

WOLKITE UNIVERSITY

GOLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

EFFECTS OF PRINCIPALS' LEADERSHIP PRACTICE ON TEACHER JOB PERFORMANCE IN ABA FRANSOUA PRIMARY SCHOOLS OF WOLKITE TOWN ADMINISTRATION

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A SENIOR ESSAY SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF BACHELOR OF ARTS DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

May, 2023

WOLKITE, ETHIOPIA

Abstract

The purpose of this study would be to find out how principals' leadership practice affects teachers' job performance in primary school. The main objective of this study would to investigate the effect of principals' leadership practice on teacher job performance in case of selected public primary school in Wolkite town administration. To accomplish this purpose, the study would be carried in a selected primary school of Wolkite town administration. A total of 125 individual would have participated in the study; among them 50 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 1 school principals and 2 vice-principals would be included through available sampling technique. Questionnaire and semi-structured interview would be the main instruments of data collection. This study would be uses simple random sampling and comprehensive sampling to collect quantitative and qualitative data by using both primary and secondary sources. The data was gathered by using interview from the school principal vice-principal and questionnaire from teachers. The data were presented, analyzed and interpreted by using descriptive statistical method and also presented by using table and percentage. Finally based on the finding and analysis conclusion should be draw and recommendation would be made.

Acknowledgment

First of all, praise and thanks be to Almighty God for his blessings during my study to complete the study. Next to God, thanks to be Virgin Mariam, and all Saints.

I express my great gratitude to my advisor, Mr. Meskerem, for providing invaluable guidance throughout my study. I got great inspired from his dynamism, his vision, his sincerity and his motivation deeply. He has taught me the methodology and giving important comments to carry out the study and to present it as clearly as possible. It was a great privilege and honor to work and study under his advice. I am extremely thanks for what he has motivated and supported me to do my best.

I would like also gratitude my friends who support me by giving invaluable information and giving important comments and materials.

I am extremely grateful to my families for all things they gave and treat to me. And also, I thanks to all of the people who have supported me to complete my study directly or indirectly.

Finally, Thanks to Aragaw Asnake for his invaluable help to prepare this paper precisely .

Table of contents

Abstract i
Acknowledgment ii
List of Table v
Acronym vi
1. Introduction 1
1.1 Background of the Study 1
1.2 Statement of the Problem 3
1.3 Objective of the Study 4
1.3.1 General Objective 4
1.3.2 Specific Objectives 4
1.4 Significance of the Study 4
1.5 Delimitation of the Study 5
1.6 Limitation of the Study 5
1.7. Operational Definition of Key Terms 6
1.8 Organization of the Study 6
2. Review of Related Literature 8
2.1 Concept of Leadership 8
2.2 Theories of leadership 9
2.2.1 Trait Theory 9
2.2.2 The Behavioral Theory 9
2.2.2 Contingency Theory 10
2.3 Leadership Style 10
2.3.1 Autocratic Leadership Style 10
2.3.2 . Democratic Leadership Style 10
2.3.3 Laissez-faire Leadership Style 11
2.4 School leadership 11
2.4.1 Transformational Principal Leadership Style 11
2.4.2 Transactional Principal Leadership Style 12
2.5 Teachers job Performance 12
2.6 Principal Leadership Behavior and their Effect on Teacher Job Performance 12
2.7 Factors Affecting Leadership Style 13
2.8 What should be done Principal Leadership Style on Teacher's Job Performance? 13
3. Research Design and Methodology 14

3.1 Research Design 14
3.2 Source of Data 14
3.2.1 Primary Sources 15
3.2.2. Secondary Sources 15
3.3. Population, Sample Size and Sampling Technique 15
3.4. Data Collection Instrument 16
3.4 .1 Questionnaires 16
3.4.2 Interviews 16
3. 4.3. Document Analysis 16
3.5. Data Collection Procedure 17
3.6 Methods of Data Analysis 17
4. Presentation, Analysis and Interpretation of Data 18
4.1 Characteristic of Respondents 18
4.2 Principal Leadership Practice in the School 21
4.3 Teacher View on School Principals' Leadership Practice 23
4. Factors Affecting Principal's Leadership the School Practice 25
4.5 The Effects of Principal Leaderships Practice on Teacher Job Performance 26
4.6 Discussion on Improving Leadership Practice to Improve Teacher Job Performance 27
5. Summary, Conclusion and Recommendation 28
5. Summary of the Findings 28
5.2 Conclusion 29
5.3. Recommendation 31
Reference 32
Appendix 34

List of Table

Table 1. Population, Sample size and sampling techniques. 15
Table 2: General characteristics of respondents 19
Table 3: The leadership practice exercised by the school principal. 22
Table 4: Teacher's view on school principal's leadership practice 23
Table 5: Factor affecting principals from exercising appropriate leadership practice in the school. 25
Table 6: - The principal leadership practice exercises in your school. 35
Table 7: Teachers' view on school principal leadership practice on their job performance 36
Table 8: Factor affecting principals from exercising appropriate leadership practice in the school. 37

Acronym

GEQIP: General Education quality assurance program/package

MOE : Ministry of Education

WEO : Woreda educational office

Chapter One

1. Introduction

This Chapter deals with background of the study, statement of problem, objectives of the study, Significance of the study, delimitation of the study, limitation of the study and definition of operational terms.

1.1 Background of the Study

Leadership is the process of influencing employs work toward the achievement of organizational objective (Robert, 1997). It is a process by which member of a group are empowered to work together synergistically toward common goal or vision that will create change and transform institutions and thus improve the quality of life. Leadership is defined as the art of influencing people so that they will strive willingly enthusiastically toward the achievement of group goals (Koonz, 2003).

The effect of leadership practice on teacher job performance is the basic concern for all educational organization and institutions in various countries. Different countries around the world have been attempting the high light and stress the concept of efficient leadership practice in various organization daily activities, program, and performance, for example, England and Nigeria. In Ethiopia there is rapid and increase awareness in various sectors and fields in line with a sharp increase in the number of teachers, includes the education institutions such as university, colleges, schools and others which are in directly related to educational issue (MOE, 2010).

Globally, a leadership takes on added significance in global economy. Warren Bennie (1983) noted the nature and consistency of change and challenges facing in every activity of the right choice are come from understanding and embodying leadership qualities necessary to succeed in violable and material global economy (Lufthansa F, 2005:567). This implies that leadership is an important and necessary for any organization to achieve individual and organizational goal and improve the performance of the employee in order to meet competitive world.

Adeyemi (2006) viewed leadership as a process through which persons or group influence on the attainment of goals. Boss (1990) described leadership as one of the

world's oldest preoccupations, in support of the above, Burns (2003) states that leadership is not only a descriptive terms but a prescriptive one embracing a moral, even passionate dimension. Omolayo (2000) in his own view describe leadership as the ability to get things done with the assistance and corporation of other people within the school system.

In the context of school organization, leadership is guiding/influencing individual and group efforts toward the optimum achievement of organizational objectives. It focuses on people aspect of management and based on the assumption that organization effectiveness significantly depends on their motivation, effort and ability (Agrawal, 1982). Thus, leadership greatly influences employs performance, commitment and initiation toward achievement of organization.

Like other organization, the concept of leadership is exercised in educational organization. Educational leadership is enlisting and guiding the talents and energies of teachers, pupils and parents toward achieving educational aim (Sergiovannsetal, 2004). School leadership is the extent to which the principal employed the necessary leadership skill, behavior, and treats toward providing the climate, opportunity, capacity -building resource and support for teachers, partners, and students to function their best in both academically and socially (Oyedeji, 1998 &Adeyemi, 2004).

According to Sergiovannsetal, (2004) school leadership and teacher job performance have positive (direct) relation. Teacher performance could be described as the duties performed by a teacher at a particular period in the school system in achieving educational goal (Obide, 1999). It is ability of teacher to combine relevant input for the enhancement of teaching learning process. Therefore, leadership practice being practice by the school principals affect teacher job performance and to be considers the one determinants of teacher job performance in the school. Leadership is an influence relationship among principals and their teachers who intended real change that reflect their mutual purpose (JosephRost, 1997).

1.2 Statement of the Problem

According to Mark teal (2003), successful leadership is not the result of simply obtaining a position, but rather possessing the knowledge and understanding of successful leadership practice along with the personal ability to effectively implementing those practices. Hence, school leaders need remarkable skills to provide effective leadership practice in different school achievement to improve the job performance of their teachers and to boost the student achievements. However, according to Reafal (2012), elementary school principals in Ethiopia are less expressed in using appropriate leadership practice for better job performance of teacher to bring satisfactory student academic achievement. Thus, teachers job performance is directly related to leadership practices of the principals, who motivate safety, cooperate them in committed way.

The ministry of Education (2008) has developed a general education quality improvement program/package (GEQIP). Among these packages one is school leadership (administration and management program), which was designed to improve the quality and capacity of school principals, to increase the performance of teachers and student achievement and coordination, motivation, initiation, influencing and improving teachers job performance. Good leadership practices increase the motivation of the followers to achieve the organizational objective, the maintenance of cooperative, relationships and teamwork and mobilization of support and cooperation from people outside the group or organization (Yolk, 1998). This tells the quality of principal leadership practice in the school is the main determinants for teachers' job performance as well as students' academic achievement. As the Ministry of Education MOE (2002) noted that principals, as instructional leader, focus on helping teachers to improve their classroom performance and make academic instruction as their schools' top priority. In one way (MoE ,2010) argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership practice in school improvement programs.

Currently, in Wolkite town administration in,Abafransua primary schools have a number of problems related to principal leadership practice it makes teachers performance low in their job. Among these, absence of appropriate leadership practice in the school, which results low staff coordination, commitment, motivation and moral on given task (Ware, w, 2013). Accordingly, this study will intended to the effect of leadership practice on teacher's job performance in Wolkite town administration in,Abafransua primary school. The study will attempt to answer the following basic research questions.

1. What types of leadership practice do principals exercise in Abafransua primary school?
2. What is the effect of principal leadership practice on teacher job performances?
3. What are the factors that hinder principals from exercise the appropriate leadership style in the school?
4. What should be done on the practice of principal leadership style to Improve teacher job performance

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study was the effect of principal leadership practice on teacher's job performance in Wolkite town administration in Abafransoua primary school.

1.3.2 Specific Objectives

The study would have the following specific objective

- ✓ To identify the type of leadership practice exercising in Abafransoua primary schools of Wolkite town administration.
- ✓ To examine the effect of principal leadership practice on teacher job performances.
- ✓ To determine factors that hinder principal's leadership practice in the school.
- ✓ To recommend principals leadership style to be effective in improving the Teacher job performance

1.4 Significance of the Study

The main purpose of the study was to assess the effect of leadership practice on teacher's job performance in Wolkite town administration in Abafransoua primary schools. Therefore, its finding would have the following significance.

- The study would be helps to educational experts to aware the impact of quality leadership practice on teacher's job performance in primary school.
- It may improve the level and nature of interaction among the teacher and principal in primary school.
- The study would provide information for primary school principals so as to follow appropriate leadership practice.
- It may also serve as reference for those who would like to undertake further study in the area.

1.5 Delimitation of the Study

The use inappropriate leadership practice affects job performance of the teacher in the primary school. Many schools in developing country are encountered to the problem of quality leadership; especially public primary schools are favorable to this problem because of lead by unskilled manner (Starrat, 2002). Standing from this idea our study would be focused on how principal leadership practice affects the job performances of the teacher in Wolkite town administration in Abafransoua primary schools. The reason behind the study was; leadership practice affects the whole activities of the school. However, conducting study in all of public primary schools which are found in Wolkite town administration would be unmanageable and time consume. Due to this, the research was delimited to public primary schools. The reasons for these delimitations mainly the time and many constraints.

1.6 Limitation of the Study

Even though the study had attained its objectives, there were some unpreventable limitations which faced the researcher from topic selection to report writing were the following. First, while there are various models of leadership practice, due to the limit of time, finance and material resources; this study was not incorporating all models to see teachers' performance; second, lack of interest to respond interview questions and

questionnaires by some respondents. Finally, furthermore; the lack of similar research works on the issue investigated in the study area impedes/delay the researcher from consulting more findings in the literature as well as in the discussion part. The study was prepared based on House (1971) path goal theory of leadership. However, it has been possible to conduct the study work complete despite the difficulties.

1.7. Operational Definition of Key Terms

Principal: someone who is the director of an entire community within a school. He or she is responsible for managing the major administrative task and supervising all students and teachers.

Leadership: is the process of influencing and inspiring subordinate / followers / to perform their duties willingly, competently and enthusiastically for achievement of organizational objectives.

Leadership practice: is the pattern of behavior which a leader adopts in influencing the behavior of his/her follower.

Teacher's job performance: is ability of teachers to accomplish a given task /duties / in given time Teachers‟ performance: Refers to identification with, and involvement in the teaching occupation. In this study, the teacher performance considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

Primary school: is a school in which children receive primary or elementary education from the age of about 7 to 14, coming after preschool and before secondary school. There are two educational cycles under primary school these are first cycle (1-4) and second cycle (5-8).

1.8 Organization of the Study

The research report would contain five chapters. Chapter one presents the nature of the problem and its approach through comprising background of the study, statement of the problem, objectives of the study, conceptual framework of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. Chapter two discusses the key concepts that were

used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretation, time schedule, budget estimate or breakdown, and also ethical considerations. Chapter four deal with the presentation, analyses and interpretation of the research. Finally, chapter five summarizes the main findings, conclusions and gives recommendations.

Chapter Two

2. Review of Related Literature

2.1 Concept of Leadership

Given by different scholars in different time leadership is the ability to influence to willingly follow one's guidance or adhere to one's decision. Leader is one who obtain follower and influences them in setting and achieving objectives (Robert N, 1997). Leadership is" a process by which member of group are empowered to work together synergistically toward a common goal or vision that will create change and transform institution and thus improve the quality of life. The leader is a catalytic force or facilitator who by virtue of position empowers other to collective action accomplishing the goal or vision "(Robins. J, 2001)

According to Koon (2003). Leadership is defined as the art of influencing peoples so that they will strive willingly and enthusiastically toward the achievement of group goals. It is "the process of" the process of influencing people and providing an environment for them to achieve team or organizational objectives. One of the most reliable indicator and predictor of true leadership is an individual's ability of find meaning in negative events and to learn from the most trying circumstance (Lufthansa, R, 2005)

According to Kumar (2002) leadership as a process of influencing the task related activities of group member have three implications. Frist, leadership must involve other people. Second, leadership involves unique distribution of power. Thirdly, leaders can influence subordinate in variety of ways.

For purpose of understanding the concept leadership it is useful to distinguish between leadership and management. Leadership is of the four-management function (planning, organizing, leading and controlling). Management is broader in scope than leadership. Manager can have a leading position without being a true leader there are manager who

are not leader because they don't have the ability to influence others. There are also leader who are not managers like informal leader (Robert N, Lustier, 1997).

2.2 Theories of leadership

Since the beginning of civilization there have been major concerns among researcher to develop conceptual framework for thinking about leader behavior systematically. There is still no university applicable theory of leadership because of the changing character of society and the nature of leadership itself. There are various approaches or theories of leadership (Reamasamy, 1999).

2.2.1 Trait Theory

The trait approach is the traditional approach and was dominated for several decades. This theory has been described leadership interims of personal trait and special characteristics of leaders. These traits are not acquired, but are inherited personal quality. This theory emphasize that leaders are born and not made. According Canadian (1987, 217), this theory proposes that leadership is a function of inborn traits. Some of these traits include intelligence, understanding perception, and high motivation. Social and economic status maturity and self-actualization etc. The existence of those traits became a measure of leadership behavior influenced by certain quality of leaders or persons. Trait theories focus on the born quality of Individual. This is the case that this theory suffers weakness.

2.2.2 The Behavioral Theory

As interest in trait theory declined researcher focused their attention on the leader's action rather than on his /her qualities. In behavioral theory conceptual definition of leadership had been specified to refer the exercise of leader behavior or what they do the leaders effectiveness is judge by individual subordinate out cones (Reamasamy, 1999).

According to Canadian (1987), leadership behavior defined along employee centered dimension and production centered both complementing each other. Effective leadership

is the result of effective role behavior. It focuses on leadership style rather than quality of person.

2.2.2 Contingency Theory

Contingency theory is leader Mach approach, which means it tries Mach leaders to appropriate situation. It is called situational because it suggests that a leaders effectiveness depends on how will the leader style fit the context (North use, 2007). It focuses on particular variables related to the environment that May determine which particular or style of leadership best suited for the Situation. According to this theory there is no one leadership style is best in all Situation. Contingency theory is concerned with style and situation, which provide framework for effectively matching the leader and situation. According to North use (2007, 92), situational theory leadership is best understood when use separate leadership model into two-part leadership style developmental level of subordinate.

2.3 Leadership Style

Leadership style consists of the behavioral pattern of a person who attempts to influence other. It includes both directive/task/and supportive/relationship/behavior. As Canadian (1987), leadership style can be can be classified according to the philosophy of leadership what and how will he/she have led.

2.3.1 Autocratic Leadership Style

Autocratic leadership style keeps the decision-making authority and control in their hands and assumes full responsibility for all action. This type of leadership also known as autocratic. According to Kumar (2001), this leadership style is appropriate in the following situation where the subordinate lack knowledge of organizational goal, less experienced follower and unstructured task.

2.3.2 . Democratic Leadership Style

In this style of leadership subordinate are consulted and their feedback is taken in to the decision-making process. The group member is encouraged to demonstrate initiative, creative and take intelligent interesting in setting plan. Regarding to this canard (1998), state that worker and democratic leader feel comfortable in discussing any matter that is work related thing with their manager. It is appropriate when followers are willing, able and understand their task. This style needed in dynamic and rapidly changing environments where very little can be taken as a constant. It facilitating the conversation, encouraging people to share their ideas and then synthesizing all the available information in to the best possible decision.

2.3.3 Laissez-faire Leadership Style

In these types of leadership style, the leader is just figure head and does not give any direction. The leader is least intervention. This type of leadership can produce quick and goal result if subordinate is highly educated and intelligent because they have to work without intervention of leadership lass's fair leader will also have their behavioral disposition. Regarding to this, Agrawal (1993) stated that group member has low morale and motivation to work productivity is low and their interest in work also very low.

2.4 School leadership

School are unique organizations that concern in pulling of different people towards common value through continuous teaching and learning process that demands creative, intelligent and effective administration leadership (Azalea 1991,11).

Success of the school depends on effective administration procedure but effective administration depends on largely on leadership (Mosaic, 1982, 54). There are many characteristics of work in the school to be considered in school leadership. These are size, flexibility and stability.

2.4.1 Transformational Principal Leadership Style

According to John (1983) transformation principal style is leadership perspective that explains how principals charge staff of the school by creating, communicating and modeling work unite and inspiring staff to strive for that vision. Transformational leader

discusses the current state of affairs regarding student achievement. Transformational leadership focus on brings positive change in the school.

2.4.2 Transactional Principal Leadership Style

In this principal leadership style principal open the meeting by explaining the current state of affairs and insisting the improvement by made after the data transaction principal after the incentive to teachers how show improvement. Thus, the school leadership should use both transformational and transactional leadership in their administration of the school.

2.5 Teachers job Performance

Teacher's job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goal (Oblate, 1999).It is the ability of teacher to combine relevant input for the enhancement of teaching and learning process.

Teacher job performance is determined by leadership style of the principal (Obilade, 1999) because if the principal use inappropriate style of leadership, they become dissatisfied, demotivated, less committed to their job. Therefore, leadership is important to coordinate teachers task capacitate teacher, influence, and support and make them satisfied in their job.

2.6 Principal Leadership Behavior and their Effect on Teacher Job Performance

According Adam Tesserae teal (2002) school leader's indifferent schools behave differently in three dimensions. These are restrictive, directive and support behavior.

A/ Restrictive Behavior: -This behavior of school leader hinders rather than facilitated teacher work. The principal burdens the teacher with paper work committee, requirement, routine duties and rather than demands that interfere with teaching responsibility.

B/ Directive Behavior: - Directive behavior of school leader is rigid has close supervisory character. Principal maintain closes and constant control over all the teachers and school activities and down to the smallest unit.

C/ Supportive Behavior: - Supportive behavior reflects a basic concern for teachers. The principal listens and is open to teacher suggestion. Praise is given genuinely and frequently and criticism is handled constructively. The supportive principals respect the professional competence of the staff and exhibit both a personal and professional interest in each teacher.

2.7 Factors Affecting Leadership Style

Mosley teal (1993), describes three factors that affect the choice of leadership styles. These are the manager management philosophy, the follower maturity level and the situation faced by the manager. The managers' management philosophy the management philosophy management: the management philosophy of a manager is basically determined by his\her assumptions about the nature of people. Whether manager is aware of it or not, most of them have philosophy that influences their style working with people (Mosley teal. 1993).

The follower maturity level: this is defined as the state of a person's driven and need for achievement. It is important that these maturity levels should be considered only relation to specific task to be performed (Mosley, 1993). The school principal must consider.

The situation faced by the manager: this self-evident that the situation faced by the manager will have major influence on his/her leadership style. School leadership it an essentials component to any effective school and the demands made of principal is difficult. Leadership it a complex process it involves indicating, social relationship and mutual influence between leader and follower.

2.8 What should be done Principal Leadership Style on Teacher's Job Performance?

Principals can increase teacher's job performance and retention rates by encouraging positive relationship in the school. It empowers others to make significance decision, provide instructional guidance, develop and implement strategic and school improvement plans. It building and sustaining as school vision, leading learning community,

monitoring curriculum and instruction. It play a role in the teacher and students discipline in their schools. It also develops a system of consequences for misbehavior that is in line with school district policies and many include detentions and suspension.

Chapter Three

3. Research Design and Methodology

This Chapter would include research design, research methods, and source of data, sampling size and sampling technique, data collection tools method of data analysis.

3.1 Research Design

In order to investigate the effects of principal's leadership practices on teacher job performance quantitative research methods would be employed. It was enabled the researcher to collect and described large varieties of data related to the effects of principal leadership practice on teacher job performances. To achieve the research objective a descriptive survey method would be employed, because this method helps the researcher to assess the current principal leadership practice relating to improving, motivating, coordinating, and initiating teachers to improve job performance. Descriptive survey would be used to describe the nature of existing conditions (Kumer, 1999). Descriptive survey can employ a number of variables; only one variable was required to conduct a descriptive study. Three main purposes of descriptive study can be explained as describing, explaining and validating research findings. In addition, descriptive survey method would help the researcher to draw conclusion and to come up with some possible recommendation.

3.2 Source of Data

In order to get appropriate information about the effect of principal leadership practice on teacher job performance the researcher was used both primary and secondary source of data.

3.2.1 Primary Sources

The primary data was collected from direct stakeholders of school these are (principals, vice-principal and teachers) through the questionnaires and interview in order to get first-hand information about the effect of principal leadership practice on teacher job performance.

3.2.2. Secondary Sources

The secondary data was collected from documents that are related to the problem such as record information, article, journal, books, archives, reports, and other written materials.

3.3. Population, Sample Size and Sampling Technique

The target population of the study would be the responsible body of the elementary schools like (principals, vice principals and teachers) these are directly related to the problems in Wolkite town. This town has 8 public primary schools. But, to make the study manageable, one public primary school would be selected through simple random sampling techniques; this is Abafransoua primery school with total number of the teacher of 63(28 number male and 35 females) Including each of the populations in the study, was impossible because of constraint of (money, time, efforts and others). The reason behind using simple random sampling technique was to give equal chance for all public primary schools. This schools have 63 teachers among them 20 teachers would be selected by using simple random sampling technique. The sample size of the teachers (respondent) for each school would be determined by simple random sampling techniques. In addition to the teacher; one principal and 2 vice principals was selected by available sampling techniques.

Table 1. Population, Sample size and sampling techniques.

No	Respondents	Population	Sample size	%	Sampling techniques
1	Principals	1	1	100	Compressive sampling
2	Vice principals	2	2	100	Compressive sampling
3	Teacher	63	50	47	Simple random

3.4. Data Collection Instrument

In order to acquire the necessary information from participant three types of data collecting instrument was used these are:

3.4 .1 Questionnaires

Questionnaire was employed as main researcher instruments to this study because, it is relatively economical for research to collect large amount of data from larger respondent's n relatively short period of time. As result, the researcher developed questionnaire both close ended and open-ended items in English language it was translated in to Amharic version in order to reduce barriers among researcher and respondents. Questionnaire was distributed to teachers.

3.4.2 Interviews

Semi-structure interview was used to gather in depth qualitative data from (1) principals and vise-principals of the schools. Because it has the greatest potential to release more in-depth information provide opportunities to observe non-verbal behavior of respondent given opportunities for clearing up misunderstanding as well as it could be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected by researcher.

3. 4.3. Document Analysis

In addition to questionnaires and interview, document analysis was used to substantiate the information gathered through questionnaires and interview. Documents like minutes of meeting, policy document, job description, and records to see whether job delegated to subordinate document for selection of subordinate for workshop training opportunities, promotion and rewords.

3.5. Data Collection Procedure

To get relevant data and to answer the research question the researcher passed series of data gathering procedure. To do this, first the researcher received letter of authorization from department for his ethicalness, then prepared questionnaire and interview. After this, the researcher was introduced himself for the respondent and asked their willingness to fill the researcher questionnaire. After the researcher had got the willingness of the respondents; the objective of the study was described to the respondent which helps to prevent from giving distorted information by the respondent. Finally, a questionnaire was distributed to the respondent and later it was collected.

3.6 Methods of Data Analysis

The quantitative raw data would be analyzed to make the data appropriate. The data gathering from target population through close ended questionnaire would be organized and presented in table analysis by using percentage. On the other hand those collected through semi-structured interview and open ended questionnaire item would be analyzed through statement, word, narration, and description. Finally based on the finding and analysis conclusion should be draw and recommendation would be made.

Chapter Four

4. Presentation, Analysis and Interpretation of Data

This chapter presents and interpreters the data which gathered through different instrument mainly questionnaires and semi-structures interview. It is composed of two sections, the first section deals with the characteristic of the respondents with regarded to their sex, age, educational qualification and years of service; whereas the second part deals with presentation, analysis and interpretation of data that were collected through questionnaire and interview. As a mention earlier among aviaries data collection instrument, questionnaires and semi-structural interview and document analysis are used for collecting information for the study.

Various scholars provide some insight in to leadership practice and how it may be affected by personal characteristic such as sex, age, marital status, educational qualification, field of specializations, services year (experiences), Work time per week, and their responsibility currently holding at school.

4.1 Characteristic of Respondents

The overall result of the matter under investigation as well as respondent personal background information is presented brilliantly here under. Thus, total of 15 questioners were distributed to Abafransoa primary school teachers of Wolkite town administration. 1 principal and 2 vice-principals were also given genuine information about the current issue by using semi-structure interview. Therefore, the total response rate of the participant is sufficient and safe to analyze and interpret the data.

Table 2: General characteristics of respondents

No	Item	Option	Frequency of response	
			Teachers	
			No	Percentage
1	Sex	Female	22	56%
		Male	28	44%
		Total	50	100%
2	Age	<20	-	-
		21-25	8	16%
		26-30	6	12%
		31-35	18	36%
		36-40	14	28%
		40 and above	27	54%
		Total	32	100%
3	Marital status	Married	19	38%
		Unmarried	4	4%
		Divorced	8	25%
		Total	32	100%
4	Educational Qualification	Degree	30	60%
		Diploma	46	92%
		Others	5	10%
		Total	50	100%

5	Field of your specializations	Language	10	31.25%
		Natural science	16	50%
		Social science	6	18.75%
		Total	50	100%
6	Working hours per week	Below 15	3	6%
		15-20	17	34%
		20-25	14	28%
		Above 25	16	32%
		Total	50	100%
7	Service year	0-5	4	8%
		6-10	7	14%
		11-15	11	22%
		15-20	10	20%
		Above 20	18	36%
		Total	50	100%
8	Your responsibility	Unit leader	2	4%
	currently holding at school	Department head	-	-
		Teachers	45	90%
		Others	3	6%
		Total	50	100%

As can be seen in table 4 above out 50 respondent 22(44%) and 28(56%) of respondent are male and female respectively. Thus, majority respondents (56%) are male. Therefore, the samples of the study were male dominated. The second item in the above table shows that age of the respondents 4(8%) of respondents are found in the age limit of 21-25 and 8(16%) of them are found in the age limit of 26-30 years, 6(12%) are exist in the age

limit of 31-35 year, 18(36%) of them are under the age group of 36-40 years and 14(28%) of respondents age distribution are found equal to and above 40 years. Based on data there is no respondent who is <20 year. The third item of table 4 was assesses respondents' marital status; 27(54%) from the total respondents are married, 19(38%) are unmarried and 4(8%) are divorced. Accordingly, majority of respondents 27(54%) are married and the rest 19(38%) and 4(8%) are unmarried and divorced respectively. The fourth items in the above table were educational qualification of the respondents; 30(60%) are degree holders, 46(92%) are diploma holder and 5(10%) are served in other educational qualification area. From this, researcher concludes that the majority of teachers in the school were diploma holders; which hinders to meets the standard of primary school; The fifth items in the table shows field specialization of respondents; 16(32%) are from language, 20(40%) are natural science and 14(28%) are social science. Therefore, more of the respondents are natural science, whereas respondents from language and social sciences department are relatively equal. The sixth items from the table reflects respondents working time per week; 3(6%) of respondent works below 15hrs/week, 17(34%) are works to 15-20hrs/week, 14(28%) are 20-25hrs/week and 16(32%) are works equal to and above 25hrs. The seventh items in above table that was respondent years of service shows that 4(8%) of them are between 0-5 year, 7(14%) of respondents are between 5-10 year, and 11(22%) of the respondent are between 11-15year, 10(20%) are between 15-20 year and 18(36%) are above 20years. Therefore, the samples of school teachers are males dominated, middle and productive aged, almost the respondent are diploma holders who may satisfy the need standard of primary school teacher and most of them are experienced.

4.2 Principal Leadership Practice in the School

The main purpose of this study was to assess the effect of principals' leadership practice on teachers' job performance in selected Abafransuoa primary schools in Wolkite town administration. This means which leaderships practice is the school principals are currently applying to improve the overall performance of teachers in school activity. Leadership practices those leaders mainly use was identified in review of related literature depending on research questions. In this study the researchers were gathered

data/information from different respondents. So, the respondents were asked to fill the questionnaire by using three alternatives, type of leadership practice which was exercised by school principal, leadership practice that was used by the principal to discharge his/her responsibility and the leadership practice which was applied by the principals dealing with people.

Table 3: The leadership practice exercised by the school principal.

NO	Item	Option	Frequencies response	
			No	Percentage
1	Leadership practice exercised by the principal	Democratic	32	64%
		Autocratic	12	24%
		Lassie's fair	6	12%
		Total	50	100%
2	The leadership practice that principal apply To discharge his/her job and responsibility	Based on planned strategy	35	70%
		Based on his/her interest	15	30%
		Based on teachers' interest	-	-
		Total	50	100%
3	The principals should apply in dealing with peoples	Being democratic dealing with people	25	50%
		Being autocratic in following structure and procedures	13	26%
		Giving freedom to teachers without controlling	12	24%
		Total	50	100%

As the researchers shows from the above table 5; item 1 reflects the leadership practice exercised by the principal was 32(64%) of respondent replied democratic leadership practice, 12(24%) of the responded autocratic leadership practice, 6(12%) of the respondents assured lassies fair leadership practice. Thus; the majority of the respondents (64%) were assured that the leadership practice exercised by the principal is democratic; so it helps to improve the job performance of the teachers. The responses gained from the respondents by open-ended questions revealed that the principal leadership practice should be situational and they like most such practice to be present in the school. Therefore, finding of this item reveals that 25 (50%) of respondents preferred democratic leadership practice to be present in school to improve their job performance.

4.3 Teacher View on School Principals' Leadership Practice

This section deals with the view of teacher towards principals leading role and practice of leadership in their school. There are 5 items that asked respondents to given response. The item has two alternatives "yes" or "no".

Table 4: Teacher's view on school principal's leadership practice

No	Item	Option	Frequency of response	
			No	Percentage
1	Does your principal motivate his/her teacher based on their job performance?	Yes	42	84%
		No	8	16%
		Total	50	100%
2	Does your principal regulate the job performance of teacher and give constructive feedback and critics?	Yes	44	88%
		No	6	12%
		Total	50	100%
3	Does your principal relate his/her leadership practices with situation of	Yes	12	24%
		No	38	76%
		Total	50	100%

	the school?			
4	Is there good transparency between school principal and teachers?	Yes	38	76%
		No	12	24%
		Total	50	100%
5	Does principal accept teacher comment or advice?	Yes	34	68%
		No	16	32%
		Total	50	100%

As showed in table 6; item 1 of table 6 refers to whether principals rate his/her teacher based on their job performance or not, out of fifty respondents 42(84%) of respondents assured yes and 8(16%) of them assured no. Thus, majority of respondent assured that a principal does motivate teachers based on their job performance. If principals could not motivate his/her teachers on the bases of their performance, the teachers can raise complaint and their performance may be decreased. The item 2 of the table refers to whether principals frequently evaluate teachers' performance and his/her way of giving critics and feedback for teachers' job performance or not; among the respondents 44(88%) of them responded yes and 6(12%) of them responded no, the finding of this item revealed that school principals give frequent feedback and critics to improve teacher job performance. The item 3 of the above table refers to does principal relate his/her leadership practice with the situation of school, for this item 12(24%) of respondents said yes and 38(76%) of them responded no. This shows that school principals' focuses on statuesque not introducing new idea to improve the school success. Concerning for item 4, whether there was transparency among the school principal and teacher or not, among the respondents 38(76%) replied there is yes there was transparency between principal and teacher and the remaining 12(24%) of them assured no. This shows that there is good collaborative interaction and transparency between teachers and principals which helps to improve job performance of teachers. The last item of table 6; refers to whether the principals understand teachers' compliance and comment or not, out of the respondents 34(68%) respondents responded yes that means the school principals understands the compliance and comments that arises from the teachers and 16(32%) of respondents responded no. For this finding the researchers can conclude that a principal accepts

teacher's complaint and comments to improve his/her activity as well as the teacher's job performance in the school.

4. Factors Affecting Principal's Leadership the School Practice

Table 5: Factor affecting principals from exercising appropriate leadership practice in the school.

No	Items	Rating scale									
		1		2		3		4		5	
		No	%	No	%	No	%	No	%	No	%
1	Teacher maturity level and competence	7	14%	16	32%	-	-	18	36%	9	18%
2	Lack of smooth relationship among teacher and principal	18	16%	17	34%	8	16%	-	-	7	14%
3	Poor structure of leadership style	13	26%	15	30%	6	12%	12	24%	4	8%
4	Poor learning environment	11	22%	9	18%	-	-	17	34%	13	26%
5	Lack of effective parents' participation in the school management	7	14%	15	30%	6	12%	17	34%	5	10%
6	The knowledge/ skills of Principal in school leadership	-	-	14	28%	12	24%	16	32%	8	16%

1=strongly disagree, 2=disagree, 3= undecided, 4= agree and 5= strongly agree

As shown from the above table, item 1 refers to teacher maturity level and competence indicates that 7(14%) of respondent feels strongly disagree, 16(32%) of respondents disagree, there are no ones who feels undecided, 18(36%) of them replied agree and 9 (18%) of them feels strongly agree. Further from the interview with the school principals confirmed that the leadership practice is affect by teachers' maturity level, competence, willingness as well as their ability. Therefore; the data shows, principals should understand that teacher's ability and competence affect his/her leadership practice in the school. As table 7; item 2 statement "lack of smooth relationship between teachers and principal" show that 18(36%) of the respondent responded strongly disagree, 17(34%) of them feels disagree, 8(16%) of the respondent replied undecided and 7(14%) of them feels strongly agree. Based on the data obtained there were no agree response for the statement. Thus, majority of respondent (36%) and (34%) were revealed that strongly disagree and disagree respectively on the lack of strong (collaboration) relation between teacher and principal.

4.5 The Effects of Principal Leaderships Practice on Teacher Job Performance

This section deals with the effect of principals' leadership practice on teacher job performance. The school principal leadership practice has strong influence on teacher job performance. In this part the data would be collected by open ended questionnaires which was distribute to the respondents. The data about the statements "what do you think about the effect of principals' leadership practice on teacher job performance in your school" shows, most of the respondent reflects that, there is a good practice of leadership on their school. The Contribution of leadership practice to create conducive work environments for teachers is necessary. The data about "what kind of leadership practice hinders a good teaching and learning process in primary school" shows that, most of the respondent assures the leadership practice which hinder a good climate of teaching and learning were non-democratic (dictatorial, non-participatory, lack of understanding between principal and teachers and aggressiveness). Therefore, democratic, assertive and participatory leadership practice is a key factor to facilitate a good instructional process. The principal should have to delegate decision making and make the teachers satisfy on their need by

creating a supportive work environment. The data about “Is the leadership practice exercised by your school is appropriate to increase teachers’ motivation” states that, among the total respondent more than 75% of them suggests, there was good habit of reinforcing or motivating teachers based on their performance. The principal gives reward like; certificate, birr, different books and upgrading their education for effective teachers and also providing training programs for non-effective teachers to improve their profession.

4.6 Discussion on Improving Leadership Practice to Improve Teacher Job Performance

Based on the data collected from open ended questionnaire and semi-structured interview about the point “what should be done to improve leadership practice so as to improve teacher job performance?” shows from the points raised in relation to this topic, teachers and principal should be working for common purpose, there should be transparency, cooperation, reciprocal influence among teacher and principal. Some of them were the leadership practice should be democratic and participatory that encourage all member actively participate in the school issue. Principals suggested that before choosing leadership practice understanding teachers’ maturity and willingness is too important to exercise appropriate leadership practice. Therefore, it is possible to conclude that leadership practice on school can be improved when there is cooperation, transparency, good relation among teachers and principal, teachers themselves in all issues of school, good culture of respect between stakeholders, respecting the rules and regulations of school. These points are all about the discussion to improve the leadership practice of principal and the performance of the teachers.

Chapter Five

5. Summary, Conclusion and Recommendation

These parts of the study deal 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 effects principal leadership practice on teacher's job performance in selected Abafransua primary schools of Wolkite town administration are forwarded for all concerned academic staffs.

5. Summary of the Findings

The purpose of the study was to assess the effect principals' leadership practice on teacher's job performance in selected primary school. The study was ranges from identifying the underlined problem of principal leadership practice on the job performance of teachers to the consequence of the leadership practice on teachers. The study was attempts to answer for the following basic research questions:

1. What types of leadership practice do principals exercises in Abafransua primary school of Wolkite town administration?
2. What are the factors that affect principals from exercising appropriate leadership practice on primary school?
3. What is the effect of principal leadership practice on teacher job performances?

Based out the above leading question literature review was organized. This study was conducted in Abafransua primary schools of Wolkite town administration; and descriptive survey method was used to get necessary information for the study. For the sample sizes of the study; 50 teachers, 1 principals and 2 vice-principals were selected through simple random and available sampling techniques respectively. Questionnaire, semi-structured interview and document analysis were used as an instrument to collect the necessary data to fulfill the study work. Both close ended and open questions were developed for teachers and semi-structured interview questions were also developed for principals and vice-principal. Cost/budget breakdown and time schedule also stated to complete the study.

From this study the following finding were obtained: -

- Most of the teachers would like to continue democratic leadership practice on their school, because it encourages them to involve on decision making process.
- Some teachers have negative attitude on principals' leadership practice as result of principals leading role problems.
- Most teachers agree that leadership practice and teacher job performance must smoothly relate. When there is appropriate leadership practice on the school, the teacher job satisfaction would be increased and their motivations also enhanced.
- There were some problems related to reinforcement and motivation process, because some principals were providing reward based on friendship and relatives.
- Most of the participants' assured that, leadership practice in the school is affected by the teacher's maturity level and competence, lack of smooth relationship among teacher and principal, the knowledge and skills of principal in school leadership and lack of effective parents' participation in the school management.
- Most of the respondent revealed that, principals regulate the job performance of teacher and give constructive feedback and critics on time.

5.2 Conclusion

Based on the findings the following conclusions were drawn.

- Even though there are different leadership practices that can be exercised in the primary school in different situational principals dominantly exercise democratic leadership practice, which focuses on job and written rule. Though most teachers agree on that if there is no smoothly relationship between leadership practice and teacher job performance, the school does not exercise appropriate leadership practice and that influences teachers job performance.

- Leadership practice and teacher maturity level have direct relation. If the principals have committed to apply appropriate leadership practice but, it might be influenced by the teachers' willingness and ability. Furthermore, the study showed that, the better performance of a teacher in primary schools might be well motivated and satisfied by principals leading roles. The study concluded that; the way principals involve teachers in decision-making have a significant effect on the performance of teachers in selected Abafransua primary schools of Wolkite town administration. This indicates that principals should involve teachers in decision-making on the issues of school in general and staff and departmental in particular is necessary to improve the whole parts of the system. On the time of meetings/congress using the teachers view and suggestion in meeting are valued and implemented in final decision of the schools' issues. This has greatly enhanced teachers' performance in his work area.

- Regarding to transparency between principal and teachers the finding revealed that a good culture of transparency between the principals and teaching staff makes teachers effective in their performance because they could be informed about what to be done and how to be done freely. The finding concluded that being transparent of the principal with teaching staff has a significant effect on teachers' performance in selected Abafransua primary schools in Wolkite town administration. This shows that principals announce the weaknesses and strengths of the and communicate freely and clearly with teachers through meetings, memos, note board and telephone call have made teachers well informed of what to do and how to do it. Thus, the enhancement of their performance would be raised.

- On another hand, the researcher concluded that Principals delegation of responsibility to teachers have a significant effect on teachers performance in primary schools of study areas because, it creates the feeling of ownership on teacher. This implies that principal delegation of duties to teachers based on their teaching experience, skills, talent, commitment and knowledge of subject specialization, not simply by position.

5.3. Recommendation

Based on the above conclusions, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership practices which are associated with teachers' performance in selected Abafransua primary school of Wolkite town administration.

- The Principals inappropriate leadership practice influences teachers' performance and they couldn't be to work as expected, as a result of using unequal treatment of the principal among teachers on the school issue.
- Teachers have negative attitude on principal leadership practice as result of leading problem. That means a principal does not relate his leadership practice with school situation rather maintain the statuesque through the procedure. So, the principals should relate the leadership practice with the situation of school so as to achieve the goal of the organization and to improve the teachers' job performance.
- As indicated on findings the leadership practice and teachers job performance should be smoothly related and the principals do exercise appropriate leadership practices to have positive effect on teachers' job performance. Therefore, leadership practices should have reciprocal influence on empowering, motivating,

satisfying, motivating, coordinating and initiating teachers to improve their job performance.

- ❖ Absence of appropriate leadership practice on school affects the performance level of teachers. So, to bring positive change on teachers' job performance principals should exercise the practice of leadership effectively and also teacher should have positive relationship with each other. Teacher should adjust themselves for improvement and principal should motivate, encourage and influence teachers willingly.
- ❖ To choose leadership practice, the school principal should understand the teacher willingness eve n they have ability.
- ❖ Efforts should be made to match leadership practice with the situation of the school, maturity levels of teacher and teachers job performance, otherwise focuses on rule and regulation alone cannot improve the teacher's performance in particular and the whole performance of school in general.

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Appendix

Department of Educational Planning and Management

Questionnaire to be filled by The Teacher

General Directions

Dear Respondent

We are undergraduate (bachelor degree) students in Wolkite University department of educational planning and management (EdPM). So, we are carrying out a study on the title of the effect of principal leadership practice on teacher job performance in case of selected primary school of Wolkite town administration. Thus; the main purpose of these questionnaires is to collect relevant information to complement this study work. The questionnaires are distributed for selected primary school teacher like you who is expected to perform well in these duties.

The success of this study is directly depending upon your honesty and genuine response to each question. You are request to be as frank as possible when answering these questionnaires. Your response will be highly appreciated and respected according to the highest confidentiality.

Thank you!!

Show your agreement to fill the questionnaire by answering these questions.

- You do not have to write your name.
- Be frankly give true pictures of your thinking about the present performance
- Finally, be sure about filling the questionnaires appropriately

Part 1:

This part of questionnaires contains the personal information; please fill the necessary answer for each item properly by putting **"x"** or **"√"** on the space provided.

1. Sex: A. male ☐ B. female ☐
2. Age: ☐
3. Marital status: A. married ☐ B. single ☐ C. divorced ☐
4. Your academic qualifications:

   A. Bachelor degree ☐ B. Diploma ☐ C. Others ☐
5. Field of your specializations:

   A. Language ☐ B. Natural science ☐ C. Social science ☐
6. Your teaching load/hour/ per week: A. <15 ☐ B. 15-20 ☐
   C. 20-25 ☐ D. > 25 ☐
7. Your teaching experience: A. 0-5 ☐ B. 6-10 ☐ C. 11-15 ☐
   D. 15-20 ☐ E. >20 ☐
8. Your responsibility currently holding at school:
   A. Teacher ☐ B. Unit leader ☐
   C. Department head ☐ D. Others ☐

Part 2:

This part of the questionnaire containing close ended items that focused on principal leadership practice on teacher job performances.

Table 6: - The principal leadership practice exercises in your school.

No	Item	Option		
1	Leadership practice exercised by principal	Democratic	Autocratic	Lassie's fair
2	The leadership practice that principal apply to discharge job and responsibility	Based on his/her interest	Based on planned strategy	Based on teachers' interest
3	The principals should deal with people	Being democratic dealing with people	Being autocratic following structure and procedure	Giving freedom to teacher without controlling

Table 7: Teachers' view on school principal leadership practice on their job performance

No	Items	Options	
		Yes	No
4	Does principal treat the teachers individually?		
5	Does the principal motivate his/her teacher based on their job performance?		
6	Does the principal regulate the job performance of teacher and give constructive feedback on time?		
7	Does your principal relate his/her leadership practice with situation of the school?		
8	Is there good culture of transparency between school principal and teachers?		
9	Does the principal accept teachers comment and advice?		

Part 3:

This part of the questionnaire containing close ended items that are focused on factor affecting principals from exercising appropriate leadership practice in the school.

Table 8: Factor affecting principals from exercising appropriate leadership practice in the school.

No	Item	Rating scale				
		1	2	3	4	5
1	Lack of trained teacher in the area of management for principal					
2	The problem faced to the principal in the school					
3	Teacher maturity level and competence					
4	Lack of smooth relationship among teacher and principal					
5	Poor structure of leadership style					

6	Poor learning environment					
7	Lack of effective parents participation in the school management					
8	The knowledge/ skills of principal in school leadership					
9	Poor supervision of the school					
10	The attitude of teacher toward teaching & learning					

1=strongly disagree, 2=disagree, 3=agree, 4= undecided 5= strongly agree

Part 4: This part of the questionnaire contains open ended items that focused on the effect of principal leadership practice on teacher job performance.

1. What do you think about the effect of principals' leadership practice on teacher job performance in your school?

   _____

   _____

2. What kind of leadership practice hinders a good teaching and learning process in primary school? And how?

   _____

   _____

   _____

3. Is the leadership practice exercised by your school is appropriate to increase teachers motivations? Explain your suggestion.

   _____

   _____

4. Is there a smooth relationship between principals leadership practice and teacher job performance in your school? how|?

   _____

   _____

5. What kinds of mechanisms are used in your school to make the teachers effective on their tasks?

   _____

   _____

   _____

6. When the training program is provided in your school? And for whom the training is given?

   _____

   _____

7. Does the principal deliver different instructional materials on time for the teacher? Describe them?

   _____

   _____

8. What kinds of gaps are present between the plan (procedure) and the principals' implementation?

   _____

   _____

9. What do you want to improve the leadership practice which is exercised by your school principal for better achievement of the school vision?

   _____

   _____

10. What is your overall feedback about the study on the effect of principal leadership practices on teachers' job performance in your school?

    _____

    _____

    _____