#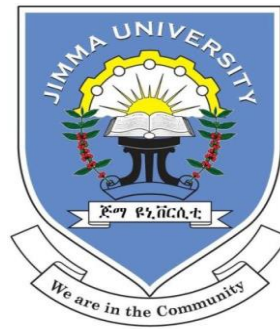 THE RELATIONSHIP BETWEEN SCHOOL LEADERHIP STYLES AND TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE

BY

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES,

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AMANUEL TEKLE   GEMEDA

A THESIS SUBMTED TO THE DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

ADVISOR: Mr. DEREJE DAKSA

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I

LETTER OF APPROVAL

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department Of Educational Planning And Management A Thesis On The Relationship Between School Leadership Styles And Teachers Job Performance In Secondary Schools Of West Wollega Zone was approved as the original work of Amanuel Tekle.

Approved by the Examining Committee

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DECLARATION

The researcher hereby declares that the thesis on the title; "The Relationship between School Leadership Style and Teacher job performance in secondary schools of West Wollega Zone." is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Amanuel Tekle Gemeda.

Sign-_____

Date- _____

This thesis has been submitted for examination with my approval as the university advisor.

Main advisor- Name :Dereje Daksa (MA)**Co-Advisor   Abunu Arega**

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Department Of Educational Planning And Management

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ACRONYMS/ABBREVIATIONS

CPD :   Continuous Professional Development

HRT: Home Room Teacher

LIDC :   Low Income Developing Countries

MoE :   Ministry of Education

NCES: National Centre for Education Statistics

NSDC: National Staff Development Council

REB: RegionalEducation Bureau

UNESCO: United Nation Educational Scientific Cultural Organization

ABSTRACT

School Leadership seems to be the most operational tool of influencing teachers. The main objective of this study is to investigate the relation between School leadership styles and teachers' job performance in secondary schools of West Wollega Zone, Oromia Region. To accomplish this purpose, the study employed a correlation research design. The study was carried in 9 secondary schools of West Wollega Zone. A total of 226 Respondents have participated in the study. Among those, 213 teachers were included through random sampling technique. Additionally, 9 secondary school leaders and 6 external supervisors were included. Questionnaire and interview were the main tools of data collection. The five-point likert scale type questionnaire to collect data. School leadership styles were independent variable while teachers' job performance was dependent variable. The questionnaires on communication and decision-making were used to describe the School leadership styles. While lesson plan, assessing students and involving teachers in co- curricular activities were to determine the teachers' job performance with in the schools. The analysis of the quantitative data was carried out by using both descriptive and inferential statistics. Descriptive statistics such as frequency, percentages, mean and standard deviation use to analyze the leadership style frequently used in the study area. Inferential statistics such as Pearson correlation used to analyze the relation between school leadership styles and teaches job performance while one-way ANOVA used to examine the mean different among leadership styles. The finding indicated that, democratic leadership style was the most practiced leadership styles in secondary schools of West Wollega Zone. Furthermore there is a positive significant relations hip between school leadership styles and teachers' job performance($r = .957^{**}$, Sign=0.000at 0.05 level)., the teachers' job performance was found to be moderate (frequency=126,%=59%,Raring=between 50-70). In general the findings supposed to conclude, that School leadership style of secondary schools in West Wollega Zone had significance effects on the level of teachers' job performance and thus teachers have not been performing to the expectation. Based on the findings, it is recommended that the School leaders of secondary schools should use a mixture of autocratic and democratic leadership styles. Teachers' ideas and thought should be considered in decision-making about the training criteria in their administration in order to enhance better performance among the teachers.

CHAPTER ONE

INTRODUCTION

This section deals with the background of the study, statements of the problem, objectives of the study, significances of the study, delimitations of the study, limitation of the study and definition of key terms of the study.

1.1. Background of the Study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche& Moorman, 2008).)In Ethiopia there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain ESDP III (MoE, 2011). The Education and Training Policy set aims and objectives, which was to: produce skilled man power with the necessary quality and quantity to meet the 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" (MOE, 1994).)

The governments of Ethiopia made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). Thus, in fostering these aims and objectives, the school leaders have important role to paly. Among these roles include providing effective leadership in secondary schools, thereby enhancing better teachers' job performance and motivation among teachers. In supporting this issue Crum & Sherman (2008)stated that the leaders needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers motivation.

Education is a process of enabling the mind to find out ultimate truth which emancipates us from the bandage of dust and give as wealth, not of inner light not of power but of love. Education plays key role in the promotion of human right democratic value, creation of mutual understanding and cooperation among nation and nationalities. The main objective of any educational system is bring up citizen who respect human right, stand for well-being of people as well as to bring up cogitative, creative, productive and appreciative potential of citizen by appropriately relating education to environment and social need.

School is the organization where education is delivered. In order to achieve the aim of education, the relationship between teachers' job performance and leaders in school is very important. In that, in the school (organization, if the person is given in a deserved person is given in deserved   Position, it would be better and the all activities performed in the school will also be run smoothly towards the attainment of the school objectives.

To sum up, effective school performance is concerned with results that impact on societal and school needs. The school principal's leadership efforts are the cause of increased school performance punctuated by the strongest regard for the schools' goals. It is thus apparent that school performance cannot be realized without authentic contributions from the school's principal because they are the backbone of the school system. When school principal remember their vital role to increase school performance, surely, the school will reach its objective. This results in increasing students out come and whole school performance. That's why the Ethiopia Educational and Training Policy, MOE(1994) states that educational management should be democratic, professionally coordinated, efficient and effective. Therefore, investigating the relationship in the school leadership in general and school performance in secondary schools of West Wollega is expected to contribute much for occurrences of the school performance in the study area.

1.2.   Statement of the Problem

Pont et.al (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling. Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and classroom performance.

Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and student. In addition, Principals as educational leader play a pivotal role to enhance teachers' job performance in any school by creating a strong sense of vision and mission build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for teachers job performance.

As the **NSDC (2002)** noted that school leader, focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. In one way **MoE (2010)**argued that school leaders need to have the theoretical knowledge, skill and adequate experiences in school leadership and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership style in school.

Therefore, School leaders have a key role in the success of the school in building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, among all staff members, monitor students learning progress and closely work with parents (MoE, 2005).

In achieving organizational goals, employees are considered to be the most effective source. Employees have the tendency to utilize the organizational capital efficiently and increase the productivity and profitability of the organization. The well-qualified, capable and talented workforce is needed to achieve organization strategic goals. In order to advantageously utilize that asset, the researcher assumes that, school leadership style is considered being the most important determinant to increase teachers' job performance.

In the past ten years the researcher has served in West Wollega Zone, secondary school as a school principal and school vice principal. In that period of time the researcher experienced that teachers' job performance was not as enough as expected. .Therefore, the above situation

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and the ordinary experience of the researcher in the study area initiated the researcher to conduct a study on leadership styles and teachers job performance.

While the above studies emphasized leadership styles and teachers' job performance separately, none of them was conducted to investigate the relation of leadership style and teachers job performance in secondary schools of West Wollega Zone. Thus a gap was left for this study to be filled. To fill this gap, this study aimed to examine the relation of leadership styles and teachers' job performance in secondary schools of West Wollega.

1.3. Basic Research Questions

1. Is there significant relationship between the school leaders' decision making with level of teachers' job performance in secondary schools of West Wollega Zone?

2. To what extent do school leaders' communications affect teachers' job performance?

3. What is leadership style practiced in Secondary Schools of Western Wollega zone?

4. What is the relationship between the school leadership styles and teachers' job performance in secondary schools of West Wollega Zone?

1.4. Objective of the study

1.4.1. General Objective

The general objective of study is to assess the relationship between leadership styles and teachers' job performance in selected Secondary schools of West Wollega Zone.

1.4.2. Specific Objectives

1. To identify the relationship that school leaders' decision making regarding the level of teachers job performance in secondary schools of West Wollega Zone.

2. To investigate how school leaders' communication affect teachers' job performance.

3. To identify which type of leadership style practiced in secondary schools of West Wollega Zone.

4. To examine the relationship between the school leadership styles and teachers' job performance in secondary schools of West Wollega Zone.

1.5. Significance of the study

The relationship between leadership styles and teachers' job performance needs the critical attention of the government, and educational experts as a whole. So, the study aimed at assessing the overall relationship between leadership styles practiced and teachers' job performance in secondary schools of western wollega zone. Thus, the results of the study will have the following contributions.

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

It may give the clear picture of school leadership style on teachers' level of job performance for decision-maker, higher officials of the regional, zonal education office,Woreda Educational Office and secondary schools.

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

1.6. Delimitation of the Study

In order to make the study more manageable, the study was delimited conceptually and geographical location. This study was geographically delimited to secondary schools which

are found in west Wollega zone, Oromia regional state. To include all 86 secondary schools found in twenty three woredas of west wollega Zone, it was unmanageable for the researcher

due to financial and time constraints. Therefore, the researcher conducted the study on 9 selected secondary schools in 6 woredas from these woredas nine secondary schools: *Nejo secondary school*, *BiftuGimi Secondary school, Agar Alaltu Secondary School*, *Burka Nasi secondary school*, *Gori Secondary school,*BiftuGida secondary school, Jarso Secondary school, Babo Secondary school and WaraJiru Secondary School were selected by using random sampling method.

Conceptually, the study was delimited to relationship between school leadership styles and teachers' job performance in selected secondary schools of the study area. In this study, school leaders refers to principals, teachers and supervisors as they are the most responsible and accountable bodies for management of and school administrative activities in the schools.

1.7. Limitations of the Study

In conducting this study there was some problems which encountered the researcher. The main problems were the distance of each district from the center of the Zone capital that obliged the researcher to limit number of secondary schools to nineand the current problem of COVID-19. The other problem faced the researcher to reach all selected school as per given time was the problem of peace and security in the study area. Additionally the limitation of this study was the fact that the finding of this study was not generalized for all schools of the zone because the study focused on only few secondary schools. Therefore, these are problem that the researcher faced during the study that may affect the generalization made. The researcher overcome these problems by delegating assistant data collectors at the schools were there was high problem of peace and security.

1.8. Definition of Key Terms

Autocratic style: is a style that leaders communicate irregularly to teaching staff with limited involvement in decision-making and less delegation.
Democratic style: is a style that leaders regularly communicate with teaching staff and to participate them in decision-making for more delegation of duties.

Secondary schools; refers to the school system established to offer four years of general education (grade 9 -12).

Laissez–Faire style: is a style that leaders advocates minimal supervision and moderate involvement in the instructional process. Leadership style is the patterns of behaviors, which a leader adopts to influence the behaviors of his/her followers

School leadership Style: Refers to the pattern or way of doing things by the School leader in pursuit of his or her duties. In this study, leadership styles are looked at in the way leaders involve teachers in decision -making; the way they communicate and the way they teaches. The way the leaders behave in line of decision-making, communication and delegation is hypothesized to determine teacher performance in general secondary schools of West Wollega

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

1.9. Organization of the Study

The study comprised of five chapters. The first chapter presented introduction of the study, back ground of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, definition of the study and organization of the study. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology, descriptive of the study area, research design, research method, sources of data, population and sample size, sampling techniques, data gathering tools, procedures of data collection, method of data analysis and ethical consideration. whereas the fourth chapter asserts data presentation, analysis and interpretation of the study area. The fifth chapter provided the major findings summary of findings, conclusionss and recommendations made on the basis of conclusions drawn from the analyzed data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature relevant to the research. It's purpose is to note what different writers have said regarding' The relationship between leadership styles and teachers' job performance.'

2. The Concept of Leadership Styles and Teacher job Performance.

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

2.1. Leadership Styles

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, (Ezeuwa , 2005)sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje(1999)observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, carry along; sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style.

Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. Okumbe(1998)defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school leaders is in a unique position as the manager or administrator who controls schools" resources for the purpose of achievements educational

goals and can accelerate the process of schools development or can demolish the progress of education ((Oyedeji, & 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)The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith , 1989).

2.1.1. Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Golden (2002)democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

 Goldman (200) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis , 1999). In this style of leadership, a high degree of staff morale is

always enhanced (Mba, 2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi (2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior:

2.1.1.1. Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001).

2.1.1.2. Supportive Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001).

2.1.1.3. Participative Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001).

2.1.1.4 .Consultative Styles

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owens,

1981:207). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention (Brownwell, 1985). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard (Ukeje , 1992).

2.1.1.5 .Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001).

2.1.2. Autocratic Leadership Styles

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards.

Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her and the subordinates. He or she does not

delegate authority nor permit subordinates to participate in policy-making (Hoy and Miskel, John, 1992,2002).

2.1.3. Laissez-Faire Leadership Styles

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene.

Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and (Milbrey, 1994).

Theory adopted in this study is path-goal theory advanced by House (1968) the theory asserts that a good leader should enhance subordinates job performance by clarify and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal achievement.

House (1968) stipulates that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behavior thus performing effectively.

The leaders' behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between leaders' and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Basing on these, the researcher believes the path-goal theory as

advanced by House (1968) help leaders' involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers. This help to improve teacher job performance in secondary schools of West Wollega Zone, Oromia Regional State.

2.2.1. Leaders' Communication and Teachers' job Performances

Oxford (2005) defines communication as a process of passing on information from one person to another. Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management. However, the importance of communication in institutions of learning has in most cases been undermined especially in Secondary schools of West wollega Zone.

Pritchard and others (1988) as quoted in Hannagan (2002)indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax.

Unfortunately, these modes of communication are not properly applied in fields of education more particularly in Secondary schools of West Wollega Zone. The concept of communication in leadership is highly internalized by (Armstrong and Baron , 1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by (Handy , 1996)who expressed that for performance to be effective; it is important for employers to communicate on what is to be done and how it is to be done. He added that communication may be presented directly or indirectly to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individual may come as a result of good and open communication provided by heads of human resource departments or heads of institutions like leaders.

This concept of communication is supported by House (1968)path-goal theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings.

The theory further stresses that through communication errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning.

Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management in (1997). The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees" critical performance aspects. This view has a relationship with research conducted by Ash ridge management research group in (Handy , 1996)which identified that one of the reasons why communication is important to support a number of human resource processes such as appraisal, resourcing and succession planning. Communication therefore becomes more than distributing messages, it becomes an interplay between actors Johansson, (2003). Depending on how communication is conducted, in what circumstances and with what actors, it can deliver different outcomes.

The communication quality is dependent on both the actors, such as leaders and teachers, and the actual situation and its prerequisites. This has a bearing to research conducted by Armstrong and (Baron , 1998)where they found that the 51 organizations covered by the research used communication channels get information about development needs. (Armstrong , 2003)further notes that communication is often anonymous and may be presented to individuals or managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organizations culture.

The more open, the culture is, the more open communication is likely to be revealed to the subordinates. One of the reasons why communication is important is that it supports a number

of human resource supplies. However, these scholars do not show how leaders' communication to the teaching staff could be used to enhance teacher performance in secondary schools in West Wollega Zone. Thus a gap left for this study to under-take. In a related view, (Narayana) as cited in (Nanson , 2010)identified that communication as leadership behavior many a times has been mishandled and has tended to reduce its proper meaning in leadership.

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

A variety of variables are interacting which means that communication is created in the actual moment and therefore hard to predict. Communication within an organization differs in some respect from other communication processes. Organizations have objectives to fulfill and expected results to achieve. How the tasks and meetings are organized are other structural prerequisites that contribute to how communication is conducted. Organizations are dependent on the actors and their history, values and attitudes. Communication in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation, and affirmation.

(Weick)argues that schools can be described as loosely coupled systems. Loosely coupled systems, require even more sense making and communication than tightly coupled systems

Weick (1995) Aspects indicated that research about communication in school settings are warranted Communication is a process of creating and exchanging messages. The process includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages (Goldhaber, 1993). Communication is closely connected to organizational structure and culture. Communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than an individual skill (Kowalski, Petersen, & Fusarelli, 2007).

 In almost all school activities, communication plays an important role. How and what we talk about both construct and form our reality (Czarniawska-Joerges, 1993)According to Miller (1998), communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. These are essential in teaching-learning process. Teachers can utilize a variety of verbal and non-verbal skills to aid students" comprehension of difficult concepts. As Miller (1998) stated, that the most advanced curriculum and the highest hopes have little chance of success without a supportive physical learning environment. In order to foster productive communication in the classroom, Leaders' must allow for flexible changes that are beneficial for group interaction. It should be noted, however, the appropriate spatial distances and arrangements are limited by a myriad of variables, including the conversational topic, the nature of the relationship, and the physical constraints present in the leadership style.

(Miller, 1998)also presented the following guidelines for the improving the teacher's job performance: the teachers should offer a variety of stimuli, the teachers" should provide a secure, comfortable feeling, the teachers" should be adopted to fit the activity and the teachers" should give some privacy and individuality." Moreover, (Woolfolk , 2004)stated, "Communication is more than 'teacher talk's student listens'. It is more than the words exchanged between individuals. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Eriksen, (). Weick, 1984,2001)and (Gronn, 1983)To view leadership as a social process makes communication essential both for

understanding how the work inside organizations contribute to results and how the individual leader use communication as a tool.

Communication is so vivid in our everyday work and lives, we easily forget how much it affects what and how we do things. A traditional way to describe communication is as a process including a sender, a message, channels, a receiver and feedback (Dimbleby & Burton ,Fiske, 1990)today's view of communication is therefore much more complex.

Communication can have several purposes, to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages (Dimbleby & Burton, 1998).

2.2.2. Leaders' Involvement in Decision-Making and Teachers' Job Performance

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe, 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. While (Chandan , 1987)defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process. This is in line with House (1968)s Path-goal theory that stipulates that both leaders (leaders') and subordinates should involve themselves in decision making if an organization is to achieve its goals. He added that when goals are set together, the subordinates (teachers) become committed; self-confident and knowledgeable about the set goals thus making them perform well. Thus, this model encourages active participation by subordinates involved, increases creativity and commitment, and develops talents and skills of team members. (UNESCO , 2006)identified that teachers performance as being negatively affected by lack of participate in decision.

(UNESCO, 2006)study in Ethiopia indicated that "There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation". Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles. Though (UNESCO, 2006) findings were good, the study was carried out in the core Regions but not in the peripheral region like West Wollega and specifically general secondary schools found in West Wollega. This left contextual gap for this study to fill the gap.

On other hand, (Ndu and Anogbov , 2007)argued that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school. Teachers who are not satisfied in the workplace are more likely to leave the profession (Choy et al, 1993)

Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there leaders and the realization of school goal will be easy, apathy and opposition within the school will be minimized. But, if teachers can receive support from their leaders and from local parents, if they are involved in the decision-making process, and if they work within a positive school climate and culture, they are more likely to succeed and remain in the profession (Lumsden, 1998)

On one hand, (Mullins, (2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. (Welfson , 1998)reiterated that boredom (dullness) and frustration (disturbance) at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. He further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs.

(Wilkinson)substantiate this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption

that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers or increased efficiency and workers or job satisfaction, in short an everyone-wins scenario.

Staff cooperation is believed to be an indisputable asset to the school leaders while involvement in decision making process by the teachers could ease the leader's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the leaders alone. He further said involving teachers in decision-making process is like when two men cooperate to roll a stone that neither could have rolled. Many managers express a belief that involvement of workers in decision-making will improve the quality of workers decision making in the organization (Collins et al., 1989)Regarding to (Okoye , 1997)in his view said that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate. This environment encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their leaders' sought their opinions but want to make the final decision rather than allowing teachers that opportunity.

Ezeuwa (2005) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. In some establishments, they are gender biased that women are marginalized in decision-making process. Likewise, a school where staff meetings are held regularly to discuss issues concerning the school, through consultative management style, is an example of a participative organization. In such an organization, every person is equal and has the democratic right of expressing opinion freely. Participative management provides an environment that makes employees" needs known and creates a means of expressing it openly in all areas of the organization (Sodhi , 2009).

Furthermore, (Somech et.al , 2009)states that "participative management has the potential to balance the involvement of managers and their subordinates in information processing, decision making, or problem-solving Endeavor's. Therefore, there are many potential benefits that an organization practicing participative style could use to its advantage in achieving its goals. Consequently, when several people make decisions together, the social commitment to one another is greater, and hence increases their commitment to making better decisions. People say, "Two heads are better than one". This means that when two or more people sit and try solving a problem together, they are able to make better decisions than one person.

In a similar vein, (Oduro, 2004)maintains that "problem-solving through consultation is impossible with a single person's wisdom". Another dilemma faced in participative management is that it is a time-consuming approach. The more people involved in the decision-making process, the longer it can take to make decisions, because it requires that the participants understand the ideas and afforded opportunities in order to argue or raise their opinions. A related barrier is that participation is associated with meetings and it is, therefore, a time-consuming process. (Shennu, 2010)resonates that time is one of the major weaknesses of participative leadership approach. The challenge is that on occasions when there is an immediate deadline, this approach prevents leaders from taking quick decisions, even in crisis situations. In fact, participative management motivates employees by considering their suggestions, which certainly can have a positive impact on teamwork and employees performance, but not in every situation.

2.3. Conceptual Framework

Consequent to the review of (House's , 1968)(theory)a conceptual framework section of this study relating the variables in the study as indicated below

Independent Variable

- Autocratic Leadership Styles
- Democratic Leadership style
- Laissez-Faire leadership style

Dependent Variable

Teachers' job performance

- ➢ lesson planning
- ➢ Assessment of students,
- ➢ Exercises and participation in Co-curricular activities
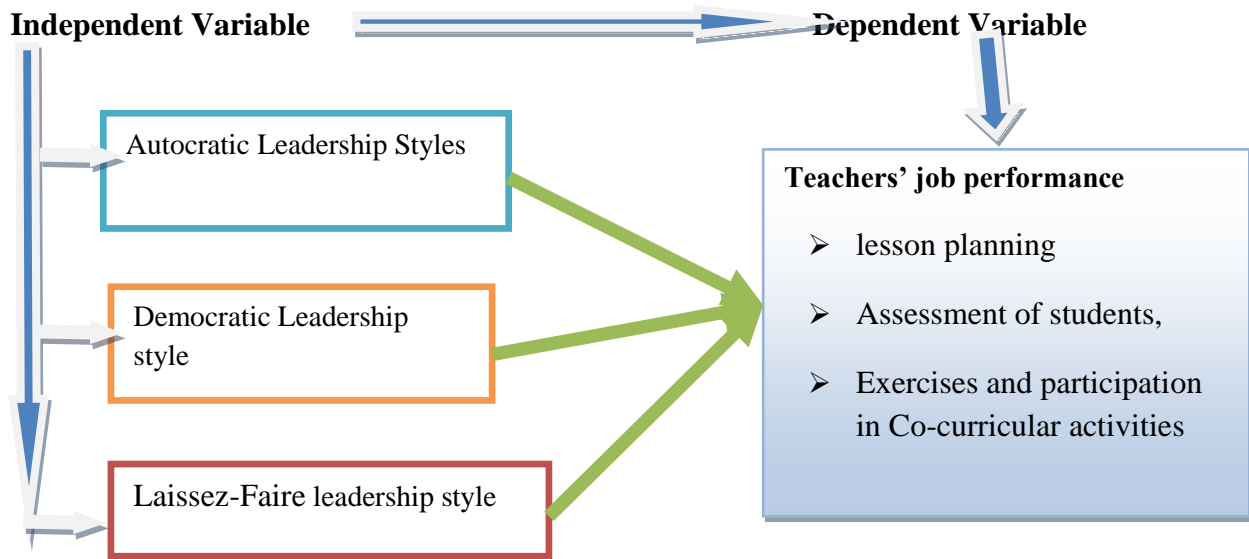
Figure 2.1. The conceptual frame work of the study that the study asserts that a good leader should enhance job performance.

The conceptual model in Diagram 2.1 suggests that the independent variable is conceptualized as consisting of three leadership styles (democratic, autocratic and laissez-faire) measured in form of; principals involvement of teachers in decision making, principals communication to teachers and principals delegation of duties to teachers while the dependent variable is teacher performance which is conceptualized as lesson preparation, assessment and co-curricular activities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter consists of description of study area, research design, research method, sources of data, population and sample size, sampling techniques, data gathering tools, procedures of data collection, Validity and reliability checks, method of data analysis and Ethical consideration.

3.1. Description of Study Area

West Wollegais one of the 20 administrative Zones of Oromia National Regional State. Administratively, the zone has 23 districts, of which 20 are rural districts and 3 are urban administrations. Gimbi Town, which is located at a distance of 441 km from Finfinne, is the capital of the Zone. Astronomically, West Wollega Zone is located between $8^o12'$-$10^o03'$ N latitudes and $34^o08'$ - $36^o10'$E longitudes. It is located in the western part of Oromia Region, bordered with Benishangul Gumuz Regional State in the Northwest, Northeast & East; Kellem Wollega Zone in the West, East Wollega Zone in the east, Gambella Regional State and Illubabor Zone in the south. The land area of the zone is estimated to be 14,160.29 square kilometers. Accordingly, it occupies nearly 4% of the total area of Oromia National Regional State.

As data taken from West Wollega Zonal Education Office, there are 86 secondary schools and 2331 teachers in these schools. Recently, students from grade 9-12 ,(62048) is male and (52039) female in total (114087).

3.1. Research Design

In order to investigate the relationship between leadership style and teachers' job performance, correlation research design was employed. This is because it enabled the researcher to collect large variety of data related to the relationship between leadership style and teachers' job performances. As argued b(Kumer, (1999) correlation research design is used to correlate the nature of the existing conditions. (Seyoum , Ayalew (1989)also agreed

that "correlation research design is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study".

3.2. Research Method

The study was employed by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as the leading method through close-ended questions. Quantitative approach was emphasized because investigating the relationship between school leadership styles and teachers' job performances of secondary schools could better be understood by collecting large quantitative data, in a formal, structured and rigid manner. Furthermore, the qualitative approach was incorporated in the study with information gained from interview, through open-ended questions and hence, it helped to validate and substantiate the quantitative data. Thus, the a Method was preferred on the ground that the influences of school leadership styles were better perceived from the opinion correlation of school Leaders' and teachers' job performance.

3.3. Source of Data

A primary data source was used to collect data from the schools under study. Primary Sources of data were obtained from Secondary school principals, Supervisors and teachers by expecting that, they have better exposure, experience and firsthand information regarding the issue under the study.

3.4. Population and Sample Size

A population is a group of individuals who have the same characteristic. The study population is the entire group of people to which a researcher intends the results of the study to apply. (Aron &Coups, 2008). A target population (or the *sampling frame*) is a group of individuals or organization with some common defining characteristic that the researcher can identify and study.

West Wollega zone is one of the zones found in Oromia Regional state. There are twenty woredas and three administrative towns found in West Wollega zone and also have 86 secondary schools. The study was conducted only in 9 secondary schools found in West

Wollega zone. These secondary schools are, *Nejo secondary school from Nejo town*, *BiftuGimbi Secondary school from Gimbitown,Agar Alaltu Secondary School from Nejo town*, *Burka Nasi secondary schoolNejo rural district,Gori Secondary school from LataSibu woreda,*BiftuGida secondary school from Nejo rural district, Jarso Secondary school from Jarso Woreda, Babo Secondary school from Babo woreda and WaraJiru Secondary School from LataSibu woreda.The target population is principals, supervisors, andteachers in 9 selected secondary schools of West Wollega zone. Accordingly, the target population of Secondary schoolsare 563, teachers, 9principals,6supervisors.

3.5.1. Sampling Techniques

The study was conducted in government secondary schools of West Wollega Zone. According to West Wollega Zone educational office statistical data in 2011 E.C, there were 20districts and 3towns in which 86 Governmental Secondary Schools were found. In these schools, there were 2331 teachers, 86principals and 22 external Supervisors were found.

Having this in mind, nine Government Secondary Schools (Gimbi, Burka Nesi , Nejo, Agar Aleltu, Biftu Gida,Gori ,Worejiru, Jarso and Babo) were considered.

These schools have a total population of 578 out of which 563 teachers, 6 external Supervisors and 9 Schools principals who are currently participating in leading the school. From a total of 563 teaching staff, 226 (40%) respondents were selected by random sampling /lottery method/.The reason is, random sampling uses to give equal chance for all respondents to be selected in the study and with the assumption that it could help to avoid bias.

In addition 9 School principals respondents and 6 external Supervisors were selected for the study by available sampling as interviewees. Therefore, the grand total of sample selected from the population was 241 respondents. The researcher believed that the number of samples designed would have represented the population of the study and assumed to be manageable for the research operations.

Table 3.1. Summary of the study and sampling Techniques

No.	Types of respondents	Target Population	Participants	%	Sampling technique
1.	Supervisors	6	6	100	Available sampling
2.	Principals	9	9	100	Available sampling
3.	Teachers	563	226	40	Random sampling
	TOTAL	578	241	41.7	

Table 3.2. Summary of Sample Respondents by schools

No	Name of the Schools	Sex	School Leaders	Supervisors	Teachers	Total
1	Gimbi	M	1	1	23	25
		F	-	-	6	6
		T	**1**	**1**	**29**	**31**
2	Nejo	M	1	1	26	28
		F	-	-	4	4
		T	**1**	**1**	**30**	**32**
3	Agar Aleltu	M	1	-	20	21
		F	-	-	1	1
		T	**1**	**-**	**21**	**22**
4	Burka Nesi	M	1	1	20	22
		F	-	-	3	3
		T	**1**	**1**	**23**	**25**
5	BiftuGida	M	1	-	24	25
		F	-	-	2	2
		T	**1**	**-**	**26**	**27**
6	Jarso	M	1	1	22	24
		F	-	-	3	3
		T	**1**	**1**	**25**	**27**
7	Babo	M	1	1	21	23
		F	-	-	3	3
		T	**1**	**1**	**24**	**26**
8	Gori	M	1	-	**18**	**19**
		F	-	-	**6**	**6**
		T	**1**	**-**	**24**	**25**
9	Worejiru	M	1	1	**17**	**19**
		F	-	-	**7**	**7**
		T	**1**	**1**	**24**	**26**
Total		**M**	**9**	**6**	**191**	**197**
		F	**-**	**-**	**35**	**35**
		T	**9**	**6**	**226**	**241**

3.6. Data Gathering Tools

3.6.1. Questionnaire

A 5 Likert scales questionnaire was employed to collect quantitative data from teachers' respondents. This is because the questionnaire is convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, , 2003). The questionnaire was prepared in English language, because all of the sample teachers could have the necessary skills to read and understand the concepts that are in the questionnaire.

3.6.2. Interview

Semi-structured interview was used to gather in-depth qualitative data from School leaders(principals and supervisors). Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations.

3.7. Procedures of Data Collection

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study researcher passed through a series of data gathering procedures. To collect the data from the sample respondents convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher gave orientation for the respondents to make clear about the objectives of the research. Then after, questionnaires would be dispatched according to the time schedule of selected woredas. Likewise, interviews were conducted with school principals, and supervisors according to the time given by the researcher. Then, the researcher in every step followed all important ethical procedures until all required data

collected and completed from intended sampled schools. Checking validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data ((Yalew,, 1998)

3.8. Method of Data Analysis

After collecting all the necessary information, data reduced at first, then coded and processed separately for each item in away appropriate to answer the research questions. Both descriptive and inferential statistics were used to analyze gathered data from respondents.

The data collected during the study from the interviews and open-ended questionnaire analyzed qualitatively after the information is organized and coded. It was analyzed using direct and summarized words of the subjects of the study. The data to be collected through closed-ended questionnaire was separately analyzed quantitatively by using SPSS-Computer software Version 24. Data collected to show the leadership style which is frequently used in secondary schools of West Wollega was analyzed by using descriptive statistics such as mean, standard deviation and percentage).Data from the respondents about the relationship of leadership style and teachers job performance analyzed by using correlation analysis (Pearson correlation).

The data collected from teachers through closed ended items of the questionnaires that respondents background information especially, their sex, academic qualification and subject of specialization, teaching load per week, experience and responsibilities was analyzed by using frequency tables, and percentages. Furthermore, at univariate level the analysis was based on related frequencies tables means and percentages obtained from frequencies tables and descriptive statistics.

3.9. Validity and reliability checks

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisors and, also a pilot carried. The pilot test provided an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al.. , , 2007).

A reliability test performed to check the consistency and accuracy of the measurement scales. To improve the reliability of the questionnaires, the researcher prepared pilot study.

To check the appropriateness of the items, pilot test was conducted in Bodji Chokorsa and Bodji Dermeji Secondary Schools which were not included in the sample study. A pilot study was conducted as a preliminary step to avoid errors. Its main objective is to detect possible weakness related to ambiguity due to poor morphological/utterance formulation and enable the researcher to make the necessary corrections and adjustments. To this end, the draft questionnaire was administered to 25 randomly selected teachers and 2 principals of Bodji Chokorsa and Bodji Dermeji Secondary Schools. After the questionnaires filled and returned, the reliability of items were measured by using Cronbanch's alpha method with the help of SPSS version 24.

According to Cronbanch's alpha reliability the questionnaire designed to be filled by teachers and school principals has the reliable coefficient of 0.72. This shows that the questionnaire designed for teacher it reliable so that it is available to gather data(. According to Cohen, et.a, 2005)it is possible to use instruments with reliability coefficient of 0.7 and above. As suggested by (Cronbanch's, 2011)the realizably coefficients between 0.70-0.90 are generally found to be internally consistent. The researcher found the coefficient of Alpha to be 0.80,this could be accepted as strong. Supporting this idea (George and Malle, 2002)suggested that the Chromach's alpha results >0.9 excellent, 0.8 good, 0.7 acceptable, < 0.6 questionable, 0.5 poor. Necessary modification was made on 1 item. The result of Chromach's alpha is shown as the following.

Table 3.3. Validity and Reliability checks.

		N	%	Chrombach'sAlpha	No.items
Case	Valid	27	100	0.82	28
	Excluded	0	0		
	Total	27	100		

3.10. Ethical Consideration

First, the researcher went to the study area with the letter of entry which was prepared by Jimma University to West Wollega Education office. The researcher was brief explained the objectives of the study to concerned body. Then, the study was carried out after getting permission from the selected sample of west Wollega Secondary Schools.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE MAIN DATA

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

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview were used to collect necessary information for this study. Thus a total of 226 questionnaires were distributed to secondary school teachers. But properly filled and returned questionnaires were 213 (94.2 %). The other 13 (5.7%) questionnaires were lost or not included in the analysis, due to the problems from respondents and some contained incomplete information. Among 9 interview for Principals (100%) were properly participated and among 6 interview for supervisors(100%)were properly participated and gave necessary information on the issue under investigation. In general (94.6 %) of respondents participated and gave necessary information on the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate is sufficient, safe to analyze and interpret the data.

4.1. Demographic Data of the Respondents

The overall results of the matter under investigation as well as respondent's personal background information were presented brilliantly here under.

Table 4. 1. Back ground information of teachers respondents

Item	Questions	Characteristics	Distribution	
			Frequency	Percentage
1	Sex	Male	183	86
		Female	30	14
		Total	213	100
2	Academic Qualification	Diploma	40	18.8
		BA/BSC	150	70.4
		MA/MSC	23	10.8
		TOTAL	213	100
3	Experience	0-3 years	90	42.3
		4-7 years	68	31.9
		8-16 years	35	16.4
		17-26 years	20	9.4
		Total	213	100

According to the information in   Table 4.1 item 1 out of 213 teachers 183 (86%) are male and 30 (14%) are female. It shows that majority of teachers in secondary schools of West Wollega Zone are male.

As far as academic qualification is concerned, respondents were categorized in to three groups, diploma, first degree and Master degree. Table 4.1.item 2 reveals that 40(18.8%) had diploma, and 150 (70.4%) had first degree. From item 2 one can see easily that qualification of the majority of respondents was first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in secondary schools of Ethiopia.

As far as respondents years of teaching experience is concerned. Item 4 in Table 4.1 indicates that out 213 teachers 90 (42.3%) of teachers have the services of 3 years and below. But the

rest 68 (31.9%), 35 (16.4%) and 20 (9.4%) have 4 -7, 8-16 and more than 17-26 year of service respectively. As the result reveals, more teachers are in the service year of three and less, thus a critical support and coaching should be available for them, because they may faced by various methodological problem in class management assessing and recording marks which lead to reducing their performance level. At the same time this could imply that most teachers need more support and learning from others to have sufficient professional experience of teaching from others. Moreover, 35 (16.4%) above 8 years of service therefore, imply that almost teachers are well experienced and it is a good opportunity to share experience. Teachers, as professionals need to have responsibility to their own works to be effective and good performer.

4.2 .Descriptive Analysis of Variables

After the demographic information of teachers, the researcher presents the descriptive analysis subsequently the opinions of the respondents. This was done by first dealing with the independent variables (School leadership styles), followed by dependent variables(secondary school teachers' job performance).

4.2.1. Independent Variables

In this sub-section, the researcher was attracted in establishing the opinions of the respondents where strongly disagree and disagree were combined to mean disagree and this represented autocratic leadership style. On the other hand, neither agree nor disagree would mean that a leader is of a laissez-faire style while agree and strongly agree were combined to mean agree which meant that a leader is democratic in leadership style. To this effect, the researcher asked the respondents to give their opinions on the questionnaires whether their School leader involves them in the decision making of the school administration or not. Respondents" opinions were given and results indicated in Table 4.2.

Table 4. 2. To what extent does the school leaders' decision making influence the level of teachers' job performance in secondary schools of West Wollega Zone?

No	Item on decision making	Rating Scale				
		Agree		Neither Agree Nor disagree	Disagree	Total
1	The School leader do not considers teachers' suggestions and thoughts in decision making for training criteria in school	F	134	41	38	213
		%	62.9	19.1	18	100
2	Teachers are not involved in meeting about school policy, in final decision making and school administration	F	108	54	51	213
		%	50.6	25.3	24.1	100
3	School principals do not consult teachers whenever he/she wants to pass final resolution in different problems.	F	98	77	38	213
		%	46	36	18	100
4	School leaders allowteachers to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school	F	113	51	49	213
		%	53	24	23	100
5	School leaders encouragecooperation among the teaching staff during the decision making of the school.	F	130	32	51	213
		%	61	15	24	100
6	School leaders are comfortable with the decision teachers made for promotion in staff meeting	F	100	56	57	213
		%	47	26.5	26.5	100

Information in Table 4.2 item 1 indicated that 134 (62.9%) of the respondents' opinions were in agreement that School leaders considered their suggestion and thoughts in decision making for training by the school administration while 41 (19.1%) respondents fairly agreed in their opinions. This left the minority 38 (18%) respondents disagreeing on the question that School leaders considered their suggestion and thoughts in decision making for trainingcriteria in school administration. This means that majority 134 (62.9%) of the secondary school teachers suggestion and thoughts were not considered in decision making fortraining criteria organized by the school leaders.

This showed that autocratic leadership style is highly practiced by secondary school leaders in secondary schools (. Okoye , (1997) viewed that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate and for good performance. (Ndu and Anogbov, (2007)showed that where teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and loyalty to the school. On the other hand, (Yukl , 1994) found that autocratic leaders tend to have the following characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leaders determines the duties of followers, and the leader specifies technical and performance evaluation standards. Thus, safe to conclude that School leaders had not got wider range of teachers' suggestion and thought on criteria of training that are needed to enhance teacher job performance.

As Item 2 explore the opinions of the respondents on whether teachers are not involved in meeting about school policy, in final decision making and school administration their Teachers are not involved in meeting about school policy, in final decision making and school administration teachers are not involved in meetings about school policy were considered in the final decision making of the school administration or not. Information in Table 4.2: indicated that 51 (24.1%) respondents' opinions were in disagreement that are not involved in meetings are considered in the final decision of the school administration. This is an indication of autocratic leadership style which does not consider are not involved of the followers. This left 54 (25.3%) respondents' opinions were fairly in agreement with the question, an indication of laissez-faire leadership style which does not concern whether teachers contribute their involved in meetings or not. This is because the leader did not worry about the subordinates, for he/she gave them all the freedom needed to perform any task given.

The majority 108 (50.6%) respondents' opinions were in agreement with the fact that their involved meetings are considered in final decision making of the school administration. This

shows that (50.6%) respondents of the secondary school teachers view in West Wollega were considered in the final decision of the school administration.

(Goldman , (2000)states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self direction. Leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. This means the majority of the School leaders in the study area practiced democratic leadership style that puts into consideration the views of the subordinates for the smooth running of the institutions. However, there were few School leaders as showed by (24.1%) of the teachers respondents who did not the involved in meeting about school police in final decision-making of the school administration. This is typical of autocratic style of leadership which does not consider subordinates involved for proper running of the institutions of learning.

 As item 3 examined the School principals do not consult teachers whenever he/she wants to pass final resolution in different problems respondents' opinions on whether they are often do not   consultteachers whenever he/she want to pass final resolution different problems that the administrators want to make decision. The result in Table 4.2 indicates that 98 (46%) of the respondents' opinions were in agreement that they are not consulted whenever their School leader want to pass final resolutions in the different problems This left 38 (18%) of the respondents' opinions were in disagreement. while 77 (36%) respondents fairly agreed in their opinions. This clearly shows that the majority 98 (46%) of teachers in the study area werenot consulted by their School leader whenever they pass final resolutions in different problems. This means that most of the School leader in the study area practice autocratic leadership style, where School leader first consult teachers before passing up the final resolutions in. This makes teachers less motivates to perform to the best of their abilities in order to achieve the goals they themselves resolved in problems. So the leader do not attempts as much as possible to make each individual feel that he is an important member of the organization.

Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis. , 1999))In this style of leadership, a high degree of staff morale is

always enhanced ((Mba, , 2004). However, there were some principals who practiced Laissezes-fair style of leadership. This was indicated by (36%) of the respondents who agreed fairly that they are consulted in problems before passing the final resolutions. The conclusion is because there are certain issues a Schoolprincipal has to pass without consulting teachers, for example disciplining a member of teaching staff.

As item 4 explore the respondents' opinions on whether their School leaders allow teachers to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school leaders allow teachers to demonstrate high of degree innovativeness, initiative and creativity in decision making process of the school. The result in Table 4.2 reveals that 113 (53%) respondents' opinions were in agreement that their School leader do not allow teachers to demonstrate innovativeness and creativity during decision making process of the school while 51 (24%) respondents' opinions were fairly agreed with the asked question. However, 49 (23%) respondents were in disagreement with the view that their School principals do not encourages them to demonstrate innovativeness and creativity during decision making process of the school.

This clearly shows that the majority 113 (53.5%) of the secondary teachers in WestWollega Zone where not be encouraged by their School leaders to be creative and innovative during decision making process in the schools. Thus, right to conclude that this type of School leaders demonstrate Autocratic leadership.

Item 5, to find out whether School leaders encourage cooperation among the teaching staff during decision making process of the school. The information in Table 4.2 indicates that the majority 130 (61%) respondents were in agreement that their School principals in courage cooperation among the teaching staff during the decision making process of the school. while 51 (24%) respondents' were in disagreement with the question that their School leader encourage cooperation during staff meetings. This left 32 (15%) respondents fairly agreeing in their opinions.

This clearly indicates that most 130 (61%) of the secondary schools teachers in study areas were encouraged by their School leader to have cooperation during the decision making process of the schools. "Two heads are better than one". This means that when two or more people sit and try solving a problem together, they are able to make better decisions than one person. (Oduro, 2004)maintains that "problem-solving through consultation is impossible with a single person's wisdom" Such School leaders who encourage cooperation among teaching staff are democratic in personality. They know very well that teachers cannot perform to their expectation unless they are in co-operated in school aspects like decision making process.

As item 6 established whether School leaders are comfortable with the decision   teachers made for promotion in staff meeting School leader were comfortable with the decisions teachers made for promotion in staff meetings. The result in Table 4.2 indicated that the 100 (47.%) of the respondents' opinions agreed on the issue that School leader are comfortable with the decisions teachers make in the staff meetings while 56 (26.5%) respondents fairly agreed in their opinions. However, 57 (26.5%) respondents' opinions were in disagreement that their School leader was not comfortable with the decisions they pass in staff meetings.

This shows that (100 or 47%) of secondary schools teachers' view in decision makes School leader comfortable. Therefore, the majority of secondary schools School leaders are uncomfortable to views of teachers in meetings; this is an indication of autocratic leadership style practiced by the secondary school leader in the study area that allows no exchange of views and ideas without any one feeling uncomfortable with other people's views. Such uncomforted in views of one another, leads to poor performance among the teaching staff. (Ezeuwa , (2005)Support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

In order to support the above findings the researcher interviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below

Interview was conducted on February 18-26,2012 E.C with 9 principals and 6 supervisors the manner they involve their teachers in decision making of the schools majority of respondents responded by saying that they do not organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that most of the School leader practiced Autocratic style of leadership. The researcher went to establish the respondents' opinion on how their School leaders communicate to teachers. On this note, the respondents gave their opinions and the results indicated in Table 4.3.

Table 4. 3. The extents do school leaders communications affect teachers' job performance?

	Item related to communication	**Rating Scale**				
		Agree		Neither Agree Nor disagree	Disag ree	Total
1	School leaders make smooth communication with teachers when perform tasks	F	79	65	69	213
		%	37	30.6	32.4	100
2	School leaders make telephone calls with teachers when he/she wants for job	F	86	54	73	213
		%	40.6	25.3	34.1	100
3	School leaders organize staff meeting	F	119	41	54	213
		%	56	19	25	100
4	School leaders writes a note in the staff notice board when he/she wants	F	109	38	66	213
		%	51	18	31	100

According to item 1 in Table4.3 the majority 79 (37%) of the respondents' were in agreement that their School. School leaders make smooth communication with teachers when perform tasks

School l leaders make smooth communication with teachers when perform tasks while 69 (32.4%) respondents disagreed in their opinions. This left 65 (30.6%) respondents fairly agreed that their School leaders make smooth communication with teachers when perform tasks. This means that 37 % of the secondary school teachers in West Wollega Zone are communicated with their School leaders through communication. Supported by House (path-goal theory, (1968) that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, and meetings. This reveals a

democratic style of leadership where School leader find it easy to pass information to teachers through communication this lays a fertile ground for teachers to perform well.

As item 2 examined the respondents' opinions on whether School principals make telephone calls with teachers when he/she wants for job. Results in Table 4.3   indicate that 54 (25.3%) respondents fairly agreed to the asked question. while 73 (34.1%) respondents disagreed with the view that their principals make telephone calls when they wants for job. This left majority 86 (40.6%) of the respondents agreed that School leaders make telephone calls when they wants for job to them. This implied that (40.6%) of the secondary school teachers in study areas are communicated to by their School leader through telephone calls. (Oxford, (2005))found that communication as a process of passing on information from one person to another. This was because it was quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. This conclude that proper communication to teaching staff by School leader is a characteristic of a democratic leadership style and if well practiced continuously and at all levels could yield to high teacher job performance. This is because teachers are informed in time to do what is expected of them.

As item 3 further investigated the respondents' opinion on whether School leader organize staff meeting. The result in Table 4.3 indicate 119(56%) of the respondents agreed that their School leader organize staff meetings when they want to communicate to them while 54 (25%) respondents disagreed with the view that their School leader organize staff meetings when they want to communicate to them. This left 41 (19%) respondents fairly agreeing in their opinions. This shows that majority (56%) of the secondary school teachers in West Wollega Zone were communicated by their School leader through staff meetings. (Armstrong , (2003)further notes that, the more open, the culture is, the more open communication is likely to be revealed to the subordinates (enhance teacher jobperformance). This indicates School leaders in the study area use democratic style of leadership where staff meetings are organized for teachers to exchange their views with their superiors. It is through such meetings that teacher job performance is enhanced.

As item 4 investigated the respondents' opinions on whether School leaders write notices in the staff notice board when he/she wants. Information in Table 4.3 indicated that 66 (31%) respondents disagreed with the view that School principals write notices on the staff notice board when he/she wants while 38 (18%) respondents fairly agreed in their opinions to the asked question. This left 109 (51%) respondents' opinions in agreement that their School principals write notices in the staff notice board when he/she wants.

This indicates that most (51%) of secondary school teachers in study areas are communicated to by their School leaders through notices written in the staff notice boards. According to (Miller , (1998) communication plays a pivotal role in our daily lives. To articulate our ideas, feelings, emotions and skills we communicate not only with verbal but also with non-verbal methods. This is because staff notice boards are open and accessible to every teacher to get information.

in order to support the above findings the researcher interviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below in order to support the above findings the researcher interviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below. Interview was conducted on February 18-26,2012 E.C, with School principals and external supervisors were asked on how they communicate to their teachers, they responded that they organize meetings through which they talk to the teachers. Others said that they communicate to teachers through telephone calls and passing information through other teachers. The researcher therefore notes that a School leaders who communicates freely to the teaching staff through meetings and telephone calls practices democratic leadership style and usually such communications motivate, encourage and gain information needed for teachers to execute their duties and responsibilities well. On the other hand, a School leader who does not communicate to the teachers practices autocratic leadership style and this usually de-motivates, discourages and impedes teacher'sjob performance *because they are not availed with information in time to do what is expected of them. However, a School leaders who does*

not mind to communicate nor take seriousness in providing information to teachers, practices laissez-faire leadership style and this usually makes teachers lazy to perform what is expected of them"

4.2.2 Dependent Variable

Okunola, , Kirk & Gallaghe , (1990), (1983) acknowledged teacher job performance is the most essential group of professionals for our nation's future. Adepoju (1996) explained teacher job performances describes in terms of duties performed by teachers inside and outside the classroom with morale. Inside duties include; preparation for classes, guiding the learning of students, checking students progress and setting good example for students while outside duties are; involving students in co-curricular activities like HIV/AID, environmental club and fieldwork football, volleyball.

In this section, the teachers job   performances, were very rarely and rarely were combined to form an index of rarely which indicated low performance which ranged from (0-49%) while, Neither rarely nor regularly   indicate moderate performance which ranged from (50-70%) and regularly and very regularly were combined to form an index of regularly which indicated high performance which ranged from (71-100%). To this effect, the researcher went to establish the way teachers make lesson preparations and their responses are indicated in Table 4.4.

Table 4. 4. Teachers' responses on the way they make lesson preparation

Lesson Plan preparation among Teachers		Response					
		Regularly		Neither Rarely Nor Regularly		Rarely	
		F	%	F	%	F	%
1	Teachers revise in internet lab when preparing for the lesson.	117	54.7	45	21.2	51	24.1
2	Teachers make schemes of work for the lesson to be taught.	144	67.6	38	17.6	31	14.7
3	Teachers make plans for the lesson to be taught.	165	77.6	26	12.4	21	10
4	Teachers always come with lesson plan to class	119	55.9	50	23.5	44	20.6
5	Teachers make record of work for the taught and that not taught	157	73.5	30	14.1	26	12.4

In analyzing whether teachers revised in internet lab when preparing lesson or not. Results in table4.4 item 1 indicated that 117 (54.7%) respondents are regularly revised in internet lab when preparing lesson 51 (24.1) rarely revise in internet lab. While, 45 (21.1%) respondents are fairly revise in internet lab. This means that most (54.7%) of secondary teachers in West Wollega Zone revise in internet Lab during lesson preparations. This has revealed to good performance, because teachers get proper content/ matter to give the learners. However, the researcher believed that teachers responded positively on this question because they feared to be drawn in. This is because some of study areas are in rural and remote area, where network, light and facilities like modern textbooks and internets are rare.

As item 2 whether teachers' Make schemes of work for the lesson to be taught or no in table 4 .6 revealed that majority 144 (67.6%) respondent are Regularly make schemes of work for the lesson. while, 38 (17.6%) fairly making schemes of lesson and this left 31(14.7%) rarely making schemes of work for the lesson. The above implies that majority (67.6%) of secondary school teachers in West Wollega Zone make schemes of work during lesson preparations.

This has an implication to good performance because scheming properly guides the teacher to logically follow the order of teaching without skipping some topics. Further, scheming ensures that the syllabi are completed in time. Item 3 I make plans for the lesson to be taught in table 4,6 revealed that 165 (77.6) respondents are regularly make plans for the lesson to be taught while26 (12.4%) fairly make plan this left 21 (10.0%) rarely make plan for the lesson to be taught. This shows that majority (77.6%) of the teachers in secondary schools make lesson plans for the lessons to be taught. This has a positive effect on performance because lesson planning makes teachers organized, ready and prepared to teach. Secondly it is professional for teachers to prepare lessons plans before teaching. The researcher, however, discovered that teachers responded positively on this question because it is against teachers' professional ethics to teach without a lesson plan.

Item 4, teachers always come with lesson plans to class. Result in table 8 indicates that majority 119 (55.9) respondents are regularly come with lesson plans to class while, 50 (23.5) respondent are fairly come with lesson plans to class. This left 44 (20.6) respondents are rarely come with lesson plans to class. Always teachers come with lesson plans in class 119 (55.9%). Regularly marking record of lesson taught tests. There was also a marked absence of lesson plans by teachers who were found in class teaching. This was contrary to (55.9%) of the respondents who indicated that teachers came with lesson plans in class. Basing on the above responses it is thus, fair to conclude that the majority of the teachers in West WollegaZone secondary schools were not prepared plan adequately.

Item 5 teachers make record of lesson taught information in table 4.6 showed that majority 157 (73.5%) respondents are regularly make record of lesson taught while, 30 (14.7%) respondents are fairly make record of lesson taught this left, 26 (12.4%). respondents are rarely make record of lesson taught. This has implication to teacher performance because making record of work for lessons taught and not taught helps a teacher to discover topics not taught and those taught. This makes the teachers to teach the topics not taught thus completing the syllabi in time thereby ensuring good performance.

The researcher went to investigate whether teachers are assessing their students' at schools and responses are indicated in table4.5.

Table 4. 5. Teachers' responses on how they assess the students

Assessing Students by Teachers		Response					
		Regularly		Neither Rarely Nor Regularly		Rarely	
		F	%	F	%	F	%
1	Teachers give test to students	155	72.9	24	11.2	34	15.9
2	Teachers give home work to students	158	74.1	24	11.2	31	14.7
3	Teachers give exam to students	140	65.9	29	13.5	44	20.6
4	Teachers give exercise to students	144	67.6	30	14.1	39	18.2

As items 1 in table 4.5revealed that there are regularly testing 155 (72.9%), while 34 (15.9%) of respondents are rarely give test to their students. This left 24 (11.2%) of the respondents neither rarely nor regularly give test to students. This means that majority (155 or72.9%) of the secondary school teachers in study areas give tests in the process of assessing students. This is because giving tests to learners has an implication to performance. In this case, the teachers are in position to identify the abilities of different students. Assessing through giving tests, enable the teachers to arrange for extra teaching for weak students. This has inevitably improved students performance within the zone.

in order to support the above findings the researcher interviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below

Interview were conducted on February 18-26 E..C with principals and supervisors
When interviewed whether teachers give tests to students or not, most of the School

leader said that assessing a student through tests is regularly done in secondary schools. This has helped the students to read harder thus improving their performance, one School leader said. To this effect, the researcher discovered that regular giving of tests could help teachers to grade and stream students for proper guidance and teaching and also help teachers to identify students learning abilities. Thus, this could certainly enhance teacher job performance."

Table 4.5item 2 result in indicates that majority 158 (74.1%) of the respondents are regularly giving home work. While, 24 (11.2%) respondent are fairly giving home work. this left 31 (14.7%) rarely giving home work to students. means that most (74.1%) of the secondary school teachers in study areas give home work to their students. This has an effect on performance of students in that regular giving of home work to students mean that they are ever busy after school hours. This has helped students to perform well. The researcher believes that when teachers assign home work to students, they are extending their teaching roles to helping students revise and be busy after classes. All these are done to help students perform well.

Table 4.5 Item 3 information in indicates that majority 140 (65.9%) of respondents are regularly giving examination to students. while, 29 (13.5%) of respondents fairly give examination to students. This left 44 (20.6%) respondents are rarely give examination to students.

This shows that most secondary school teachers (65.9%) in the study area give examinations to their students. This has an implication to teacher job performance because it helps them to screen and marking students according to their intelligence and abilities. It also helps teachers to promote students from one class to another.

"Interviews conducted with external supervisor on how teachers assess students, their responses indicated that teachers usually give term examinations that help to assess the progress of the learners in secondary schools in West Wollega Zone."

The researcher discovered that, despite the government policy of promotion in all secondary schools, teachers in secondary schools in West Wollega assess students through examinations

to determine their potentials for promotion, of grade to grade, streaming, progress and proper guidance of the learners.

Table 4.5 Item 4 results in indicated that majority 144 (67.6%) respondents are regularly give exercise the students' .while, 30 (14.1%) fairly give exercise to the students. This left 39 (18.2%) respondents are rarely give exercise to students. This means that most (67.6%) of the secondary school teachers in study area give exercises to their students during assessment process. This has an optimistic call on performance of both teachers and students within secondary education within the Zone. For the overall majority 155 (72.9%) and examination of pupils 140 (65.9%) of the respondents and give home work to my students 158 (74.1%). Teachers are efficient at maintenance of students' abilities through exercise supported by 144 (67.6%) of the respondents. Despite this, however, the majority of the teachers' assesses their students with morale as evidenced from reporting early at school, regular testing and examination of pupils. This was cross-checked in teachers' records of marks. Although, most teachers claimed to have left their records of marks in their homes on the day when the researcher visited the schools, there was still little evidence of marked pupil scripts possessed by pupils themselves.

The researcher went to investigate whether teachers are involved in the co-curricular activities of schools and their responses are indicated in Table 4.6.

Table 4. 6. Teachers 'responses on the way they involve in co-curricular activities

Co-curricular activities among teachers		Response					
		Regularly			Neither Rarely Nor Regularly		Rarely
1	Teachers participate in football competitions organized by the school	F	%	F	%	F	%
		76	35.9	46	21.8	90	42.4
2	Teachers mobilize students in basketball organized by the school	60	28.2	50	23.5	103	48.2
3	Teachers participate in HIV/AID drama organized by school	81	38.2	49	22.9	83	38.8
4	Teachers mobilized students for gardening activities of the school	75	35.3	49	22.9	89	41.8
5	Teachers mobilize students for Question &Answer in the school	104	48.8	53	24.7	56	26.5
6	Teachers mobilize students of environmental club to clean the school compound	149	70	34	15.9	30	14.1

Table 4.6 Item 1 information indicated that 76 (35.9%) respondents regularly involve themselves in the football competitions organized by the schools while the majority 90 (42.4%) respondents rarely participate in football competitions.

This left 46 (21.8%) respondents indicating that they fairly participate in the football competitions organized by the school. This shows that (42.4%) of the secondary school teachers in study areas are rarely involved in football competitions organized by the schools. This has a positive educational implication because it helps teachers to develop not only the cognitive domain but also psychomotor domain of the students.

Table 4.6 Item 2 information in indicate that the majority 103 (48.2%) of respondents are rarely participate in basketball and 60 (28.2%) respondents regularly participate in basketball.

However, 50 (23.5%) respondents are fairly participating in the basket ball competitions organized by the schools. This shows that 28.2% of secondary school teachers in basket ball participate in netball competition organized by their schools. This is because these teachers have interest and are talented in basketball and yet some School leader motivates teachers who participate in basketball competitions by giving them some allowances. The implications these competition have on students are that they make them; physically fit, relieves them from repetitiveness and tediousness of classroom work and open up fitness intelligence for the students to perform well.

Table 4.6 Item 3 results in indicated that 65 (38.2%) respondents regularly participate in HIV/AIDS. while 66 (38.8%) respondents indicated that they rarely participate in HIV/AIDS organized in the school. This left 39 (22.9%) respondents indicating that they fairly participate in HIV/AIDS organized in the schools. This means that most of (66 or 38.8) secondary school teachers in study areas are not involved in HIV/AIDS organized by the schools. This was because most of the schools surveyed were rural based and poorly financed and therefore they had no money to purchase and equip themselves with all facilities needed for HIV/AIDS. This has with out the chances of the students within zone to develop their skills and talents in drama. When principals were asked whether their teachers are involved in HIV/AIDS slogan and drama organized by schools administration, they showed a negative response because of the expenses needed to translate the narrated slogan in to national language in their schools.

Table 4.6 item 4 results in indicated that 89 (41.8%) respondents rarely participate in garden activities. while 75 (35.3%) respondents regularly participate in garden activities. This left 49 (22.9) respondents are fairly participating in garden activities. This indicates that not sizeable number (35.3%) of secondary school teachers in West Wollega Zone participate in garden activities of the schools. This is because some the schools being zones, woredas, there are vast tracks of jungle which the schools have put under reforestation. This has enhanced good performance among teachers and students.

in order to support the above findings the researcherinterviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below.

During the interviews the researcher conductedon February 18-26 E..C with School leaderand external supervisor; on which co- curricular activities they involve their teachers, their responses indicated that teachers participate in football, basket ball, in club like HIV/AIDS and environmental garden. They said that this is done because it is part of their teaching curriculum as advocated National Staff Development Council [NSDC]. Even though, the government advocacy for co-curricular activities, the researcher naked that many schools in the area under study lacked facilities like good football, basketball and pitches. The researcher also discovered that in door activities like table tennis were not developed due to lack of facilities. Lack of these facilities has impeded teacher job performance in co-curricular activities of secondary schools in the Zone. This therefore prompted the researcher to carry out this study.

As Table 4.6 item 5 information   indicated that the biggest number 104 (48.8%) of the respondents regularly mobilized students for Question & Answer competition in the schools activities. while 53 (24.7%) respondents fairly56 (26.5 %) respondents rarely mobilized students for Question & Answer competition in the schools.

This means that 48.8% of the secondary teachers in study areas are mobilized students for Question & Answer competition in the schools.

Table 4.6 Item 6 Information indicated that majority 149 (70%) of the respondents regularly mobilize students to clean the school compound while 34 (15.9%) respondents indicated that they fairly involve themselves in compound cleaning. On the other hand, a total of 30 (14.1%) respondents rarely participate in school compound cleaning. This shows that a vast number (149) of secondary school teachers are involved in compound cleaning. This is because of the perception that; a clean and health environment is conducive for good teaching and learning process. The researcher however, discovered that majority of the teachers were involved in compound cleaning to do away with hazardous effects of bushy compounds like snake bites and breeding of mosquitoes because of the malaria infection in the zone in order to support

the above findings the researcher interviewed 9 principals and 6external supervisors secondary school in study area(p1,p2,p3,p4, p5,p6,p7,p8,p9 and s1,s2,s3,s4,s5,s6)who took part in the study indicated the response can be summarized below.

> *"This was supported by Interview conducted on February 18-26,2012 E.c with school leaders who said that teachers mobilize students in compound cleaning so as to keep a clean and attractive environment for teaching and learning process. Most leaders said that both teachers and students perform well when they are health wise well.*

In examining the overall performance of teachers in terms of lesson preparations, assessing of students and involving students in co-curricular activities results in Table 4.7 indicated that the majority 126 (59%) of the teacher respondents revealed that they regularly make lesson preparations, assess students and involve students in co-curricular activities while 49 (23%) respondents indicated that they rarely perform as expected. This left 38 (18%) respondents indicating that they makes lesson preparations, neither regularly assess students nor involve students in co-curricular activities. This means that most 126 (59%) of the secondary school teachers in West Wollega Zone regularly prepare lessons assess students and involve students in co-curricular activities.

Thus, one concluded that regular lesson preparations by teachers assessing of students and teachers involving students in co-curricular activities means that there is an improvement in teacher job performance in secondary schools in the area under study.

Depending on the summary of the distribution of teacher job performance, the researcher went to rate the teachers' job performance into low performance ranging from 0-49%, moderate performance ranging from 50%-70% and high performance ranging from 71%-100%. The results of these ratings are presented in Table 4.8.

Table 4. 7. Distribution of ratings of teachers' job performance

Teacher's Performance	Rating (%)	Frequency	Percentage
Low	0 – 49	87	41%
Moderate	50 -70	126	59%
High	71 -100	0	00%
Total		213	100%

According to Table 4.8, moderate teachers' job performance with range of (50%-70%) rated the highest with a total number 126 (59%) of the respondents. This was followed by low teacher job performance with ranging from (0-49) with total number 87 (41%) of the respondents. This means that majority (59%) of the secondary teachers in the study area perform (fairly) *moderately* in lesson preparations, assessment of students and involvement of students in co-curricular activities. However, results in Table 4.8 indicated that there was none in higher performance. This was on school leadership styles and teachers job performance background that was prompted the researcher to find out why teacher job performance in secondary schools in West Wollega Zone was not to be high. To this effect, the researcher went to find out the relationship between independent variable affect dependent variables.

4.3. Relationship between Independent and Dependent Variables

The objectives of the study were to describe the relationship of leadership styles and teachers' job performance. Thus, correlation is a measure of relationship between two variables. Therefore, to test the relationship between independent and dependent variables researcher used correlation analysis (Pearson Correlation). The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship of independent and dependent variables between -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further

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statistical significance. To this end the Pearson's product moment correlation coefficient is computed for the purpose of describing the relationships between school leadership style and teachers' job performance.

A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse means, negative relationship between two variables ((Leary, 2004)Therefore, to answer the second basic research questions "What is the relationship between the school leadership styles and teachers' job performance in secondary schools of West Wollega Zone?", Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between school leadership styles (independent variables) and secondary teachers' job performance (dependent variables).

Accordingly, the degree of relationships that was appeared between variables, correlation ranging from 0.20 to 0.35 found to have very slight relation, 0.35 to 0.65 have statistically significant relation, 0.65 to 0.85more considerable and over 0.85 found to have high, relationships between dependent and correlated independent variable

Table 4. 8. Pearson correlation statistics of leadership styles and teachers' job performance

Teachers' job performance	Correlation	democratic leadership style	Laissez faire leadership style	autocratic leadership style
Teachers' job performance	Pearson Correlation	.957**	-.456**	-.781**
	Sig. (2-tailed)	.000	.000	.000
	N	213	213	213
**. *Correlation is significant at the 0.05 level*.				

From the above table 4.9 the output using correlation model at 5% level of significance, the relationship between teachers' job performance and leadership style (democratic, autocratic and laissez faire) were at p – value = .000 which is less than the significance level α/0.05/.
we can conclude that there is statistically significant relationship between teachers' job performance and leader ship style In accordance with this, as we consider from the Table 4.9, result, at 5% level of significance when we see the strength and as well as the direction of their association, significantly there is positive correlation/association between democratic and teachers' job performance (r = .957**), while there is negative relationship between laissez-faire leader ship style and teachers' job performance (r = -.456**), as well as between autocratic leader ship style and teachers' job performance (r = -0.581**).

This result indicated that, in case of democratic leadership style there is strong positive correlation between them (r = .957**). Thus, as democratic leadership style is well placed and applied, teachers' job performance highly increased and vice versa. For laissez-faire leader ship styles there is weak negative relationships between them (r = -.456**). As laissez faire increases teachers' job performance decreases and as laissez-faire decreases teachers' job performance increases. Also, regarding to autocratic there is strong negative correlation (r = -.781) that reveals as the system of autocratic leadership style abundantly applied teachers' job performance reduced and vice versa.

In order to use ANOVA, the questions related to; involvement of teachers in decision making; and teachers' communication with teaching staff were each respectively combined to form

two total average indices of involvement of teachers in decision making and communication with the teaching staffwhere each respectively combined to form two total average indices of involvement of teachers in decision making and communication with the teaching staff.

Each of the above two indices were categorized as follows: involvement of teachers in decision-making was categorized into greater involvement representing democratic style of leadership, moderate involvement representing Laissez-faire style of leadership and limited involvement of represent autocratic leadership style.

Communication with the teaching staff was categorized into; regular communication representing democratic style of leadership, moderate communication representing laissez-faire leadership style and irregular communication representing autocratic leadership style.

4.3.1 .Descriptive statistics and ANOVA teachers' involvement on the decision-making

From the objective of the study the research question to what extent the involvement of teachers in decision making influence teachers' job performance in West Wollega secondary schools. To investigate the teachers' involvement in decision-making and the effect it has on teachers' job performance. To this effect, questions related to involvement of teachers in decision making where combined to form one global average index of principals' involvement of teachers in decision making. Further teachers' involvement in decision making was categorized into; greater involvement which represented democratic leadership style, moderate involvement which represented laissez-faire style of leadership and limited involvement which represented autocratic leadership style.

Questions on dependent variable (teacher job performance were combined to form one continuous index of teachers' j0b performance. These two indices, involvement of teachers in decision making were crosstabs with teachers' job performance then compared using ANOVA for comparison.To answer the 1st research basic questionTo what extent does school leadership decision making affect the level of teachers job performance in secondary schools of West Wollega Zone ?".The result is indicated as the following.

Table 4. 9. Teachers' job performance and decision-making.

Teachers' job performance	N	Mean	Std. Deviation
greater involvement in decision making	92	2.87	.520
moderate involvement in decision making	60	1.78	.454
limited involvement in decision making	61	1.28	.465
Total	213	1.88	.821

As indicated in table below teachers' who are democratic in involvement of teachers in decision-making have a Means score of 2.87 with Standard deviation **0.520** on teachers' job performance.

According to this Table the sample means suggest a difference between teachers involvement in decision-making. The teachers (respondents) who have greater involvement in decision making rated themselves highest with a mean = 2.87. The respondents whose involvement in decision-making is limited rated the second with means = 1.28. While those who moderately involvement in decision-making is rated themselves with a mean = 1.78. This shows that there was a difference in leadership styles practiced by teachers as far as their involvement of teachers in decision-making and teachers' job performance was concerned in secondary schools in the study areas.

Table 4. 10. The overall ANOVA Results of Teachers involvement in Decision Making .

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	93.040	2	46.520	196.222	.000
Within Groups	49.786	210	.237		
Total	142.826	212			

To investigate the relationship between teachers' involvement in decision-making and the effect it has on teachers' job performance and to check whether there was a statistically significance of means difference among three styles, One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the three average index of School leadership styles on measures of teachers job performance (F = 196.222, df = 2,210 and p = .000). However, to find out the significance of the relationship between School leadership involvement of teachers in decision-making and teachers' job performance, the computed F value = 196.222 was considered with p = .000 is less than the bench mark sig. = 0.05, the involvement of teachers in decision making affects teachers' job performance in the west Wollega secondary schools.

Therefore, the researcher concludes that the relationship between school leadership involvement of teachers in decision making and teachers' job performance in secondary schools in West Wollega Zone is significant at less than significance level (< 0.05).

4.3.2 Descriptive Statistic and ANOVA on teachers' Communication with leaders

From the objective of the study the research question stated that to what extent the teachers' communication influence the teachers' job performance in West Wollega Zone secondary schools. To investigate the relationship between teachers' communication with the teaching staff and the effects it has on performance the question were combined to form three global average indices of school leader communication with teaching staff. These indices were

further categorized into; regular communication which represented democratic leadership style, moderate communication which represented laissez-faire leadership style and irregular communication which represented autocratic leadership style question on the dependent variable that is teachers' job performance were combined to form one continuous average index of teacher job performance. These two indices; the teachers' communication to teaching staffs and teacher job performance were crosstabs and then compared using ANOVA for comparison.

Table 4. 11. Descriptive Statistic Results of leaders' Communication with teachers

Teachers 'job performance	N	Mean	Std. Deviation
regular communication	83	1.73	.798
moderate communication	79	1.77	.800
irregular communication	51	2.27	.777
Total	213	1.88	.821

As indicated in table below leaders who regularly communicate to teaching staff have a means score of 1.73 with standard deviation 0.798 on teachers' job performance.

In this Table 4.12, the sample means suggest a difference between teachers' communication to the teaching process. The respondents who indicated that they have irregular communication rated themselves highest with a sample mean = 2.77. The teacher respondents who revealed that they have moderate communication rated themselves second with a mean = 1.77.while the respondents who indicated that they have regular communication were the least rated with a mean = 1.73.

Table 4. 12. The overall ANOVA Results of leadership Communication to Teachers.

Teachers' job performance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.602	2	5.301	8.419	.000
Within Groups	132.224	210	.630		
Total	142.826	212			

To investigate the relationship between leaders' style communication in the teaching process and the effects it has on teachers' job performance. And to check whether there was a statistically significance of means difference among three styles, One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the two index of communication styles on measures of teachers' job performance (F = 8.419, df = 2, 210, p= .000). Thus, there is a difference in leadership styles of on their communication to the teaching staff and teachers' job performance in secondary schools of west Wollega Zone. However, to determined the significance of relationships between leadership style communication with teaching staff and teacher job performance.

The calculated f-value = 8.419 with P = .000, since the sig. = 0.000 is less than the cut-off point sig. = 0.05, communication with the teaching staff affects teachers job performance in secondary schools in the study areas. Thus, the researcher concludes that the relationship between leaders' style communication with the teaching staff and teachers job performance in secondary schools in West Wollega Zone is significant at 0.05 (5%) significance level.

Table 4. 13. The overall ANOVA Results of leadership styles

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	93.040	2	46.520	196.222	.000
Within Groups	49.786	210	.237		
Total	142.826	212			

To check whether there was a statistically significance of means difference among three styles One way ANOVA was performed. The test revealed that there were a statistically significant mean differences among the three average index of School leadership styles (F=196.222, df = 2,210 and p = .000). However, to find out the significance of the relationship between School leadership involvement of teachers in decision-making and teachers' job performance, the computed F value = 196.222 was considered with p = .000 is less than the bench mark sig. = 0.05, the involvement of teachers in decision making affects teachers' job performance in the west Wollega secondary schools.

Therefore, the researcher concludes that the relationship between school leadership involvement of teachers in decision making and teachers' job performance in secondary schools in West Wollega Zone is significant at less than significance level (< 0.05).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

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

5.1. Summary of the findings

School leadership style seems to be one of the most important tools of human resource management in the schools. School leaders encourage employees to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly motivated, this can be translated into good performance and improve the quality of education delivered to students.

To this end, the key to create the efficient leadership styles is an answer to the question what really enhance employees' job performance. Thus, this research seeks to provide the current leadership styles on the improvement of teachers' job performance. Therefore, the study is aimed on assessing the relation of School leadership styles and teachers' job performance in secondary schools of West Wollega Zone. In order to meet this purpose, the following basic research questions are designed

1. To what extent does the school leaders' decision making influence the level of teachers' job performance in secondary schools of West Wollega Zone?

2. To what extent do school leaders communications affect teachers' job performance?

3. What is leadership style practiced in Secondary Schools of Western Wollega zone?

4. What is the relationship between the school leadership styles and teachers' job performance in secondary schools of West Wollega Zone?

To answer these research questions, Quantitative/descriptive survey method/ is employed. To this effect, the study is conducted in 9 selected secondary schools of West Wollega Zone. A total of 226 teachers were selected through random sampling technique to participate in the study. Furthermore, 9 School leaders and 6 external supervisors were selected by available, since they have direct relation in supporting and motivating teachers. To gather necessary information on the issue 226 questionnaires were distributed to teachers, and only 213 were properly filled and returned.

In addition, semi-structured interview was conducted with 9 School leaders and 6 external supervisors to extract in-depth information regarding to leadership styles on teachers' job performance. The data collected from teachers through closed ended items of the questionnaire is analyzed and interpreted by using different statistical like, percentage, means, and frequencies tables. The data gathered through open ended items of the questionnaire and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Finally the research came up with the following major findings.

In the analysis it was found that there is a positive relationship between School leadership styles and teachers' job performance (r = .957**). The relationship is statistically significant (Sig. = 0.000) at 0.05 level of significance. This implies that increase in leadership styles (like increase involvement in decision-making, and communication according to knowledge, talent and skill) helps to enhance teachers' job performance in secondary schools of West Wollega Zone.

The findings indicated a moderate level of teachers' job performance in the schools showed that teachers have not been performing to expectation in secondary schools of West Wollega Zone. A situation whereby the level of teachers' job performance in the schools was just (59%) on the average does not predict well for effective teaching and learning in the schools. The Finding revealed that achievement of better performance based on School leaders who considerate teachers ideas and thought in decision-making of training criteria for the smooth running of the institutions.

When interviewed were conducted to School leaders on the manner they involve their teachers in decision making of the schools most respondents responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that majority of the School leaders practiced democratic style of leadership. This is because democratic style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their performance.

The study accomplished that; the way School leaders involve teachers in decision-making has a significant effect on teachers' job performance in secondary schools in study area. The findings revealed that School leaders' involvement of teachers in decision making has an effect on teachers' job performance in secondary schools in West Wollega Zone.

On the other hand the findings revealed that the school leaders' communication with teaching staff makes teachers to perform well because they are informed about what to do and how to do. This was because it was quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. this conclude that proper communication to teaching staff by School leader is a characteristic of a democratic leadership style and if well practiced continuously and at all levels could yield to high teachers' job performance. This is because teachers are informed in time to do what is expected of them.

Finally, the result revealed that democratic leadership style is the form of leadership styles that positively affects teachers' job performance(r=.957$^{**)}$. Thus, increase in democratic leadership styles (such as encouragement in co-operation among teachers in decision-making, organizing meeting and participating all teachers for discussion as well as policy implementation with teaching staff and initiating to make appropriate lesson plan and assessment helps to enhance teachers' job performance.

5.2. Conclusions

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

The results indicated that the leadership style frequently practiced in West Wollega Zone secondary school is Democratic leadership style. The effect level of independent variable(communication and decision-making) on dependent variable (lesson plan, assessing student and co-curricular) of the secondary schools in West Wollega Zone were found to be moderate. These would have significant influence on achievement of educational goals and   objectives of the schools. However, decision-making of School leaders in secondary schools were not in right tracks to consider teachers ideas and thought the styles that the educational leadership could actively do.

Furthermore, the study showed that the better performance in secondary schools might be well motivated   teachers by School leaders. The study concluded that; the way School leaders involve teachers in decision-making have a significant effect on teachers' job performance in secondary schools of West Wollega Zone. This indicated that School leaders involve teachers in decision-making through staff and departmental meetings and teachers' views in meeting are valued and implemented in final decision of the schools. This has greatly enhanced teachers' job performance in the Zone.

Regarding communication findings revealed that regular communication between the School leaders and teaching staff makes teachers effective in their performance because they were informed on what to be done and how to be done. The researchers concluded that the way School leaders communicate with teaching staff has a significant effect on teachers' job performance in secondary schools of the study area. This shows that School leaders communicate with teachers through different communication mechanism has made teachers well informed of what to do and how to do it. Thus enhanced their job performance.

5.3 Recommendations

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

1. The basic influence on teachers' job performance not to work as expected were found to be School leaders improper style used and unequal treatment of thoughts among teachers in decision-making process. Therefore, Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to ensure the right tracks of involving teachers in decision-making of They should train secondary schools leaders on how to involving teachers' different school in committees like CPD, finance, disciplinary and welfare to discharge their responsibility.

2. Regional Education Bureau, Zonal Education Office and Woreda Education Office are advised to provide communication skill trainings for school leaders on effects of communication and on how to communicate with teaching staffs to enhance their job performance. So that School leader should organized regular meetings like once a week, writing notices and posting in the staff notice board.

3. Different training and work shop should be given from the concerned bodies to school leaders to enhance their leadership capacity how they use various leadership styles among their staff members for good performance.

4. The School leaders should use different leadership styles while they lead their staffs and they should encourage and design different work shop for their followers in order to enhance their performance in secondary schools of West Wollega Zone.

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JIMMA UNIVERSITY

INSTITUTION OF EDUCATION AND PROFESSIONAL
DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES TO BE FILLED BY TEACHERS

Dear Respondents:

I am a post graduate (Master) student of Jimma University, Ethiopia. I am carrying out a study on the topic: The relationship between Leadership styles and teacher job performance in Secondary Schools of West Wollega Zone

Thus, the main purpose of this questionnaire is to collect relevant information to compliment this research work. This questionnaire is for a general 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. You are requested to be as frank as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality.

Thank You for your cooperation!

Please answer the following questions as honestly as possible by filling in the spaces provided or ticking the appropriate alternative.

SECTION A :-DEMOGRAPHIC INFORMATION

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

A1. Sex   _____

A2. Academic qualification   _____

A3. Field of specialization   _____

A4.Teaching load per week   _____

A5. Teaching experience   _____

A6. Responsibilities you are currently holding at school _____

SECTION B: INDEPENDENT VARIABLE: LEADERSHIP STYLE

PART II: this part of the questionnaire containing close ended items that focused on the leadership styles under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership styles and rate the following using a scales where;

1=Strong Disagree (SD); 2=Disagree (D)   3=neither Agree nor disagree (NA and ND); 4=Agree (A);   5=Strong Agree (SA)

Items related to Involvement in decision-making are listed below.

No	Item	1= SD	2= D	3= UD	4= A	5= SA
1.1	The School leader do not considers teachers' suggestions and thoughts in decision making for training criteria in school					
1.2	Teachers are not involved in meeting about school policy, in final decision making and school administration					
1.3	School principals do not consult teachers whenever he/she wants to pass final resolution in different problems.					
1.4	School leaders allow teachers to demonstrate high degree of innovativeness, initiative and creativity in decision making process of school					
1.5	School leaders encourage cooperation among the teaching staff during the decision making of the school.					
1.6	School leaders are comfortable with the decision teachers made for promotion in staff meeting					

Items related communication to teaching staffs

No	Item	1= SD	2= D	3= UD	4= A	5= SA
2.1	School leaders make smooth communication with teachers when perform tasks					
2.2	School leaders make telephone calls with teachers when he/she wants for job					
2.3	School leaders organize staff meeting					
2.4	School leaders writes a note in the staff					

SECTION C: DEPENDENT VARIABLE: TEACHER PERFORMANCE

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

1.Items related to Lesson Plan Preparations

No	Item	1= Vr	2= R	3= nRnR	4= R	5= VR
1.1	Teachers revise in internet lab when preparing for the lesson.					
1.2	Teachers make schemes of work for the lesson to be taught.					
1.3	Teachers make plans for the lesson to be taught.					
1.4	Teachers always come with lesson plan to class					
1.5	Teachers make record of work for the taught and that not taught					

2.Items related to Assessing Students

No	Item	1= VR	2= R	3= NRNR	4= R	5= VR
2.1	Teachers give test to students					
2.2	Teachers give home work to students					
2.3	Teachers give exam to students					
2.4	Teachers give exercise to students					

3. Items related to Involvement in co-curricular activities

No	Item	1= Vr	2= R	3= nRnR	4= R	5= VR
3.1	teachers participate in football competitions organized by the school					
3.2	teachers mobilize students in basketball organized by the school					
3.3	teachers participate in HIV/AID drama organized by school					
3.4	teachers mobilized students for gardening activities of the school					
3.5	teachers mobilize students for Question &Answer in the school					
3.6	teachers mobilize students of environmental club to clean the school compound					