decision-makers and higher-ups in the regional and zonal education offices.

✚ As an effective guide in carrying out their duties, the school administrator must continually evaluate their own leadership style due to their high exposure to various influences from both internal and external sources.

✚ It may serve as the reference and may call for further in-depth researchers on the topic, particularly principal leadership style and teachers' motivation in the secondary schools of Hawassa City Administration in Sidama National Regional State

Finally, the study aims at championing the need for a paradigm shift in the whole leadership structure in our schools so as to aid development and open the schools to the global village.

1.6 Delimitations of the Study

The scope of the study includes methods and procedures outlined for this research to achieve set objectives and answer the research questions accordingly. The study was delimited in content wise and geographically, grade level, public schools, participants and leadership styles. The reason why the vice principals included is they are genuine and potential source of all academic and administrative duties with all documentations. The contents were delimited to investigating the influence of leadership styles on teachers' performance on the basis of basic research questions. Also delimited to leadership styles that are autocratic, democratic and laissez-faire was incorporated to see the existing teachers' level of performances through communication with teaching staff, involvement of teachers in decision-making and delegation of duties to teachers.

1.7 Limitation of the Study

Even though the research attained its objectives, there were some unpreventable limitations. First, while there are various models of leadership style, due to the limit of time, finance and material resources; this research was not incorporated all models to see teachers' performance. The

investigation was run by focusing on the three leadership styles. In addition, because of the limits mentioned above, this research conducted on secondary school teachers of Hawassa city administration in Sidama National region.

1.8 Definitions of Key Terms

City Administration: It is a local self-government unit in big cities. It carries out its functions through well-organized divisions or departments.

Secondary Schools: Refers to the school system established to offer four years of general education (grade 9-12).

Leadership: Is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership involves making sound -- and sometimes difficult decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.

Leadership Style: Is the patterns of behaviors, which a leader adopts to influence the behaviors of his/her followers.

Teachers' Performance: It refers to identification with, and involvement in the teaching occupation. Also, performance implies carrying out or accomplishing an action or task or to do something in terms of a specific standard

1.9 Organization of the Thesis

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses and analyzes studies related to principals' leadership styles and teachers' performance. Specifically, the concepts and definition of leadership, an overview of leadership styles, the roles and responsibilities of a school principals and teachers' performance expectation were presented. Finally, the major challenges of school leadership and teachers' performance were presented. In addition, literature review forms an initial step by reviewing relevant literature to guide the scope of my inquiry on the role of school leaders, within the context of what has been found about educational leadership. It begins with: three theoretical frameworks on leadership style and school management competences, studies on leadership, roles and responsibilities of principals, qualities of successful principals, and an overview of standards for school leadership.

2.2 The Conception of Leadership

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

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

Educational practitioners have identified leadership as critical for educational institutions since it serves as the institution's subsistence engine. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order

to enhance efficiency and effectiveness. Leadership is the heart of any organization, because it determines the success or failure of the organization.

To present speculative information of the occurrence leadership styles and teachers performance, this part of work is organized in to different units. Each unit has been supposed to release strong necessary power of information to conduct the study effectively as well as to develop smart data collection instruments. A wide range of relevant literature was consulted for the purposes of this study, with special reference to literature pertaining to leadership styles models, theories, and factors affecting teachers' performance. A special emphasis was placed on secondary school management literature. A variety of sources, including textbooks, journals, official documents, seminar papers, and websites, were used. Furthermore, the literature includes unpublished thesis and various research findings on the issue of employee performance and leadership styles, allowing the researcher to see various findings conducted in different areas. The quality of education is one of the most serious issues in many African countries, including Ethiopia. Among the reasons for the low quality of education is the failure of schools to attract and retain skilled and experienced teachers, as well as low teacher morale and motivation (Arong & Ogbadu, 2010).

Consequently, school leaders receive training in educational leadership and management at Bachelor's level across the country (MoE, 2007). Post Graduate Diploma in School Leadership (PGDSL) was introduced in 2013 for induction and in-service training to improve performance among practicing principals some of who were not trained as teachers (MoE, 2013). Lack of talent and professionalism among school leaders have been identified as reasons for poor management and poor school outcomes in Ethiopia (FMoE, 2015; Gurmu, 2018).

Professionalization occurs formally through academic training and informally through mentoring or contact with peers (Bierrema, 2011). It “involves building specialized knowledge and skills, incorporating a sense of occupational identity, internalizing the norms of the profession, and adapting the values and the norms into individual behavior and self-concept”. The process is designed to develop the trainee into a knowledgeable, self-sufficient, skilled leader. In addition, it “would not only improve the consistency of practice but also win the field the kind of status, respect, and pay that characterizes more established professions like law and medicine” (Mehta and Teles, 2014).

From a management standpoint, competent staff and operative leadership are of ultimate standing in a school. The only way one can have an effective school is if there are teachers and principals who continually try to improve their professional performance (Hiebert & Morris, 2012).

It is important to note that effective principals have a positive impact on the teaching and learning process and can help to create an appropriate classroom environment. According to Goleman *et al.* (2002), there are four types of leadership styles which can contribute in successful development for teachers and can help them become outstanding instructors. These leadership styles are the visionary, coaching, affiliation and democratic leadership styles respectively. The visionary leader is a leader who has the ability to determine where a school is going but does not necessarily define how it should reach that goal. Accordingly, people are free to use their own means of reaching a common goal. The coaching leader is a leader who helps teachers become aware of their strengths and weaknesses and encourages them to set long-term goals to be achieved by the teachers themselves.

On the other hand, the affiliative leader focuses on the emotional needs of the teachers by taking care of them and does not only focus on what they do at school, while a democratic leader is a leader who requires the involvement of teachers in any decision that is going to be made. Since a democratic leader is one who does not decide alone which direction is best for the organization, he/she needs opinions or ideas from the staff. It is important that a leader selects the leadership style which is most appropriate for both staff and school at a specific time (Goleman *et al.*, 2002).

A good communication and healthy relationship between teachers and principals are significant aspects pertaining to most teachers' job performance. In various places, school principals have no power to employ or terminate teachers, as is the case in Ethiopia. Yet, they do have the power to determine their working conditions (Leithwood, 2006). Furthermore, the communication that principals as leaders have with their teachers is important in the eyes of the teachers. Communication and relationships are also affected by the principal's leadership. Therefore, this chapter will discuss different leadership theories, the concept of leadership, leadership styles, leadership roles and factors that affect principals in providing leadership.

2.3 Over View of Leadership Models

In context school the MoE(2006), pointed out that a school principal with the collaboration of school curriculum committee is expected to meet the following functions: Has to prepare a program in which the school curriculum is to be divided into short and long term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated, facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities, has to prepare a program which will enable educational materials, laboratories, rooms for practical work, and libraries are in

conducive situations to give a coordinated services, has to provide topics of instructional problems to different departments for discussion.

It monitors the smooth going of such activities. It also provides solutions for teaching-learning problems, which are beyond the abilities of each department, checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation, comes up with suggestions that could facilitate the provision of staff development or in-service training programs, and produces valuable suggestions by studying the whole teaching-learning process and by evaluating the curricular materials of the different departments. Similarly, MoE, (2002) listed about 22 roles of a school principal, of which the following are:

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

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

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

communication. Leadership plays an important role with in school environment in teaching learning process for the attainment of expected goals by creating a conditional style that would influence employees' attitudes, motivation and behaviors. As a result, Ezeuwa (2005) concern it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals.

The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of achievements educational goals and can accelerate the process of school's development or can demolish the progress of education (Adeyemi, 2004). As such, a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002).

Different types of leadership styles exist in school environment which might be determining factors like organizational culture, and goal of organization. Most organization offer Several Leadership styles within organization, depend upon necessary tasks to be completed. Wiles (2011) have identified three styles of leadership. These include the autocratic, democratic, and laissez-faire leadership styles.

2.3.1 Authoritarian Leadership

According to Lewin's (2022) Authoritarian leaders, also known as autocratic leaders, provide clear expectations for what needs to be done, when it should be done, and how it should be done. This style of leadership is strictly focused on both command by the leader and control of the subordinate. There is also a clear division between the leader and the members.

Authoritarian leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership. Lewin also concluded that it is harder to move from an authoritarian style to a democratic style than vice versa. Abuse of this method is usually viewed as controlling, bossy, and dictatorial. Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good one when the situation calls for rapid decisions and decisive actions. However, it tends to create dysfunctional and even hostile environments, often pitting followers against the domineering leader.

2.3.2 Participative Leadership

Lewin's study found that participative leadership, also known as democratic leadership, is typically the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. In Lewin's study, children in this group were less productive than the members of the authoritarian group, but their contributions were of a higher quality.

Participative leaders encourage group members to participate but retain the final say in the decision-making process. Group members feel engaged in the process and are more motivated and creative. Democratic leaders tend to make followers feel like they are an important part of the team, which helps foster commitment to the goals of the group.

2.3.3 Delegate Leadership (Laissez-Faire)

Researchers found that people under delegate leadership, also known as laissez-faire leadership, were the least productive of all three groups. The children in this group also made more demands on the leader, showed little cooperation, and were unable to work independently. Delegate leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation. Lewin noted that laissez-faire leadership tended to result in groups that lacked direction where members blamed each other for mistakes, refused to accept personal responsibility, and produced a lack of progress and work. However, this style of leadership may be effective in teams that are motivated, highly skilled and knowledgeable

There is a high level of trust between the team and the leader. These are often referred to as self-managed or autonomous teams. These teams may not require much direction, and as a leader it is likely they have reached this stage because you have assisted in their development.

2.4 The Situational Approach

This theory of leadership suggests that no single leadership style is best. Instead, it all depends on the situation at hand and which type of leadership and strategies are best suited to the task. According to this theory, the most effective leaders are those that can adapt their style to the situation and look at cues such as the type of task, the team, and the individual, the level of risk, the environment and other factors that might contribute to getting the job done. The most outstanding leaders are those who can shift leadership styles as required to get the most out of their subordinate. They need to be flexible in their approach – understand the need to be situational to the environment.

Consider Lewin's leadership styles and the situations in which each of them would be most effective. If you can successfully apply this in the work place you are on the road to being an effective leader.

2.5 Roles and Accountabilities of School Principal

Has to prepare a program in which the school curriculum is to be divided into short- and long-term programs with appropriate teaching materials and supported by co-curricular activities to be implemented and evaluated. Facilitates conditions that enable the teaching learning process to be related with practical and fieldwork, and supported by co-curricular activities and other educational activities, has to prepare a program which will enable educational materials, laboratories, rooms for practical work, libraries etc. are in conducive situations to give a coordinated service, has to provide topics of instructional problems to different departments for discussion. It monitors the smooth going of such activities. It also provides solutions for teaching learning problems, which are beyond the abilities of each department. Checks whether or not the curriculum prepared for each level and grade has been successfully implemented as intended. It also provides solutions by studying the problems encountered during the process of implementation.

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

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

to review and strengthen supervisory activities and; cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

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

2.5.1 Staff Development

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

2.5.2 Supervision

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

2.5.3 Goal Clarification

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

2.5.4 Promote a positive school climate

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

2.5.5 Delegation of Authority

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

2.5.6 Communication

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

The current recruitment criterion of secondary school principal was first regulated by MoE (2009) and specified the criteria. Hence, the candidate should fulfill the specified qualification and should be trained a teacher should at least reach the medium position in the teachers' career ladder, should

serve as a unit leader, vice principal, or serve as students' dean, department head and pedagogical center head. Additionally, the candidate principal is expected to have Master's Degree in education and free from conviction and should not have disciplinary problems were the criteria. According to recent school reform literature, principals or head teachers play an important role in the success of strategies to improve teaching and learning. They must have knowledge of good teaching and learning practices, provide leadership for the school and community, and provide ongoing support to teachers in order to implement successful school reforms.

2.6 Teacher Performance Prospects

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

The responsibilities of principals' entail promoting the effective performance of teachers. Such types of tasks promoting the effective performance of teachers are performed not only by the principal but by the leaders of departments and teams in the school (Usdan *et al.*, 2000). The principal must therefore also work through these leaders to influence work performance. More specifically, the team leader's role is to provide ongoing support and motivation to his/her team to improve its performance with the aim of attaining high-quality standards for all teachers and students in the school.

In line with this argument, Adeyemi (2010) asserts that various aspects of job performance, such as effective teaching and lesson preparation, the effective use of work schemes, effective supervision, monitoring of students' work and disciplinary ability are aspects on which teachers should focus in order to deliver effective academic performance in schools. In this regard, the performance of teachers can be measured through an annual report of their activities (including their extra-curricular activities) (Adeyemi, 2010). There are additional ways for teachers' job performance to be evaluated, including issues such as leadership, supervision, monitoring of students' work, motivation, class control, and disciplinary ability.

2.7 The Relationship between Leadership Styles and Teacher Performance

Principals have direct control over teacher job performance, and leadership styles have a direct impact on teacher job performance. Day *et al.* (2009), stated that many researchers from different countries and various school surroundings have confirmed the influence that leadership styles have on school improvement. Principals who provide significant and measurable support to their employees' success can successfully lead their schools and grow themselves and their staff. One of the most important tasks of a leader is to improve his or her own and teachers' professional development at all levels of education; this will have an impact on job performance.

The primary goal of education is to teach students. The performance of teachers associated to this task is determined by many issues such as their level of commitment, professional growth, the environment of the school, the existing school culture, innovation ability of teachers and the level of principals' experience (Guskey, 2002). In order to deliver effective academic performance in schools, the school principal must work and support school activities such as effective teaching and lesson preparation, effective use of work schemes, effective supervision, monitoring of students' work, and disciplinary ability.

2.8 Challenges of School Principals Leadership and Teachers' Performance

2.8.1 Challenges of School Principals Leadership

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

2.8.1.1 Lack of Training and Skills

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

2.8.1.2 Lack of resource and the nature of the task

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

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

2.8.1.3 The Personal Quality of the Principals'

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

2.8.1.4 The Relationship between the Principal and staff members

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

2.8.1.5 Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of the school. The principals are ultimately responsible for almost everything happens in the school.

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

2.8.2 Challenges of Teachers' Performance

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

2.8.2.1 Leadership Style

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

2.8.2.2 Organizational Culture

Organizational culture is a set of signs and rules for the organizations use that signal how they might differ from one organization to another. According to Schein, (1990) organizational culture refers to the beliefs and values that have existed in an organization for a longtime, and to the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. There is a positive relationship between the organizational culture and teachers' performance. The organizational culture has influences on upgrading the teachers' performance. If the environment is pleasant and comfortable to work, the teachers are encouraged and motivated to work effectively and efficiently. Strong culture in the organization is very helpful to enhance the performance of the teachers that leads to the goal achievement and increase the overall performance of the organization (Deal and Kennedy, 1982).

2.8.2.3 Participation in Decision Making

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe, 1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process.

Webster (2002) defines participative leadership style as a way of involving individual participation in decision-making. Participation management is about involving teachers in the decision-making process where the teachers feel that they have the opportunity to discuss problems and can influence organizational decisions. The overall impact of participation is increased teacher job performance and low turn-over. Organizations can act to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive performance effects of teacher participation (Lam *et al.*, 2002). Teacher will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates.

2.8.2.4 Working Environment

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

2.8.2.5 Motivation, Job Satisfaction, Rewards and Training

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

Job Satisfaction: Locke (1976) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that teachers form their attitude towards their jobs by taking into account their feelings, beliefs and behaviors found that if the teachers find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance

expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization.

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

Training: Training is the process of developing employees' skill in order to improve their performance (Swanson, 1999). Training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Guest, 1997).

2.9 Conceptual Framework

The conceptual framework consequent to the review of House and Mitchell, (1975) path-goal theory, a conceptual framework relating the study variables in the study is indicated in the figure. In Hawassa City Administration secondary school, a conceptual framework was developed to link the independent variable leadership styles with the teacher performance i.e., dependent variables.

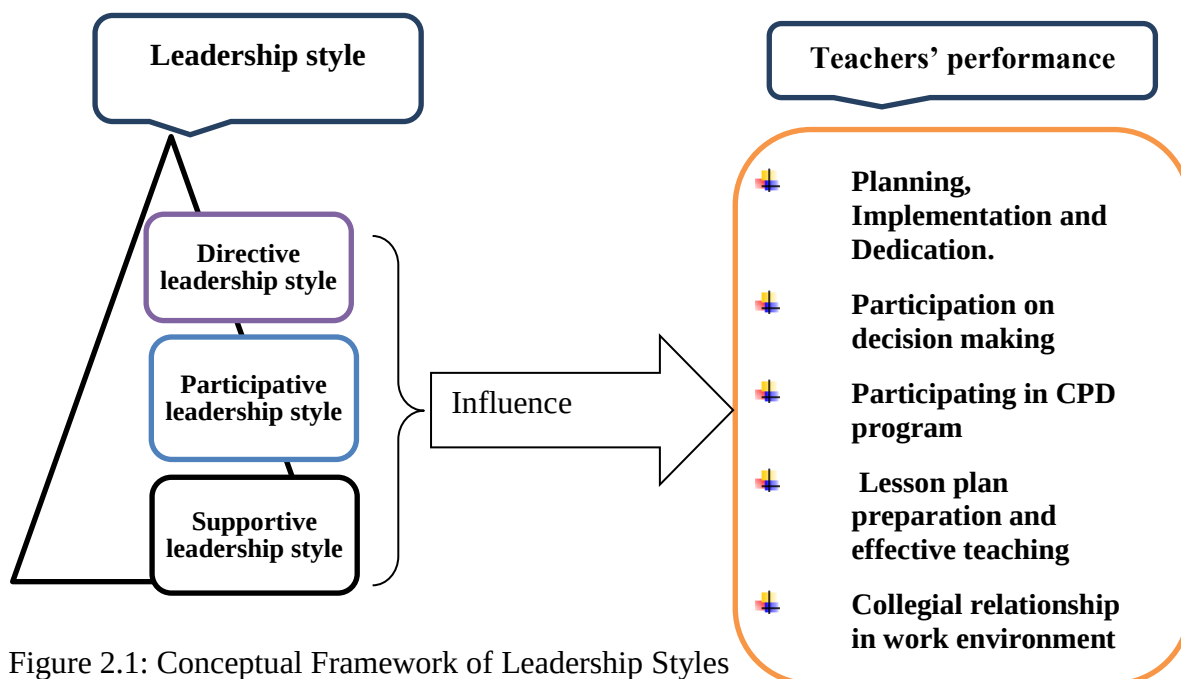


Figure 2.1: Conceptual Framework of Leadership Styles
Source: Constructed by Researcher Own (2022)

The conceptual framework in the above figure suggests that the independent variable is conceptualized as three leadership styles directive, participative and supportive, which are measured in terms of principals' involvement with teachers in decision making, principals' academic freedom to teachers, and principals practice school-based supervision to teachers, whereas the dependent variable is teachers' performance, which is conceptualized as lesson plan preparation and instigation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The research methodological components, such as the study area, population, sample size, sample methodologies, data collection tools, data processing, data interpretation, and ethical issues, are presented in this chapter of the study.

3.1 Description of Study Area

The Sidama are an ethnic group traditionally inhabiting the Sidama Region, formerly part of the Southern Nations, Nationalities, and Peoples' Region of Ethiopia. On 23 November 2019, the Sidama Zone became the 10th regional state in Ethiopia after a zone-wide referendum. They speak the Sidama language, which is a language of the Cushitic branch of the Afro-asiatic language family.

Sidama Region is northeast of Lake Abaya and southeast of Lake Hawassa. Sidama is bordered on the south by the Oromia Region (except for a short stretch in the middle where it shares a border with Gedeo zone), on the west by the Bilate River, which separates it from Wolayita zone, and on the north and east by the Oromia. Sidama is generally a fertile area, varying from flat land (warm to hot) to highland (warm to cold).

Hawassa known historically as Adare is a city in Ethiopia, on the shores of Lake Awassa in the Great Rift Valley. It is 273 km (170 mile) south of Addis Ababa via Bishoftu. The town serves as the capital of the Sidama Region. It lies on the Trans-African Highway Cairo-Cape town and has a latitude and longitude of 7°3'N 38°28'E Coordinates: 7°3'N 38°28'E and an elevation of 1,708 meters (5,604 ft) above sea level. Its name comes from a Sidamic word meaning "wide body of water".

The city administration has an area of 157.2 (sq.kms), divided in to 8 sub-cities and 32 Kebeles, these eight sub cities are Hayek Dare, Menahariya, Tabor, Misrak, Bahile Adarash, Addis Ketema, Hawela -Tula and Mehal ketema sub city. Currently, the city is serving as the seat of Sidama Region & Hawassa City Administration

Source: *(Official website of Hawassa City Administration, Government of Ethiopia © 2023, Powered by MinT)*

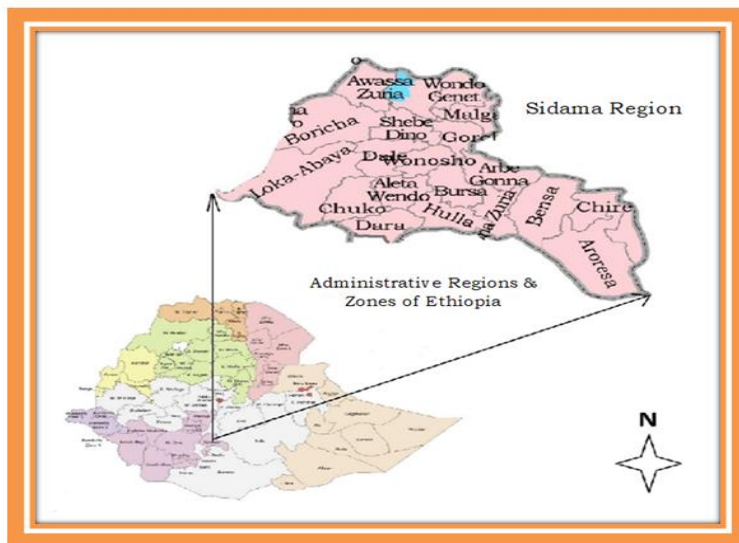


Figure 3.1: Map of Study Area

Source: Central Statistical Agency (2021)

3.2 Research Design

The study employed descriptive survey design because such research design is general strategy for gathering data in order to answer the basic research question and also the specific data analysis techniques that the researcher proposes to use. Survey research is a non-experimental research approach used to gather information about the incidence and distribution of, and relationships that exist between variables in a pre-determined population. Use of the survey includes the gathering of data related to attitudes, behaviors and the incidence of events (Coughlan *et al.*, 2029).

In order to scrutinize the influence of principal leadership style and teachers' performance, this study employed descriptive survey design to provide all-inclusive picture and in depth understanding of the problem since the design entails the collection of data on the case and reach at a single point in time. In addition, it was enabled the researcher to collect and describe large variety of data related to the leadership style and teacher performances. As a result, in relation to this, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the status, nature of prevailing conditions, practices, and trends through relevant and precise information.

3.3 Research Method

Method is a style of conducting a research work which is determined by the nature of the problem. Based on the design, the study employed mixed explanatory methods by incorporating both quantitative and qualitative approaches, with a focus on the quantitative as the primary method through the use of questionnaires, interview or focus group discussion. Because investigating the

influence of principals' leadership style on teachers' performances could better be understood by collecting large quantitative data, in a formal and structured manner.

The emphasis on the quantitative method was made because gathering substantial amounts of quantitative data in a formal, structured, and strict manner was helped the researchers better understand the influence of principal leadership style on teacher performance in general secondary schools. Additionally, the qualitative technique was used in the study with data from interviews, document analysis (Flick, 2017), as a result, it supports and validates the quantitative data. Due to the fact that the opinion poll of school principals and teaching staff allowed for a more accurate perception of the influences of school leadership styles, this approach was picked.

3.4 Data Sources

Both primary and secondary sources of data were used to investigate the influence of principal's leadership style and the teachers' performance.

3.4.1 Primary Source of Data

Principals, teachers and cluster supervisors at secondary schools were chosen as the main data sources because it was anticipated that they would have more knowledge of the subject matter and firsthand experience with it.

3.4.2 Secondary Sources of Data

Documents describing the job to view the details of the tasks assigned to teachers, the researcher reviewed secondary source of data such as; school reports and teachers' portfolios

3.5 Population, Sample Size and Sampling Techniques

The total population for this study was comprised of 908 subjects. The 2022 annual statistics report was used to determine the above population and sample schools. This thesis claims that Hawassa city is a home for more than 10 secondary schools. The tenth sample secondary school was selected from secondary schools under the sub city of Tulla and that was Hawella Tula secondary school. The survey was supposed to be conducted among the teachers, principals and supervisors of the city administration of 10 government secondary schools. As a result, the survey comprised 908 teachers 10 principals 24 vice principals and 4 supervisors.

Subjects were selected from Hawassa city administration which is having eight (8) sub cities Tabor sub city, Hawella Tulla sub city, Addis Ketema sub city, Hayk Dar Ketema Subcity, Mehal Ketema

sub city, Meneharia Kifle ketema, Bahil Adarash Kifle ketema and Misrak kifle ketema. Subjects of the study population were selected by using a straight forward random sample procedure in order to obtain pertinent and authentic information about the influence of principal leadership style on teachers' performance.

After selecting 10 government secondary schools, sample teachers were selected. The total numbers of teachers in the sample schools were 908. To determine the sample size of teachers, simple random sampling technique was used. Thus, out of 908, 278 were taken as a sample in the study. To give equal distribution of teachers between school's proportional allocations to size of teachers in each school was done.

After this, the researcher employed simple random sampling technique, this is based on the assumption that it gives equal chances for the respondents to participate in the research, and therefore, especially lottery method has been employed, to select the representative teachers in each school.

Due to the fact that all of the participants were little in number and simple for the researchers to manage, the government secondary school principals' of Hawassa City Administration were also chosen through the census sampling technique. Additionally, the study has respondents available to obtain accurate information about the issue being investigated. So, for this study, a sample 34(100%) principals were used. From these, out of 908 teachers, 278(30.6%) teachers were selected in simple random sampling, principals 34(100) and secondary schools cluster supervisors 4(100%), were selected by using census/comprehensive/ sampling technique.

To determine the sample size of the teachers from 908 total numbers of secondary schools of Hawassa city administration in Sidama regional state; the researcher have used *Yamane's Sample Size Formula*;

$n = \frac{N}{1+Ne^2}$, where; n = corrected sample size, N = population size and e = margin of error (MoE), $e= 0.05$; Sampling error usually 0.1, 0.05, and 0.01 acceptable errors.

$$n = \frac{908}{1 + 908(0.0025)}$$

$$n = 278$$

Based on this formula, 278 (30.6%) of the teachers were included in this study as respondents. Accordingly, the samples were selected by using lottery method.

Table 3.1 of the report provides more information about the list of respondents.

Table3.1: The summary of the population, sample size and sampling technique

S. N	Secondary Schools	Types of Participants								
		Teachers			Principals			Supervisors		
		N	n	%	N	n	%	N	N	%
1	Hawassa Tabor	259	79	30.5	5	5	100	1	1	100
2	Meserak Chora	57	18	31.6	3	3	100			
3	Hawassa Addis Ketema	129	39	30	5	5	100			
4	Hawassa Adare	47	15	31.9	3	3	100	1	1	100
5	Adare Millennium	54	16	29.6	3	3	100			
6	Halade	42	13	30.9	3	3	100			
7	Alamura	162	49	30	4	4	100	1	1	100
8	Teso	49	15	30	3	3	100			
9	Hawassa Maremiya	18	6	33	2	2	100			
10	Hawela Tula	91	28	30.7	3	3	100	1	1	100
Total		908	278	30.6	34	34	100	4	4	100

Note: N=Total Population, n= Sample Size, %= Percentage

Source: Hawassa City Administration Education Department (2022)

3.6 Data Gathering Instrument

The importance of data collecting instruments constitutes a fundamental component of the research process, as they provide the analytical basis in the quest for answers to a given research problems. Many studies use instruments such as questionnaires, interviews and observation to collect data. According to Cohen (2013), questionnaires are often used for recording data. Furthermore, a focus group interview was used to collect relevant information regarding the influence of leadership styles of school leaders and the level of teacher performance from 34 principals. The problem was that, quite often, not much emphasis is given on the foundations of the research enterprise, which should inform the conceptualization, construction, validation and application of the instruments (Moyo, 2017).

The data collection instruments were fully described in Chapter 4. The adequacy of leadership questionnaire was assessed by undertaking a pilot test in one government secondary school (GSS) in Hawella Tulla sub city under Hawassa city administration in the Sidama Region. In order to acquire the necessary information from participants, three types of data collecting instruments was used. These are: -

3.6.1 Questionnaire

Questionnaire was employed to collect quantitative data from selected teachers and all Principals. This was because items were convenient to conduct survey and to acquire necessary information from large number of study subjects with in short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Brewer, 2009). The questionnaire was prepared in English language, because all of the sample teachers were able to read and understand the concepts that was incorporated.

The survey was consisting of two sections: The first section of the questionnaire asks about the subjects' background information, which includes their sex, educational history, and field of specialization, amount of weekly instruction, experience, subject they teach, additional activity and positions held. The second and biggest part includes the full potential impact of independent variables such as principals' involving teachers in decision-making, communicating with teachers, and assigning tasks to teachers on the dependent variables such as teachers' performance in terms of lesson plans preparation, assessments of student progress, and involvement in co-curricular activities challenge using closed ended question items. A Likert scale was used to prepare the closed-ended items. Regarding the interval the measuring scales have values ranging from one to five (Nemoto & Beglar, 2014).

3.6.2 Interview

Semi-structured interview was used to gather in - depth qualitative data from 4 supervisors of the cluster. The interview was prepared in English and the average elapsed time with each supervisor was 20 minutes. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of subjects, gives opportunities for clearing up misunderstandings, it could be adjusted to meet many diverse situations as well as greater to find information like why rather than, how many and how much (Fylan, 2005). The data through interview were collected by researcher.

3.7 Data Gathering Procedures

Two assistant data collectors from each school were chosen to collect data from the sample schools before the questionnaire is distributed. The selection of the assistants was based on their English language proficiency and familiarity with the area.

To answer the research questions, the researcher went through a series of data collection procedures. The researcher went to each identified secondary school in Hawassa city administration to access the

lists of all teachers, principals, cluster supervisors and focus group to determine the sample respondents after receiving authorized official cooperation letters from concerned organizations; Hawassa University and Hawassa City Education Department. Then, using the list of research participants, the researcher identified sample respondents using different sampling techniques based on the nature of the data and number of respondents. Following identification, the researcher contacted research participants and explained the purpose of the study before administering the questionnaire and conducting the interview. Finally, after collecting the questionnaires returned to the researcher, each interviewee was interviewed face to face in the school compound.

3.8 Methods of Data Analysis

At this point, it is the responsibility of the researcher to generate knowledge from the data gathered. Statistical information gathered through questionnaires was scored, categorized and shown in table. After collecting quantitative data, properly scoring and summarizing it, the statistics are entered into the *Statistical Package for the Social Science* (SPSS 27 version) software for analysis. Statistical analyses were carried out on quantitative data gathered from respondents.

The information gathered from the closed-ended questionnaire was analyzed using SPSS version 27. Aside from that, the qualitative data collected through interviews, open-ended questions, observation, and document analysis was also analyzed for triangulation and justification purposes by narrating it under quantitative data (items).

The data collected through a closed-ended questionnaire was tabulated and analyzed using independent sample t- test.

Five-point Likert scale at a significance level of 0.05 at various levels of rating scales (strongly agree, agree, undecided, disagree, strongly disagree) were used to collect data from respondents, to make analysis clear, the responses were analyzed with mean value [1-1.80) as strongly disagree, [1.80-2.60) as disagree, [2.60-3.40) as undecided, [3.40-4.20) as agree and [4.20-5.00] as strongly agree in implementation of the items likewise agreement or disagreement responses (Al-Sayaad *et al.*, 2003). For the sake of analyses, strongly agree and agree indicate agreed of each item, and undecided presents neither agree nor disagree (Desalegn, 2014).

3.9 Validity and Reliability Checks

To address validity, different procedures would be used to check the accuracy of the findings, that is, the credibility and trustworthiness of the data would be checked (Bailey, 2007). According to Cohen *et al.* (2005) and Best and Kahn (2005), validity assumes that an instrument measures what it is supposed to measure and that validity assists the researcher in deciding on the scale that is supposed to measure. The validity of the instrument was analyzed to obtain the difference between the performance gap scores and participants ratings on the measures using a 5-point Likert scale ranging from very high, high, medium, low, and very low to assess the validity of the influence of leadership style on performance of teachers''. Also, my advisor has given advice supportive idea on instrument with best references and changed one table questionnaire for both teachers and principals.

Reliability is referred to as the "extent to which a measure, procedure, or instrument provides the same results on repeated trials" (Best and Kahan 2005). Cronbach's alpha coefficient statistically calculated from 45 closed ended questionnaire items was .805. During the data collection and writing of this thesis, ethical issues were addressed, and these are discussed further below. Questionnaire is one of the most widely used tools to collect data in especially social science research. The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner. Thus, the accuracy and consistency of survey or questionnaire forms a significant aspect of research methodology which is known as validity and reliability.

The pre-test was administered to 28 teachers and 3 school principals in the government secondary school of Gemeto Gale secondary school in Hawela Tula subcity under Hawassa city administration to assess the validity and reliability of the research instruments. After receiving the sent questionnaires back, the necessary modifications were made to items, and unclear questions was completely removed and replaced. Additionally, the Cronbach alpha test was used to gauge the instrument's dependability. As Balkishan (2016) Cronbach's alpha internal consistency interval shows for $\alpha \geq 0.91$ excellent, $0.90 > \alpha \geq 0.80$ good, $0.8 > \alpha \geq 0.71$ acceptable, $0.70 > \alpha \geq 0.6$ questionable, $0.6 > \alpha \geq 0.5$ poor and $0.5 > \alpha$ unacceptable.

To ensure that the measurement scales was accurate and consistent, a reliability test was carried out. If the results were satisfactory (between 0.71(71%) and 0.92(92%) according to above consistency interval), this suggests that the concepts being measured by the questions in each construct are similar.

Table3.2: Cronbach's Alpha Reliability Test Results

S. N	Type of Items	Nº of Items	Reliability Coefficient
1	Teachers' and principals' perspectives on principals' characteristics	9	.787
2	Teachers' perspectives on Principals' behavior that influence teachers' performance	9	.815
3	Perception of teachers on their performance	9	.888
4	Leadership style that leaders exhibit while on duty	9	.760
5	Leadership practices performing teachers' daily routine	9	.794
	Overall Reliability Coefficient	45	.805

Source: Field Survey (2023)

3.10 Ethical Considerations

Several ethical and moral precepts, such as respect, fairness, keeping secrets, and fostering healthy interactions, was used during the study while interacting with respondents. Every aspect of the study was properly addressed and sincerely described by the researcher. Also, there was boldness and transparency with the partakers in the study. The researcher gave partakers all the information they require, including the description of the study's objectives. The researcher upheld confidentiality while outlining the advantages partakers could gain from the study. The institution provided the researcher with a letter of "informed consent." To prevent potential humiliation for revealing particular information, respondents' anonymity will be kept (Jonser, 2002).

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

This chapter deals with the results and discussion of the data collected from different groups of respondents through questionnaire, interviews and different document. The purpose of this study was to assess the influence of principals' leadership styles on the teachers' performance in government secondary schools of Hawassa City Administration, Sidama National Regional State, Ethiopia. Thus, the quantitative as well as qualitative analysis of data was employed in this study. The qualitative part was supposed to be corresponding to the quantitative analysis. In order to achieve this purpose, 312 questionnaires were distributed to 278 teachers and 34 school principals. Moreover, 4 supervisors were interviewed and document reviews belong to the qualitative data.

In analyzing the data, different statistical techniques and procedures were used. Initially, the data collected through close ended questionnaire was coded and entered into SPSS version 27 for analysis. Accordingly, descriptive statistics such as frequency count and percentage were computed for background characteristics of the respondents whereas mean score, standard deviation, independent t-test values and p-value were computed to show the distribution and statistical response difference of the views of two groups of respondents up on the teachers' and school principals' insight about the influence of principals' leadership styles on the teachers' performance in secondary schools.

To this end, a test of significance has been carried. Accordingly, if a calculated p-value is greater than .05 significant levels, there is no significance difference between the views of the two groups of respondents, while the calculated p-value less than the .05 shows significant differences between the views of the two groups of respondents.

4.1 Return Rate of the Questionnaire

In this study, out total (312) respondents (278 teachers and 34 principals) were selected to complete the questionnaires. To this effect, 312 copies of questionnaires were distributed to teachers and principals. From those, 270(97.1%) teachers and 30(88.2%) of the school principals were properly completed and returned, and the rest 8(2.9%) teachers and 4(11.8%) school principals' questionnaires were rejected because their responses were incomplete. Analysis was made based on returned questionnaires 270(97.1%) for teacher and 30(88.2%) for school principals' respondents. According to Mugenda and Mugenda (2003), a response rate of 60% is good and a response rate of 70% or more

is even better for social science research. Based on these assertions from renowned scholars, 300(96.2%) return rate was very good for the study.

Table 4.1: Questionnaire Return Rate

S. N	Respondents	Sample Size	Responses			
			Returned		Unreturned	
			Frequency	%	Frequency	%
1	Teachers	278	270	97.1	8	2.9
2	School principals	34	30	88.2	4	11.8
	Total	312	300	96.2	12	3.8

Source: Field Survey (2023)

4.2 Demographic Characteristics of the Respondents

The questionnaire sought relevant demographic characteristics of respondents (age, sex, qualification, and field of study, weekly teaching load, years of service, related position and the name of the school). The respondents were asked to indicate their background information & details of the characteristics of the respondents are summarized in Table 4.

Table 4.2: Demographic Characteristics of the Respondents

S.N	Demographic Profiles of Respondents	Category	Respondents			
			Teachers (n=270)		Principals (n=30)	
			n	%	N	%
1	Sex of the respondents	Male	169	60.8	30	100
		Female	109	39.2	-	-
Total			278	100	30	100
2	Age of the respondents in years	21-30	84	30.2	-	-
		31-40	74	26.6	4	40
		41-50	67	24.1	2	20
		Above 50	53	19.1	4	40
3	Academic qualification	BA/BSc	218	78.4		
		MA/MSc	60	21.6		
4	Work experience	≤5	-	-	-	-
		6-10	48	17.3	-	-
		11-15	72	25.9	10	29.41
		16-20	46	16.5	15	44.11
		21-25	112	40.3	9	26.47

Source: Field Survey (2023)

According to Table 4.2, first item, majority 169 (60.8%) were males, with the remainder 109(36.11%) being females. This indicates that female teachers are in short supply in secondary schools, and there

is no gender balance. As a result, the study's findings would indicate what is more reflected by male teachers' than female teachers. As far as academic qualification is concerned, respondents were categorized in to tow group first degree and Masters Degree.

Correspondingly, the majority of teachers 218(more than 78.4%) were first-degree holders, with only 60(21.6% master') (Table 4.2). This is not an unexpected distribution because, according to MoE directives, secondary school teachers must have at least a first-degree. This directive also governs teacher assignment at secondary school level. This educational status is advantageous for this study because it is hoped that they will fill out the questionnaires correctly.

The age distribution of respondents shows that majority of the teaching class are mostly within 21 and 50; a very sensitive group of people that are quick to react, hence have the potential of giving very fair assessment of events.

The respondents' teaching experience ranges from 6 years to 25 years or more. The majority of them, however, fall into the middle age groups of 11-15 and 21 - 25 years. This also implies that experienced teachers are included in the sample, which was advantageous for obtaining rich information about the influence of used leadership style in the selected schools of the city. It could be possible to summarize that 92.7% of teachers were teaching experience more than 10 years. Thus, it is possible to say they were well experienced teachers in teaching profession.

According to the study's findings in (Table 4.2), 10 principals or (100%) of respondents were male. This means that there are no female principals in the sample schools, and only 5 of the 24 deputies (principals) were female (20% of the total). This implies that female teachers were not given more opportunities to be in positions of leadership in secondary schools. As a result, females should be promoted to the position of secondary school principal in the study area. In terms of age, 11 (68.8%) principals and deputy principals are between the ages of 31 and 40, while the remaining five (31.3%) were between the ages of 41 and 50. In terms of academic qualifications, 6 (37.5%) of the principals have a bachelor's degree leading the school without acquiring academic qualification for the position demands. Concerning field of specialization 4 (25%) of principals' educational leadership background and the rest 12 (75%) other kinds of specialization. The work experience service as principals, the majority of principals, 10 (62.5%) had less than five years' experience and 6 (37.5%) of principals' services fall in the range of 6 -10 years. The limited-service experience as principals in leadership position restricted their excellence through lack of skill and knowledge in areas of leadership and management.

The respondents were also asked to indicate their background information regarding their subject area, school name and work load. The detail of the characteristics of the respondents is given in Table 4.3.

Table 4.3: Respondents Subject specialization (Area)

Subject	Frequency	(%)
Amharic	24	8.8
English	35	12.9
Math's	33	11.9
Biology	22	7.9
Chemistry	23	8.6
Physics	31	11.2
History	16	8.6
Geography	22	5.8
Civics	16	6.5
H.P. E	14	5.0
Economics	7	4.0
T. Drawing	4	1.4
ICT	11	4.0
Sidamigna	8	2.9
Business Ad	5	1.8
Total	270	97.1%

Source: Field Survey (2023)

Regarding the field of study or subject, the respondents were drawn at random from each subject taught in high schools. Their distribution ranges from Sidamigna (2.9%) to English (13.3%). Furthermore, there were more respondents in Math's, Physics, and Chemistry (Table 4.3). This distribution ensures that all subjects of study were considered, and as a result, the data collected is said to be balanced in terms of subjects thought.

Another demographic background considered for respondents was an additional assignment and years of teaching experience. Table 4.3 shows the distribution of respondent teachers in this regard.

Table 4.4: Distributions of respondents by additional responsibility and teaching load

Additional responsibility (co-curricular activities)			Work load Per week by category		
Position	Frequency	Percent	Load by category	Frequency	(%)
Unit Leader	20	7.2	5 and below	-	-
PTSA ^a	28	11.5	6-10	100	37.03
Club Coordinator	34	15.1	11-15	120	44.4
CPD ^b	10	4.3	16-20	50	18.0
Only Teaching	120	43.9	21 - 25 periods	-	-
DPT ^c Head	50	18.0	Above	-	-
Total	270	100	Total	270	100

Source: Field Survey (2023)

PTSA = Parent Teacher Student Association, CPD = Continuous Professional Development, DPT = Department Head

As indicated in Table 4.4 most of the respondent teachers (43.9%) did not have additional assignments to do in the school. But the rest ranging from 4.3% to 18.0% teachers has different assignments that include department head, unit leader, parent teacher student association and club or co-curricular activity coordinator, etc.

One of the demographic data considered in this study was teachers' weekly load. In this regard, the weekly load distribution of respondent teachers ranges from below 5 to 25 and above periods per week as indicated in (Table 4.4). Based on the data among the total (100%) sample 37.03% of teachers were loaded 6 – 10 periods per week, majority, and 44.4% were loaded 11 – 15 periods and 18.0% were loaded 16 – 20 periods per week. This dissimilarity is caused by a teacher shortage and/or the assignment of additional duties to teachers. This task, allocating rational weekly loads, is one of the key tasks that principals are expected to perform in order to practice appropriate leadership styles in their work environment.

4.3 Influence of Principals' Leadership Styles on the Teachers' Performance in Secondary Schools

Descriptive statistics stands for the conversion of the raw data into useful information which can be interpreted to explain a group of dimensions (Brayman and Bell, 2003). The researcher suggested both respondents (n=270) of teachers and (n=30) of school leaders' responses from the questionnaire using SPSS version 27 for overall mean computation of each scale items.

Moreover, in this part, the respondents were asked different questions concerning on assessing the influence of principals' leadership styles on the teachers' performance in the secondary schools. In structured close-ended questionnaire, respondents were asked to choose from five alternatives. The closed-ended questionnaire items were responded to and resulting answers interpreted in terms of the mean and standard deviation scores. T-test was also computed to test the significant difference between the responses of the two groups of respondents (the teachers and school leaders). Item scores for each category were arranged under five rating scales.

Thus, based on the responses obtained from the sample respondents and data organized as mentioned above, the analysis and interpretation of data were presented according to Table 4.2.

Table 4.5: Five Point Scale Likert's Criterion Responses

S. N	Mean Range	Response Option
1	[1.00-1.80)	Strongly Disagree/Not at All
2	[1.80-2.60)	Disagree/Rarely
3	[2.60-3.40)	Undecided/Don't Know
4	[3.40-4.20)	Agree/Sometimes
5	[4.20-5.00]	Strongly Agree/Always

Source : Al- Sayaad *et al.* (2006); cited in Bassam (2013)

Standard deviation is widely used measurement of variability of diversity used in statistics of probability theory. It shows how much variation or “dispersion” there is the average (mean or expected value). A low standard deviation indicates that the data points tend to be very close to the mean; whereas a high standard deviation indicates that the data are spread out over large range of values. The sample mean is to show the majority of respondents as the best predictors of the population and hence to infer for the other (i.e., the teachers and school leaders in the particular study). In this paper, descriptive analysis was made by the data obtained from 270 teachers and 30 school principals by asking the structured close-ended questionnaire items.

4.3.1 Respondents' Perspectives on the influence of leadership styles while leading their Respected Schools

This part deals with the presentation and interpretation of finding of the data that were collected from respondents and existing document concerning on the extent of teachers' perspectives on principals' characteristics while leading their respected secondary schools. To answer this question, the respondents were asked in five Likert's scale type; 270 teachers' and 30 school principals' respondents were asked some relevant questions and the results were displayed mean and standard deviation results of the extent of teachers' perspectives on principals' characteristics while leading their respected secondary schools in Table 4.6.

As it can be indicated in Table 4.6, in first item, respondents were requested to rate the extent of usually, I view my principal as controlling; in this regard, the computed mean score result for teachers ($M=2.27$ & $SD=1.10$) higher than mean value of principals rated ($M=2.10$ & $SD=.96$). The overall mean (2.18) also shows that the majority of respondents rate disagree response on the issue raised. This is confirmed by the t-test value ($t=.832$, $p=.406$, $P>.05$). Therefore, there is no significant difference between teacher and principal respondents view about the extent of usually; I view my principal as controlling. A controlling leader is generally a bit more rigid and hierarchical than others. In a command-and-control system.

An interview was also made with supervisors regarding the issue that they responded similarly with the response of the two groups respondents. Among the school supervisors, one of them (SS_1) reflects that: -

“Most of school principals were irregularly controlling and directing the schools' teachers and all activities of the schools.”

Therefore, based on the result of the data analysis and data obtained from interview, the finding indicates that the school principals were rarely controlling teachers and all activities of schools in the sampled secondary schools.

Table 4.6: Responses on the Respondents Perspectives on Principals' Characteristics while Leading their Respective School

S. N	Principals' characteristics while leading their respected school	Respondents	Mean	SD	Overall Mean	t-value	p-value
1	Usually, I view my principal as controlling	Teachers	2.27	1.10	2.18	.832	.406
		Principals	2.10	.96			
2	Make decisions independently with little or no input from the rest of the group	Teachers	2.28	1.12	2.22	.551	.582
		Principals	2.17	.69			
3	Provide clear expectations for what needs to be done, when it should be done, and how it should be done	Teachers	2.31	1.05	2.06	2.610	.010
		Principals	1.80	.81			
4	Creativity is encouraged and rewarded by principals'	Teachers	2.36	1.10	2.29	.636	.525
		Principals	2.23	.50			
5	Principals give complete freedom to the staff members of the group feel more engaged in the process	Teachers	2.39	.86	2.23	1.911	.057
		Principals	2.07	.87			
6	Comfortable and offer guidance while working with groups to seek their inputs in making decisions	Teachers	1.76	.94	1.62	1.615	.107
		Principals	1.47	.82			
7	Principals are open to others' ideas and group members are expected to solve problems on their own	Teachers	1.67	.95	1.65	.221	.825
		Principals	1.63	1.03			
8	My principals' delay in decision making and give complete freedom for followers to make decisions	Teachers	2.31	1.08	2.36	-.404	.686
		Principals	2.40	1.22			
9	My principals' guidance is very little	Teachers	2.29	1.12	2.41	-1.138	.256
		Principals	2.53	1.04			

If value in the Sig. (2-tailed or P) column is equal or less than 0.05, there is a significant difference in the mean scores on variables for each of the two groups. If p- value is > .05, there is no significant difference between the two groups. Likert scales: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree.

Source: Field Survey (2023)

As portrayed in Table 4.6 of item 2, regarding to the extent of the principals make decisions independently with little or no input from the rest of the group; the computed mean value of teachers ($M=2.28$, $SD=1.12$) and school principals ($M=2.17$, $SD=.69$) rated disagree response on the issue. The overall mean value (2.22) also shows that the majority of respondents disagreed on the raised issue. This is proven by calculated t-test value ($t=.551$, $p=.582$, $P>.05$). Therefore, there is no significant difference between the teachers and school principals with regard to the principals make decisions independently with little or no input from the rest of the group. Thus, as the survey result depicts, majority of the respondents reported that the principals make decisions with little or no input from the rest of the group in the sampled secondary schools.

On top of this, as shown in the Table 4.6, item 3 regarding the extent of the principals provides clear expectations for what needs to be done, when it should be done, and how it should be done. In this case, computed mean score of teachers ($M=2.31$, $SD=1.05$) and school principals ($M=1.80$, $SD=.81$) results showed that most of respondents disagreed response on the issue raised. The overall mean values (2.06) of respondents were disagreed response. Besides, the calculated t-test value ($t=2.610$, $p=.010$, $P<.05$) is confirmed that there is significance difference between the opinions of teachers and principals toward item number 3 of Table 4.6. Accordingly, the survey finding revealed, most of teachers and school principals were in different that the principals provide clear expectations for what needs to be done, when it should be done, and how it should be done in secondary schools.

The responses on item 4, Table 4.6, regarding to the creativity is encouraged and rewarded by principals in the schools; the calculated mean value of teachers was ($M=2.36$, $SD=1.10$) and school principals ($M=2.23$, $SD=.50$) rated is agree response towards the raised issues. The overall mean (2.29) also shows that the majority of respondents disagree on the raised issue. This is confirmed by the t-test values ($t=.636$, $p=.525$) i.e., $P>.05$. Therefore, there is no significance difference between the opinions of teachers and principals toward item 4 of Table 4.6. Therefore, as a survey result depicts, it can be concluded that the principals less encouraged and rewarded by principals in the schools in the secondary schools.

The 5th item of Table 4.6 deals with the extent of principals gives complete freedom to the staff members of the group feel more engaged in the process. Accordingly, the computed mean value of teachers ($M=2.39$, $SD=.86$) and school principals ($M=2.07$, $SD=.87$) were disagree; similarly, the overall mean value (2.23) of respondents disagreed on the raised issue. At the same time, the calculated t-test value ($t=1.911$, $p=.057$) the P-value that is greater than .05. Therefore, there is no significant difference between opinions of teachers and principals toward 5th item of Table 4.6. This implies that teachers were intermittently prepares their individual CPD plan in the schools. An interview was also made with supervisors regarding the issue that they responded similarly with the

response of the two groups respondents. Among the school supervisors, one of them (SS₂) reflects that: -

“Most of time the school principals did not give complete freedom to the staff members of the group feel more engaged in the process; hence this affects the performance of teachers in the schools.”

Therefore, based on the result of the data analysis and data obtained from interview, the finding indicates that the school principals never give less freedom to the staff members of the group feel more engaged in the process in the school.

As it can be seen in Table 4.6 (sixth item), respondents were requested to rate their extent about the school principal offers the comfortable and offer guidance while working with groups to seek their inputs in making decisions in the school or not. In this regard, the computed mean score results for teachers (M=1.76, SD=.94) higher than school principals (M=1.47, SD=.82) showed that the most of respondents strongly disagree on the issue raised. The overall mean value (1.62) also shows that the majority of respondents were strongly disagreed on the question raised. This is confirmed by the t-test value ($t=1.615$, $p=.107$, $P>.05$). Therefore, there is no significance difference between the opinions of teachers and principals toward item number 6 of Table 4.6. Therefore, based on the result of the data analysis, the finding indicates that the school principal offer less comfortable and guidance while working with groups to seek their inputs in making decisions in the secondary school.

As it can be seen in Table 4.6, item 7, regarding to the extent of principals are open to others' ideas and group members are expected to solve problems on their own; the computed mean value of teachers (M=1.67, SD=.95) and school principals (M=1.63, SD=1.01) rated strongly disagree response on the issue raised. The overall mean value (1.65) also shows that the majority of respondents were strongly disagreed on the raised issue. This is proven by calculated t-test value ($t=.221$, $p=.825$, $P>.05$). Therefore, there is no significant difference between the teachers and school principals with regard to the extent of principals are open to others' ideas and group members are expected to solve problems on their own. Therefore, the survey result implies that principals rarely open to others' ideas and group members are expected to solve problems on their own in the secondary schools.

The responses regarding to item 8, Table 4.6, the mean and SD of teachers are 2.31 and 1.08, respectively towards the issues. Similarly, mean and SD of school leaders is 2.40 and 1.22, respectively. The overall mean value (2.36) also shows that the majority of respondents disagreed on the principals' delay in decision making and give complete freedom for followers to make decisions. This is confirmed by the t-test values ($t=-.404$) and ($p=.686$) that is P-value greater than .05. Therefore, there is no significance difference between the opinions of teachers and school principals toward question raised issue. Accordingly, the survey finding revealed that principals' delay in decision making and give insufficient freedom for followers to make decisions in study schools.

Similarly, as presented in last item of Table 4.6, regarding to whether the principal's guidance is very little or no; in this case, (M=2.29, SD=1.12) of teachers and (M=2.53, SD=1.04) of school principals and the overall mean value (2.41) of respondents were disagree response. On the other hand, the calculated t-test value ($t=-1.138$, $p=.256$, $P>.05$) is showed that there is no significance difference between the opinions of teachers and school principals toward item number 9 of Table 4.6. So, it is possible to conclude that there was very little guidance of principals in the secondary schools.

4.3.2 Teachers' Perspectives on Principals' behavior That Influence Performance

This part deals with the presentation and interpretation of finding of the data that were collected from respondents and existing document concerning on the teachers' perspectives on Principals' behavior that influence performance in the secondary schools. To answer this question, the respondents were asked in five Likert's scale type; 270 teachers' respondents were asked some relevant questions and the results were displayed percentage, mean and standard deviation results of the teachers' perspectives on Principals' behavior that influence performance in the schools in Table 4.7.

Table 4.7: Responses on the Teachers' Perspectives on Principals' behavior that Influence Their Performance

S · N	Teachers' Perspectives on Principals' behavior that Influence their Performance	Responses					Mean	SD
		SDA	DA	N	A	SA		
1	Teachers are given appropriate pedagogical methods of teaching	81(30)	110(40.7)	48(17.8)	24(8.9)	7(2.6)	2.13	1.02
2	I do not go on well with my principals because he/she is not the same sex as me	18(6.7)	24(8.9)	68(25.2)	126(46.7)	34(12.6)	3.50	1.04
3	Principals' leadership style of my principals edges me on to give off my best	69(25.6)	111(41.1)	59(21.9)	24(8.9)	7(2.6)	2.22	1.01
4	My school principals build collaboration internally	145(53.7)	73(27)	32(11.9)	13(4.8)	7(2.6)	1.76	1.01
5	My principals enrich the curriculum with innovative ideas	60(22.2)	100(37)	58(21.5)	24(8.9)	28(10.4)	2.48	1.22
6	They aid quality of teaching and learning	63(23.3)	100(37)	65(24.1)	26(9.6)	16(5.9)	2.38	1.12
7	The principals of my school are emotionally strong	71(26.3)	107(39.6)	48(17.8)	25(9.3)	19(7)	2.31	1.16
8	The principals have a system of core values that they work with	163(60.4)	78(28.9)	12(4.4)	13(4.8)	4(1.5)	1.58	.89
9	My principals are flexible	64(23.7)	110(40.7)	54(20)	34(12.6)	8(3)	2.30	1.06
	Average							

Source: Field Survey (2023)

As shown in Table 4.7 item 1 whether teachers are given appropriate pedagogical methods of teaching or not; in light of these, most 110 (40.7%) of teacher respondents disagreed with mean value of 2.13 and standard deviation of 1.02. Accordingly, to the criterion set in Table 4.5, this mean value lies on disagree level of the agreements with the respect to the teachers are given appropriate pedagogical methods of teaching. Therefore, this result depicted that the teachers were given unfitting pedagogical approaches of teaching in the schools. But the standard deviation of this item is greater than 1.00; which indicates that the teachers' responses were nearly differed from one another.

As per item 2 the same Table 4.7, most 126 (46.7%) of respondents agreed with mean 3.50 that I do not go on well with my principals because he/she is not the same sex as me. Therefore, as a survey result implies that teachers go well with their principals because he/she is not the same sex as me in the secondary schools.

As indicated in Table 4.7, item 3 regarding principals' leadership style of my principals edges me on to give off my best or not, majority 111 (41.1%) of teacher respondents disagreed with mean 3.59 that principals' leadership style of my principals edges me on to give off my best. This result demonstrates that school principals' leadership style of my principals did not edge me on to give off my best in the secondary schools.

As it mentioned in the above Table 4.7 (item 4) regarding my school principals build collaboration internally were challenges that affect teacher performance. As we can see from Table 10 item 4 above, most 145 (53.7%) of teacher respondents strongly disagreed with mean value (1.76) that my school principals build collaboration internally, respectively. This result reveals that the majority of the respondents reported the school principals did not build collaboration internally in the secondary schools.

From the same Table 4.7, item 5 whether there my principals enrich the curriculum with innovative ideas in the school or not; in light of these, majority 100 (37%) of respondents disagreed with mean 2.48 that there are my principals enrich the curriculum with innovative ideas in the school. Therefore, majority of the teacher respondents disagree with principals enrich the curriculum with innovative ideas in the school.

As shown in Table 4.7 (item 6) concerning they aid quality of teaching and learning in the school or not in this case, most 100 (37%) respondents disagreed with score mean value (2.38) and standard deviation of 1.12. This mean value lies on disagreed level of response scale. Therefore, most of the

respondents confirmed that the school principals support quality of teaching and learning was minimal in the school.

As shown Table 4.7, 7th item, the teacher respondents were asked to rate whether the principals of my school are emotionally strong or not. Accordingly, most 107(39.6%) of the respondents disagreed that the principals of my school are emotionally strong. The response mean value was lies on disagree level. Therefore, most of the respondents were confirmed that the school principals were not strongly passionate that adversely affects the performance of teachers in the secondary schools.

With regard to item 8 of the above Table 4.7, regarding the school principals have a system of core values that they work with has a mean value of 1.58 with standard deviation of .89. The response mean value lies on strongly disagree level. This indicates that the most of the respondents reported that the school principals have less system of core values that they work in the secondary schools.

As expressed in Table 4.7, last item, concerning the principals are flexible or not; in light of these, most 110(40.7%) of respondents disagreed that the principals are flexible. Therefore, as a survey result implies, the principals are rigid during doing the work with the teachers in the secondary schools.

In general, when the compared the teachers' perspectives on Principals' behavior that influence teachers' performance in secondary schools of selected woredas in Sidama Region, there was no significant variation observed in indicating their extent of agreement for the items listed in the above Tables. Furthermore, the results of mean calculated for each items about perception of the respondents confirmed that, most of the teacher respondents were replied disagree responses in the extent of teachers' perspectives on Principals' behavior that influence teachers' performance in secondary schools.

4.3.3 The Perceptions of Teachers on Their Job Performance While Accomplishing Their Daily Routine in Schools

In this topic the researcher assessed the extent of perceptions of teachers on their job performance while accomplishing their daily routine in secondary schools of selected woredas in Sidama Region. Based on the teachers' plan, vision and mission of the school, and enrich the curriculum by planning were assessed. Thus, the results also were displayed by using percentage, mean and standard deviation as the following Table 4.8.

As it can be seen in Table 4.6 (first item), respondents were requested to rate their extent about teachers plan their assessments in accordance with the school's assessment policy in your school or

not. In this regard, the computed mean score results for teachers ($M=2.12$ & $SD=1.05$) showed that the most of respondents agreed on the issue raised. Majority 106(39.3%) of respondents disagreed on the question raised. Therefore, based on the result of the data analysis, the finding indicates that teachers rarely plan their assessments in accordance with the school's assessment policy in the secondary school.

Table 4.8: Responses on the Perceptions of Teachers on Their Job Performance While Accomplishing Their Daily Routine in Schools

S. N	Teachers' perception on their job performance while accomplishing their daily routine	Responses					Mean	StD
		SDA	DA	N	A	SA		
1	Teachers plan their assessments in accordance with the school's assessment policy	85(31.5)	106(39.3)	48(17.8)	24(8.9)	7(2.6)	2.12	1.04
2	Teachers know and support the vision and mission of the school.	68(25.2)	107(39.6)	46(17)	38(14.1)	11(4.1)	2.32	1.12
3	Teachers enrich the curriculum by planning	74(27.4)	112(41.5)	60(22.2)	20(7.4)	4(1.5)	2.14	.95
4	Learning process is at level of learner's competence	135(50)	80(29.6)	42(15.6)	10(3.7)	3(1.1)	1.76	.92
5	Teachers model values promotion of healthy school culture	76(28.1)	108(40)	51(18.9)	26(9.6)	9(3.3)	2.20	1.06
6	Teachers manage their class in disciplinary manner	85(31.5)	106(39.3)	56(20.7)	18(6.7)	5(1.9)	2.08	.98
7	Teachers create nonthreatening classroom environment	52(19.3)	76(28.1)	38(14.1)	23(8.5)	81(30)	3.02	1.53
8	Teachers work in harmony with coworkers, parents and leaders	155(57.4)	67(24.8)	31(11.5)	14(5.2)	3(1.1)	1.68	.95
9	Teachers never miss any meeting of the school	100(37)	96(35.6)	48(17.8)	20(7.4)	6(2.2)	2.02	1.02

Source: Field Survey (2023)

As it can be seen in Table 4.8, item 2, regarding to the extent of teachers know and support the vision and mission of the school; the computed mean value of teachers ($M=2.32$, $SD=1.12$) reveals disagree response on the issue raised. Besides, majority 107(39.6%) of the respondents were disagreed on the teachers know and support the vision and mission of the school. Therefore, the survey result implies that the extent of teachers' effort to know and support the vision and mission of the school was found to be unsatisfactory in the secondary schools.

The responses regarding to item 3, Table 4.8, the mean and SD of teachers are 2.14 and .95, respectively towards the issue. These calculated mean value shows that majority 112(41.5%) of respondents were disagreed on the teachers enrich the curriculum by planning. Therefore, as the survey finding revealed that teachers did not enrich the curriculum by planning in study schools.

Similarly, as presented in the Table 4.8, item 4, regarding to whether the learning process is at level of learner's competence or not. In this case, ($M=1.76$, $SD=.92$) of teachers' respondents strongly disagreed on the learning process is at level of learner's competence. Similarly, most 135(50%) of the respondents were strongly disagreed on the raised issue. Accordingly, it is possible to conclude that there was low learning process is at level of learner's competence in the study area.

From the same Table 4.8, item 5, whether teachers model values promotion of healthy school culture or not; in light of these, majority 108(40%) of respondents disagreed the issue raised. The mean value of 2.20 and standard deviation of 1.06 reflects that there was less teachers' model values promotion of healthy school culture. Therefore, as the survey result shows, majority of the teacher respondents reported that there was less teachers' model values promotion of healthy school culture.

As shown in Table 4.8 (item 6) concerning teachers manage their class in disciplinary manner or not; in this case, most 106(39.3%) respondents disagreed with score mean value (2.08) and standard deviation of .98. This mean value lies on disagreed level of response scale. Therefore, most of the respondents confirmed that the school teachers did not manage their class in disciplinary manner in the school.

As shown Table 4.8, 7th item, the teacher respondents were asked to rate whether the teachers create nonthreatening classroom environment or not. Accordingly, most 81(30%) of the respondents agreed that the teachers create nonthreatening classroom environment in schools. The response mean value was lies on agree level. Therefore, most of the respondents were confirmed that the school teachers create nonthreatening classroom environment in the secondary schools.

With regard to item 8 of the above Table 4.8, regarding the teachers work in harmony with coworkers, parents and leaders has a mean value of 1.68 with standard deviation of .95. The response mean value lies on strongly disagree level. This indicates that the most of the respondents reported that the teachers inactively work in harmony with coworkers, parents and leaders in the secondary schools.

As expressed in Table 4.8, last item, concerning the teachers never miss any meeting of the school or not; in light of these, most 100(37%) of respondents disagreed that the teachers never miss any

meeting of the school. Therefore, as a survey result implies, the teachers sometimes miss any meeting of the school in the secondary schools.

In general, when the compared the perceptions of teachers on their job performance while accomplishing their daily routine in secondary schools of selected woredas in Sidama Region, there was no significant variation observed in indicating their extent of agreement for the items listed in the above Tables. Furthermore, the results of mean calculated for each item about perception of the respondents confirmed that, most of the teacher respondents were replied disagree responses in the extent of perceptions of teachers on their job performance while accomplishing their daily routine in the secondary schools.

4.3.4 The Leadership Practices Performing Teachers' Daily Routine in School

In this part designed to identify leadership practices in school while performing teachers' daily routine in secondary schools. Therefore, the study had dealt with some of the leadership practices in school while performing teachers' daily routine in the school. Each of them was described with Likert scale that ranges from always to not at all. Accordingly, the respondents provided their responses in the way summarized in the following Table 4.9.

As it can be seen in Table 4.10, first item, the mean and SD of principal respondents is 2.33 and 1.21, respectively denotes the leadership of the school has clear plan for all aspects in secondary schools. This survey result indicates that majority 12(40%) of school principals rated rarely response on the issue raised. Therefore, most of the respondents were reported that leadership of the school has ambiguous plan for all aspects in secondary schools in secondary schools.

In the same Table 4.9 of item 2, respondents were asked to check whether the teachers communicated their expectation about leadership style in their school or not; in light with this, the computed mean value ($M=2.23$, $SD=.97$) of school principals, respectively displays that the most 18(60%) of them assured that teachers were rarely communicated their expectation about leadership style in their school. Therefore, this survey result implies teachers were rarely communicated their expectation about leadership style in their school.

4.9: Responses on the Leadership Practices While Performing Daily Routine in School

S. N	School leadership practices while performing teacher daily routine in school	Responses					Mean	Std
		Not at all	Rarely	Don't know	Sometimes	Always		
1	The leadership of the school has clear plan for all aspects	8(26.7)	12(40)	4(13.3)	4(13.3)	2(6.7)	2.33	1.21
2	Teachers communicated their expectation about leadership style in their school	5(16.7)	18(60)	3(10)	3(10)	1(3.3)	2.23	.97
3	Teachers are involved in decision making all events	20(66.7)	6(20)	4(13.3)	-	-	1.47	.73
4	Teachers know given duty and know their responsibility	4(13.3)	3(10)	-	21(70)	2(6.7)	3.70	.79
5	The leadership evaluates success and failure openly with school community	15(50)	11(36.7)	2(6.7)	2(6.7)	-	1.70	.88
6	The school usually provides incentive and influence teachers performance	18(60)	7(23.3)	2(6.7)	3(10)	-	1.67	.99
7	Open and available to group members for consultation and feedback	5(16.7)	14(46.7)	4(13.3)	5(16.7)	2(6.7)	2.50	1.16
8	Delegate authority, tasks and projects to their teacher to own and accomplish	1(3.3)	6(20)	17(56.7)	4(13.3)	2(6.7)	3.00	.87
9	Rely on threats and punishment to influence employees	2(6.7)	18(60)	6(20)	2(6.7)	2(6.7)	2.47	.97

If value in the Sig. (2-tailed or P) column is equal or less than 0.05, there is a significant difference in the mean scores on variables for each of the two groups. If p-value is > .05, there is no significant difference between the two groups. Likert scales: 5= Always, 4= Sometimes, 3= don't know, 2= rarely, 1= Not at all.

Source: Field survey (2023)

Item 3 of Table 4.9 indicates, school principal respondents asked about their view on whether teachers are involved in decision making all events or not. In this case, the computed mean value (M=1.47, SD=.73) of school principal respondents. This survey result depicted that majority 20(66.7%) of respondents were reported not at all response on the issue raise. According to interview participants one of the school principals (SS₄) argues that:

“Principals inactively participate teachers in decision making process in the school, create transparency and clarity between teachers and leader and they did not make to enhance active participation of community in the school, solve problem created in the school by participating concerned stakeholder in the school and facilitate teaching learning process to go as expected.”

Therefore, as survey and interview result depict those teachers did not actively involved in decision making all events in the secondary schools.

As illustrated in Table 4.9 (item 4), respondents were asked on whether the teachers know given duty and know their responsibility or not; in light with this, the computed mean value (M=3.70, SD=.79)

of school principals response lies on sometimes in the scale table. Therefore, one can say that teachers at sometimes know given duty and know their responsibility in the sampled schools.

The responses regarding 5th item, (Table 4.9), the mean and SD of school principals are 1.71 and .88, respectively towards the leadership evaluates success and failure openly with school community. This implies that the half 15(50%) of the respondents rated the not at all response. Accordingly, the finding revealed that the leadership inadequately evaluates success and failure openly with school community in the study area.

As it can be seen in item 6 (Table 4.9), the mean and SD of school principal respondents were (1.67 and .99) towards the school usually provides incentive and influence teachers performance, respectively. This implies that the majority 18(60%) of respondents rated not at all response on the issue raised. Similarly, during interview session supervisors revealed that school irregularly provides incentive and influence teachers performance. Among one of the supervisors (SS₄) said that:

“In addition to these, school somewhat provides incentive; which leads to influence teachers’ performance; they lack how to prepare appropriate criteria to motivate teachers then affects the effectiveness of teachers performance in the secondary schools and also principals did not support teachers by providing necessary materials in order to perform well and identifying teachers according to their performance and give recognition both material and non-material for the performances were better.”

Therefore, the data obtained from respondents and interviewee, it is possible to say that the effect of problems related to school partially provides incentive affects the teachers’ performance in selected secondary schools.

As presented Table 4.10, item 7, respondents were asked on whether school leadership open and available to group members for consultation and feedback or not; in light with this, the computed mean value of school principals are (M=2.50 & SD=1.16) lies on rarely level in the Likert scale criterion. Most 14(46.7%) of the respondents reported that the school leadership rarely open and available to group members for consultation and feedback. Therefore, as the survey result revealed that the school leadership rarely open and available to group members for consultation and feedback in the schools.

As indicated by Table 4.10(item 8), respondents were requested to rate their level of agreement about, whether school leaders delegate authority, tasks and projects to their teacher to own and accomplish in schools or not. The computed mean value and SD of principal respondents was (3.00 & .88), respectively. This implies that the majority 17(56.7%) of respondents argued that they didn’t know response on the issue raised. Therefore, based on the results of the data analysis, it is possible to infer

that school leaders moderately delegate authority, tasks and projects to their teacher to own and accomplish in schools.

As illustrated in Table 4.9, last item, respondents were asked on whether school leadership rely on threats and punishment to influence employees or not; in light with this, the computed mean value ($M=2.47$, $SD=.97$) of school principals lies on rarely level in the scale table. Therefore, it is possible to say that school leadership rarely relies on threats and punishment to influence employees in secondary schools.

4.3.5 Overall Perception of Respondents on Principal Leadership Style Influence on Teachers' Performance in Secondary Schools

Bit by bit, the aim of educational leadership is that the perception of principal and teacher depends not only on the headmaster work quality, but also on the personal experience and functioning of teachers. Teachers' performance was found to be low due to the negative perception of teachers and school principals in the sampled secondary schools. Thus, the Figure 4.1 below shows that perception of respondents on principal leadership style influence on teachers' performance in secondary schools.

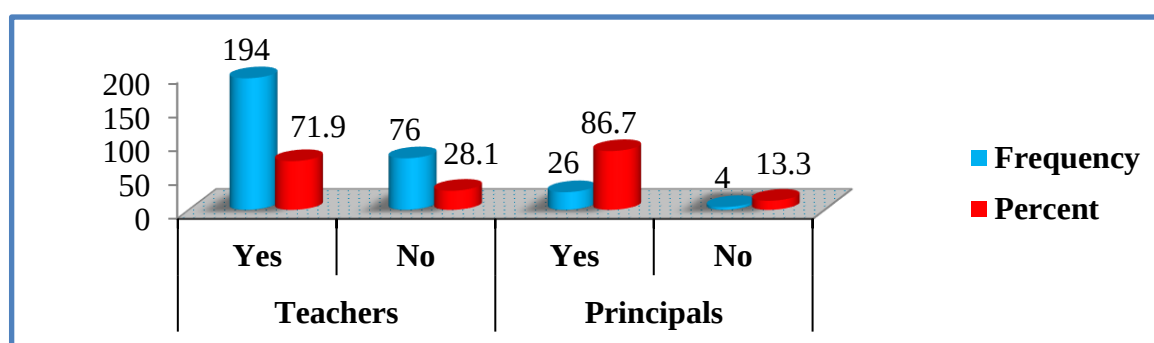


Figure 4.1: Overall perception of respondents on principal leadership style influence on teachers' performance

Source: Field Survey (2023)

As illustrated in the Figure 4.1, after some questions regarding to the principal and teacher perception that principals' leadership style has an influence on teachers' performance, they were asked to reply as 'yes' or 'no' response. Accordingly, the result of the study shows that majority 194 (71.9%) of teacher and 26 (86.7%) of principal respondents perceived that principal's leadership style has an influence on teachers' performance whereas 76(28.1%) of teacher and 4(13.3%) of school principal respondents were denied on the issue raised. Therefore, as the survey result reveals, that most of the both group of respondents reported the principals' leadership style has an influence on teachers' performance in the secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Major Findings

The general objective of this study was to assess the influence of principals' leadership styles on the teachers' performance in government secondary schools of Hawassa City Administration, Sidama National Regional State, Ethiopia. The total participants in this study were composed of 317; among them 278 teachers, 34 school principals, and 4 supervisors. Teachers and school principals gave their response through questionnaire and school supervisors were participated to answer the interview and finally, the observation checklist was filled. In order to attain the objective of the study, the following basic research questions were stated and answered.

1. What is the influence of leadership styles on teachers' performance in government secondary schools of Hawassa City Administration?
2. How do the leadership styles and teachers' performance are related in secondary schools in government secondary schools of Hawassa City Administration?
3. How do the school leaders plan and make use of information gathering method in aid of managing their respective schools?
4. To what extent leadership style influence teacher performance in government secondary schools of Hawassa City Administration?

To this effect, the both quantitative and qualitative approach was employed. The quantitative research approach was employed questionnaire prepared for teachers and school principals whereas the qualitative research approach used an interview question which prepared for school supervisors. The data was collected from 10 sampled secondary schools. In addition, the recorded documents related with the leadership style influence teacher performance were analyzed. Accordingly, 312 copies of questionnaire were prepared and distributed for teachers and school principals. From these distributed questionnaire copies, except 12, 300 (270 teachers and 30 school principals) copies were returned. A close ended and open-ended questionnaires and semi structured interview were used as major data collection instruments. Moreover, document analysis was used to obtain qualitative data. Because of the information obtained through data gathering tools were analyzed using descriptive nature of the study, descriptive statistics such as percentage, mean and standard deviation score were widely used to analyses quantitative data that were gathered through questionnaire. In addition, independent

sample t-test (t-value and p-value) used to test significance of responses among secondary school's teachers and school principals. Moreover, the data gathered via interview and document were analyzed by narration.

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

5.1.1 Teachers' Perspectives on Principals' Characteristics while Leading their Respective Schools

According to items related to the teachers' perspectives on principals' characteristics while leading their respected in secondary schools concerning with the usually principal as controlling, make decisions independently with little or no input from the rest of the group, provide clear expectations for what needs to be done, when it should be done, and how it should be done, principals give complete freedom to the staff members of the group feel more engaged in the process, principals are open to others' ideas and group members are expected to solve problems on their own items respondents were disagreed in the raised issues. Depending on thus ideas, the following major findings were drowned:

- ✚ The finding indicates that the school principals were intermittently controlling teachers and activities of schools in the sampled secondary schools.
- ✚ Majority of the respondents reported that the principals make decisions dependently with little or no input from the rest of the group in the sampled secondary schools.
- ✚ The survey result implies that there is the problem of the creativity encouraged and rewarded by principals in the schools in the secondary schools.
- ✚ The survey finding revealed that school principals did not give complete freedom to the staff members of the group feel more engaged in the process in the school.
- ✚ The finding indicates that the school principal offers the uncomfortable and offer guidance while working with groups to seek their inputs in making decisions in the secondary school.

5.1.2 Teachers' Perspectives on Principals' behavior That Influence Performance

With regard to items related to the teachers' perspectives on Principals' behavior that influence performance in secondary schools; the teachers' perspectives on Principals' behavior that influence performance the teacher respondents disagreed on the issues. Depending on thus ideas, the following major findings were drowned:

- ✓ The finding indicates that teachers give inappropriate pedagogical methods of teaching in the schools.
- ✓ Majority of the respondents reported that the school principals did not build collaboration internally in the secondary schools.
- ✓ Most of the teacher respondents disagree with principals enrich the curriculum with innovative ideas in the school.
- ✓ Most of the respondents confirmed that the school principals aid not having requisite qualifications of teaching and learning in the school.
- ✓ Most of the respondents were confirmed that the principals of the schools are emotionally weak that adversely affects the performance of teachers in the secondary schools.

5.1.3 The Perceptions of Teachers on Their Job Performance While Accomplishing Their Daily Routine in Schools

Depending on thus ideas, the following major findings were drowned:

- ✓ Based on the result of the data analysis, the finding indicates that teachers rarely plan their assessments in accordance with the school's assessment policy in the secondary school.
- ✓ As the survey result implies that the extent of teachers' effort to know and support the vision and mission of the school was found to be unsatisfactory in the secondary schools.
- ✓ Most of the teachers did not enrich the curriculum by planning in study schools.
- ✓ Majority of the teacher respondents reported that there was less teachers' model values promotion of healthy school culture.
- ✓ Most of the respondents confirmed that the school teachers did not manage their class in disciplinary manner in the school.

5.1.4 Principals Leadership Style while dealing with the Duties and Responsibility in School

Depending on thus ideas, the following major findings were drowned:

- The finding indicates that school principals used autocratic leadership style in order to organizing school committees in the secondary schools.
- The survey result implies that the when assigning job to teachers, principals used autocratic leadership style in the secondary schools.
- The survey result implies that when giving order to implement policies, principals used autocratic leadership style in the secondary schools.

- Majority of the respondents assured that school principals used autocratic leadership style in order to guidance and counseling in the secondary schools.
- As the major finding indicates that when supervising and giving feedback, school principals were used autocratic leadership style in the secondary schools.

5.1.5 The Leadership Practices Performing Teachers' Daily Routine in School

According to items related to the leadership practices performing teachers' daily routine in school concerning with: school has clear plan for all aspects, teachers communicated their expectation about leadership style, teachers at sometimes know given duty and know their responsibility, and leadership evaluates success and failure openly with school community teacher respondents disagreed on the raised issues. Depending on thus ideas, the following major findings were drowned:

- ❖ Most of total respondents pointed out that leadership of the school has ambiguous plan for all aspects in secondary schools in secondary schools.
- ❖ Majority of total respondents implied that teachers were rarely communicated their expectation about leadership style in their school.
- ❖ Most of the respondents' replies that the effect of problems related to teachers at sometimes know given duty and know their responsibility in the sampled schools lessen the performance of teachers in the sampled schools.
- ❖ Accordingly, the finding revealed that the leadership inadequately evaluates success and failure openly with school community in the study area.

5.2 Conclusions

In Hawassa City Administration, principals and teachers were highly perceived that principals' leadership style has an influence on teachers' performance. The performance of the teachers in secondary schools of Hawassa City Administration in Sidama National Regional State was low. In addition to this, the finding also indicated that the involvement of participants to enhance teachers' performance was found to be low in the study area.

With regard to teachers' perspectives on principals' characteristics while leading their respective schools; the school principals were occasionally monitoring teachers and activities of the schools, they made decisions dependently with little or no input from the rest of the group, there is the problem of the creativity encouraged and rewarded by principals' in schools, principals did not give complete

freedom to the staff members of the group feel more engaged in the process and principal offers the uncomfortable and offer guidance while working with groups to seek their inputs in making decisions in the secondary school.

Teachers' perspectives on principals' behavior that influence teachers' performance; most of the respondents disagreed that they offer appropriate pedagogical methods of teaching, principals building collaboration, principals enrich the curriculum with innovative ideas, the school principals aid quality of teaching and learning and schools are emotionally strong in the secondary schools.

Perception of teachers on their job performance while accomplishing their daily routine in schools was low due to teachers infrequently plan their assessments in accordance with the school's assessment policy, the extent of teachers' effort to know and support the vision and mission of the school was found to be unsatisfactory, teachers did not enrich the curriculum by planning in study schools, less teachers' model values promotion of healthy school culture, they did not manage their class in disciplinary manner in the school.

The leadership practices performing teachers' daily routine was low due to school has disjointed plan, teachers' weak communication with their expectation about leadership style, teachers at sometimes know given duty and know their responsibility, and leadership evaluates success and failure openly with school community teacher respondents Accordingly, the finding revealed that the leadership inadequately evaluates success and failure openly with school community in the study area.

The study concluded that less relationship between principals with staff members, lack of school facilities and resource, principals' personality and the nature of task major challenges of principals to enhance the teachers' performances under study area. Therefore, equipping principals with skills and knowledge is the best solution to minimize the challenges. In addition, to alleviate these challenges of principals, the selection and appointment of school principals should be based on the criteria set by Ministry of Education. The study concluded that the disjointed plan of principals and teachers, weak communication between supervisors, school principals and teachers, misbehaviors of students and inadequate instructional materials like textbooks; teacher guide and syllabus in the school were the challenge encountered by teachers' performance.

5.3 Recommendations

Based on the findings and the results of this finding indicated in chapter four, the investigator suggested the following recommendations.

1. The performance of teachers in the study schools was low. Thus, principals and supervisors should have to offer incentives for the teachers in order to improve the performance of teachers in their schools.
2. The extent of supervisors, principals and teachers in performance of teachers was found to be low; therefore, the school management should give training for them related to their responsibilities of approving school plan, follow up activities, and giving feedback.
3. The principals and supervisors properly lead and manage school operations and resources, lead and facilitate vision of learning, lead and manage learning and teaching, lead and develop individuals and team and develop and manage school-community relations to improve the quality of education in their environment.
4. The school principals have used different leadership style especially autocratic because everyone has different character in directing subordinates to further improve their performance especially teachers. Then, the principals have to use a mixture of different leadership styles should be encouraged in their school administration to promote better teacher performance. Principals should avoid the use of autocratic leadership styles as they discourage teachers' motivation and efficiency in schools.
5. The study exposed a strong statistically positive relationship between principals' leadership style and teacher performance. Thus, the results of this study suggest that principals should adopt the leadership style according to the level of teachers’
6. Regional Education Bureau and City Administration Education Department by communicating with each other identifying the scarcity of instructional material like textbook, teachers guide and syllabus and try for solution and MoE duplicate adequate instructional materials based on statistical number of students.
7. Effectiveness in proper leadership style of principals’ and the performance are highly related. Through proper leadership style one can retain high performance and talent teachers within the school because he knows that high performance teachers are unique resources in teaching and learning process.

5.4 Implications for the Further Researchers

To address the problems in better way, it can be suggested that further studies need to be conducted in this area with regard to the influence of principals' leadership style and teachers' performance is a core problem of quality education. Thus, the researcher would like to recommend to Hawassa City Administration Education Department under Sidama Region Education Bureau and other individuals to conducts deeper and wider research work on the influence of principals' leadership style on teachers' performance to search for better and wider solution.

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APPENDICES

Appendix-I

Hawassa University

College of Education

Department of Educational Leadership and Management

Questionnaire to be filled by Teachers

Dear Respondents:

I am a graduate (Master) student of Hawassa University, Ethiopia. I am carrying out a study on the topic: *Influence of Principals' Leadership styles on the Teachers' Performance in secondary schools of Hawassa City Administration in Sidama 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 teacher 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. Your responses will be highly respected and accorded the highest confidentiality.

Show your agreement to fill the questionnaire by answering the question. Would you fill questionnaire voluntarily? Yes, ☐ No ☐ code ☐

- Your answer should represent your thinking and be frank.
- Give a true picture of your thinking about the present performance.
- Be sure to keep the statement in mind when deciding on your performance.
- if you will like more information about the questionnaire or the study, you can reach directly to me on +251916869988 or melkamastedader@gmail.com

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 provided.

Name of the school _____

1. Sex _____ Age 21 – 30 ☐ 31 – 40 ☐ 41 – 50 ☐ Above ☐

2. Your Academic qualification BA/BSc/Bed ☐ MA/MSc/ ☐ Above ☐

3. Field of your specialization _____

4. Your teaching load per week ☐ 5 and below ☐ 6 – 10 ☐ 11- 15 ☐ 16 - 20 ☐ 21 – 25

5. Years of teaching experience ☐ 5 and below ☐ 6 – 10 ☐ 11- 15 ☐ 16 - 20 ☐ 21 – 25

6. Any position you are currently holding at school _____

Pare II. Please rate each statement using the following scale by placing a (X) in the columns provided. NB: Strongly Disagree (SDA) = 1, Disagree (DA) =2, Undecided (UD) =3, Agree (A) = 4, Strongly Agree (SA) =5

A. Teachers' perspectives on principals' characteristics while leading their respective school.

S.N	Characteristics of principals	Agreement scale				
		1	2	3	4	5
1	Usually, I view my principal as controlling					
2	Make decisions independently with little or no input from the rest of the group.					
3	Provide clear expectations for what needs to be done, when it should be done, and how it should be done.					
4	Creativity is encouraged and rewarded by principals'					
5	Principals give complete freedom to the staff Members of the group feel more engaged in the process.					
6	Comfortable and offer guidance while working with groups to seek their inputs in making decisions.					
7	Principals are open to others' ideas and group members are expected to solve problems on their own					
8	My principals' delay in decision making and give complete freedom for followers to make decisions					
9	My principals' guidance is very little					

B. Teachers' perspectives on Principals' behavior that influence performance.

No.	Items regarding Principals' behavior	Agreement scale				
		1	2	3	4	5
1	Teachers are given appropriate pedagogical methods of teaching.					
2	I do not go on well with my principals because he/she is not the same sex as me					
3	Principals' leadership style of my principals edges me on to give off my best.					
4	My school principals build collaboration internally.					
5	My principals enrich the curriculum with innovative ideas.					
6	They aid quality of teaching and learning.					
7	The principals of my school are emotionally strong					
8	The principals have a system of core values that they work with					
9	My principals are flexible					

C. Perceptions of teachers on their job performance while accomplishing their daily routine.

No.	Your own perception on your Performance	Agreement scale				
		1	2	3	4	5
1	Teachers plan their assessments in accordance with the school's assessment policy.					
2	Teachers know and support the vision and mission of the school.					
3	Teachers enrich the curriculum by planning					
4	Learning process is at level of learner's competence					
5	Teachers model values promotion of healthy school culture					
6	Teachers manage their class in disciplinary manner					
7	Teachers create nonthreatening classroom environment					
8	Teachers work in harmony with coworkers, parents and leaders					
9	Teachers never miss any meeting of the school					

D. Indicate your personal view on the following issues.

No.	Perception	Alternatives		
		Yes	No	Undecided
1	Do you perceive that your principal's leadership style has an influence on your performance?			
	If yes, how?			
	If no, why?			

Please feel free to write down any other insights regarding influence on professional level advancement: _____

Thank you very much!

APPENDIX-II

Hawassa University

College of Education

Department of Educational Leadership and Management

Questionnaire to Be Filled by Principals

Dear Respondents:

You have been selected by censes sampling strategy from a population of 2014. Hence, I invite you to take part in this survey.

I am a graduate (Master) student of Hawassa University, Ethiopia. I am carrying out study on Topic: *Influence of Principals' Leadership Style on Teachers' Performance in Secondary Schools of Hawassa City Administration in Sidama Regional State.*

The aim of this study is to investigate how, to what extent and relation of principals' leadership styles have an influence on teachers' performance. The findings of the study will benefit the educational leaders. You are kindly requested to complete the survey questionnaire, comprising different sections, as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately thirty minutes to complete. Your response will be highly respected and accorded with highest confidentiality.

PART-I. BACKGROUND INFORMATION OF THE PRINCIPALS

1. School name_____ Your current position: _____
2. Sex: Male ☐ Female ☐
3. Age: 21 –30 ☐ 31 – 40 ☐ 41 – 50 ☐ Above ☐
4. Your educational Qualification: BA/BSc/Bed ☐ MA/MSc/ ☐ Above ☐
5. Field of your specialization
EDPM ☐ Educational leadership ☐ School Leadership ☐ Other ☐
6. Your years of Service as school principal:
0 - 5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ Above ☐

Part II. Please rate each statement using the following scale by placing a (X) in the columns provided.

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

A. Principals' perspectives on their characteristics while leading their respective school.

No.	Characteristics of principals	Agreement scale				
		1	2	3	4	5
1	I Make decisions independently with little or no input from the rest of the group.					
2	I Provide clear expectations for what needs to be done, when it should be done, and how it should be done.					
3	Rely on threats and punishment to influence employees					
4	My view is encouraging and rewarding teachers'					
5	I give complete freedom to the staff members or the group feel more engaged in the process.					
6	I delegate authority, tasks and projects to teacher to own and accomplish by themselves.					
7	Usually, I develop plan to help teachers to evaluate their own performance					
8	I am open to others' ideas and group members are expected to solve problems by their own way					
9	I delay in decision making and give complete freedom for followers to make decisions					

B. Please indicate the leadership practices in your school while performing your daily routine in school.

NB: Always =5 Sometimes =4, Don't know =3 Rarely =2 Not at all =1

No.	School leadership related practices	Rating				
1	The leadership of the school has clear plan for all aspects	1	2	3	4	5
2	Teachers communicated their expectation about leadership style in their school					
3	Teachers are involved in decision making all events					
4	Teachers know given duty and know their responsibility					
5	The leadership evaluates success and failure openly with school community.					
6	The school usually provides incentive and influence teachers performance.					
7	Open and available to group members for consultation and feedback.					
8	Delegate authority, tasks and projects to their teacher to own and accomplish.					
9	Rely on threats and punishment to influence employees					

C. Indicate your personal view on the following issues.

No.	Perception	Alternatives		
		Yes	No	Undecided
1	Do you perceive that your leadership style has an influence on teachers' performance?			
If yes, how?				
If no, why?				

Please feel free to write down any other insights regarding influence on professional level advancement: _____

Thank you very much for taking time to respond to my questions.

Appendix-III

Interview Checklists Prepared for Supervisors

Main Questions

The key informant interview items will be presented to the group in the same order as shown below.

1. Which leadership style do school leaders most frequently employ?
2. What effect does your school leaders' leadership style have on teachers' job performance?
3. Which of the following leadership styles do you believe is most beneficial in terms of assisting teachers in improving their teaching performance? Why?
4. What are the indicators in the school that help you determine whether teachers' job performance is improving?
5. What is the primary factors influencing teachers' job performance in school?
6. What evidence can you provide to support your claim that your teachers' performance has improved?
7. Which factor(s) enable teachers to advance to the next professional level, for example, from graduate teacher to proficient teacher, or from proficient teacher to highly accomplished, and so on?