PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' PERFORMANCE IN THE TIGRAY REGION OF ETHIOPIA

by

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DECLARATION

STUDENT NUMBER: 45518238

I declare that:

PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' PERFORMANCE IN THE TIGRAY REGION OF ETHIOPIA is my own work, and that all sources used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE   **NOVEMBER 2016**

AT ATSEBEHA   **DATE**

ACKNOWLEDGEMENTS

DEDICATION

THIS THESIS IS DEDICATED TO:

My dear wife Azemera Reda Gebru

Beloved children:

Woini Ayene Tamrat

Semon Ayene Tamrat

Selomie Ayene Tamrat

ABSTRACT

The purpose of this study was to examine the leadership styles adopted by school principals and their influence on the job performance of primary school teachers in the Tigray region of Ethiopia. The study was designed to gain insight into the kinds of leadership styles presently used, the leadership preference of principals, the perceptions of the teachers and principals regarding the leadership styles of the principals and the effect of the leadership styles on teachers' performance. The main research question that guided this study was: Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the performance of teachers? A mixed-methods research design was used with questionnaires as well as a focus group interview as means of data-collection. One hundred and seventy eight principals and 446 teachers comprising 69% male and 31% female teachers participated in the study. The path-goal leadership questionnaire as well as a self-constructed questionnaire to measure teacher performance was self-administered to collect data from the selected principals and teachers, which secured a 97% response rate. During the qualitative phase, eight supervisors participated in the focus group interview. The questionnaire data were analysed using the Statistical Analysis System (SAS) software. Descriptive and inferential statistical analyses were conducted and presented in a clear and logical manner. The principals and teachers indicated that all the leadership styles, except the directive leadership style, have a positive impact on the teachers' performance. Furthermore, the supportive leadership style is the most frequently used style. Importantly, age, qualifications and experience as independent variables had an effect on teachers' performance. The data also indicated a statistically significant relationship between the job performance of teachers and the leadership styles employed by the principals. The study results make a contribution to the research on the relation between leadership styles and teachers' performance, especially since no study has been conducted on this issue in the Tigray region of Ethiopia before. It was possible to make several meaningful recommendations for implementation in the Tigray region.

KEY TERMS

Principal leadership styles

Teacher performance

Directive leadership style

Supportive leadership style

Participative leadership style

Achievement-oriented leadership style

Path-goal leadership questionnaire

Leadership

Job performance

ACRONYMS

BPR: Business Process Re-engineering

CGPS: Complete Government Primary Schools

CSA: Central Statistical Agency

ECSC: Ethiopia Civil Service College

ESAA: Educational Statistics Annual Abstract

GCPS: Governmental Complete Primary Schools

MAP: Management and Administration Programs

MOE: Ministry of Education

MDG: Millennium Development Goals

MU: Mekelle University

PTA: Parent-Teacher Association

SAS: Statistical Analysis System

TREB: Tigray Regional Educational Bureau

TDP: Teachers Development Program

UN: United Nations

UNESCO: United Nations Education, Scientific and Cultural Organization

WEO: Woreda Educational Offices

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Training is one of the tools that can advance the national development of Ethiopia. Therefore, Ethiopia has indicated the goal of education in its national policy in terms of its importance to the needs of individuals and the society as well (MOE, 1994:1). Thus, the aims and objectives of the country are supported by national educational policy to attain the country's educational development (MOE, 1999:12). In fostering these aims and objectives, the school leader has a number of important roles to play. One of his/her roles is to work effectively in primary schools, thereby improving both individual and organisational performance, amongst others (Avolio & Gardner 2005:325-326).

The pressure exerted on the principals of primary schools to perform effective leadership roles, should therefore, come as no surprise. Although leadership styles play an important role in school management, it seems that many principals have not realised that their leadership styles are extremely influential with regard to the performance of teachers in their schools and that the success of the school largely rests upon them (Adeyami, 2004:21-60).

The purpose of this study is to explore the effect of leadership styles on teacher performance in complete government primary schools in the Tigray region. Since teachers have different cultural backgrounds, come from different socio-economic groups and have different personalities, it is important to realise that each will have his/her own way of teaching. Principals need to keep this in mind when employing leadership styles to get the most out of their teachers, and to enhance the performance of the teachers. Although various educational studies have been conducted in the Tigray region of Ethiopia, no studies on school leaders' leadership styles and their effect on teacher performance in the Tigray region were found at the time that this research was being prepared. However, a number of studies, which

are similar to this study, have been conducted on educational leadership in Ethiopia and in other countries. For example in another region of Ethiopia, Tesfaw (2014:933-918) conducted a study to research the relationship between transformational leadership and job satisfaction of secondary school teachers. The finding of the study in general suggested that the relationship between each component of transformation leadership and teachers' job satisfaction was found to be moderate, positive and significant. Tigistu (2012:13) also conducted a similar study in Ethiopia to examine the perception of leadership on the effectiveness of a school improvement program. The findings of his study revealed that principals are less effective in their leadership due to lack of experience and qualification. In Nigeria, Enueme and Egwunyenga (2008:13-14) conducted a study to investigate the effect of principals' instructional leadership roles on teacher performance. The findings from their study revealed that teacher performance relates positively to principals' instructional leadership roles. Similarly, Day, Sammons, Hopkins and Harris (2009:196-201) conducted a study in London to examine the impact of school leadership on learning outcomes. The findings from the study revealed that the heads of effective schools are successful in improving learning outcomes.

In addition to what has been stated above, there are many other studies, inter alia those conducted by Bogler in 2001, Wetherell in 2002 and Rousmaniere in 2007 regarding leadership styles which are stated below in paragraph 1.2.

1.2 BACKGROUND

Wetherell (2002:16-17) attempts to answer what kind of leadership style is best suited to employ in the field of education: directive, supportive, participative or achievement-oriented or a combination of these. He defines three common leadership styles, namely authoritarian, participative and *laissez-faire*. According to Wetherell (2002:16-17), a leader that uses an authoritarian style or a directive leadership style as it is also referred to specifically tell teachers what and how to perform a task. Bogler (2001:665) indicates that a principal who employs a participative leadership style invites teachers to participate in decision making regarding what has to be done and how it can be done. A *laissez-faire* style leader

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allows the teachers to make the decisions. Wetherell (2002:17) finds that a good leader uses all the styles mentioned above, depending on the situation and the teachers. House (1997:409-473) also defines styles such as the directive, supportive, participative and achievement-oriented styles, which can be employed by leaders depending on the situation.

Hargreaves and Frank (2003:693-700) state that principals' tasks are divided into two major types, namely instructional and secondly, functional leadership roles. One of the most important roles of instruction is to focus on children's experience and training by creating different activities which are vital to make the children productive citizens, while the role of functional leadership of principals requires the monitoring of teachers and the provision of feedback (Marks & Printy, 2003:373-375). The latter aims at and complements successful implementation of the former (Hargreaves & Frank, 2003:693-700). In the Ethiopian primary school system, the function of managing and administering the school falls on the Woreda Educational Office (WEO), and principals.

The Woreda Educational Offices and principals are making a considerable effort in order to improve the quality of education in the educational system of Ethiopia since schools are increasing in number to meet the needs of society. According to Enueme and Egwunyenga (2008:13-17), an appropriate leadership style provides leadership that enables teachers to make a maximum contribution to the quality of education. It is also important in terms of the programme for staff improvement that principals are expected to implement. The activities of a principal depend on his/her leadership style through which s/he is recognised as a leader of the organisation. It is also believed by many researchers that good leadership is the most important factor in coordinating educational plans, school programmes, and support of staff and facilities with the aim of fostering the progress and success of the school (Adegbesaw, 2012:13-15).

Educational theories are constantly evolving while new curricula and new methods of improving the educational programme '"are always on the forefront of educational

discussions'' (Mekelle University, 2010:36-37). Importantly there are ever-present challenges to find better ways of teaching. Since there is consensus among educators that an effective school programme depends on staff quality (McGhee, 2001:83-97), one of the most fundamental concepts in improving the quality of education is the improvement of teacher performance (Rowland, 2008:11). If leaders are to fulfil their roles, they have to use diversified methods that enable them to work with stakeholders and they must find proper leadership styles to perform their roles adequately. As a result, to maintain their roles as leaders and to get people to participate in school activities, it is vital that school leaders should lead the school effectively in terms of improving the performance of teachers by adopting appropriate leadership styles. Rousmaniere (2007, in Rowland, 2008:82) supports this viewpoint by commenting that ''it is now more than twenty years since leadership was identified as one of the key components of good schools.'' The quality of leadership is the most important factor for the success of schools and to influence the performance of teachers to achieve the objectives of their schools. Obi (2002, in Enueme & Egwunyenga, 2008:16) states that school principals are keen to make themselves and others responsible for learner support in order for them to learn and to improve the teachers' capacity to achieve set goals, which ultimately is learning on the part of the learners. However, what the students learn can be affected by the performance of teachers which is a result of many attributes such as commitment, professional growth and school environments (Mekelle University, 2010:25). All of these factors are connected either directly or indirectly to principals' actions or inaction.

Based on the Millennium Development Goals (MDG) of 2000, the Ethiopian government reached the decision that the people of Ethiopia should reduce poverty through education for a better quality of life by 2025, defined as roughly equivalent to the quality experienced at a middle-income level by developed countries. Ethiopia is also strongly committed to the Dakar Framework that aims to provide basic education for all by the year 2015. This vision relies heavily on the delivery of educational services by teachers and principals. Therefore, teacher performance is

critical for the successful provision of educational services. Importantly, special emphasis should also be placed on principals in this regard, since, as Wilmore (2002:4) points out, principals play a variety of roles, such as:

- Creating a conducive climate
- Promoting a good teaching and learning process
- Developing good school and community relationships
- Promoting staff development
- Managing school resources in terms of both the finances and the school property
- Monitoring student progress
- Setting school goals
- Guiding and encouraging staff
- Continuing to have a child-oriented school and being an advocate for children
- Developing positive staff relations and harmony.

The efficiency with which these roles are fulfilled depends to a large extent on the leadership style of the principal. It is generally believed that the effectiveness of people in an organisation depends on the quality of its leadership since effective leader behaviour enables them to meet their goals (Hayward, 2005:26-28). Furthermore, leaders have a definite effect on the behaviour and outlook of their subordinates. Therefore, teachers as part of their follower roles, depend on their principals as their leaders, to encourage and motivate them. In addition, principals should provide training to new and inexperienced teachers to help prepare them adequately as effective leadership enables the entire workforce to participate in the different activities of an organisation and can also influence individual and organisational performance (Mullen, 2004:275-285).

This study pays attention to the impact of education leadership styles on the job performance of teachers in primary schools in the Tigray region, which is described in the following paragraph.

1.2.1 Description of the study area

The area under study, the Tigray region, is the northernmost of the nine regions of Ethiopia, one of the countries of the Horn of Africa. Its capital is Mekelle, and to the north, Tigray is bordered by Eritrea (that became independent from Ethiopia in 1991), to the west is South Sudan, the Afar region to the east and the Amhara region to the south. It is also divided into six zones and has 46 "Woredas" (districts). Furthermore, the language predominantly spoken in the region is Tigrigna. The reasons why the researcher wanted to situate the proposed study in Tigray is because he is a native of the region and therefore a Tigriqna speaker, knows the region very well and is currently working in this region.

Based on Tigray Regional Educational Bureau (TREB) statistics (2015:14-27), the Tigray region has 29,671 teachers of whom 15,940 are male and 13,722 are female with 1,072,618 students in government complete primary schools. Furthermore, the region has an estimated area of 53,386.18 square kilometres. Figure 1.1 below depicts the different administrative levels in the Tigray region.

According to the TREB (2015:3-4), the region has 1,475 governmental and nongovernmental primary schools and 159 government and non-governmental secondary schools. It also has three governmental universities, two non-governmental university colleges and four colleges. The education structure is arranged in terms of 4-4-2-2 (four years of 1st cycle primary school, four years 2nd cycle primary school, two years of general secondary school and two years preparatory school). A school that comprises both 1st and 2nd cycle primary school is known as a complete primary school.
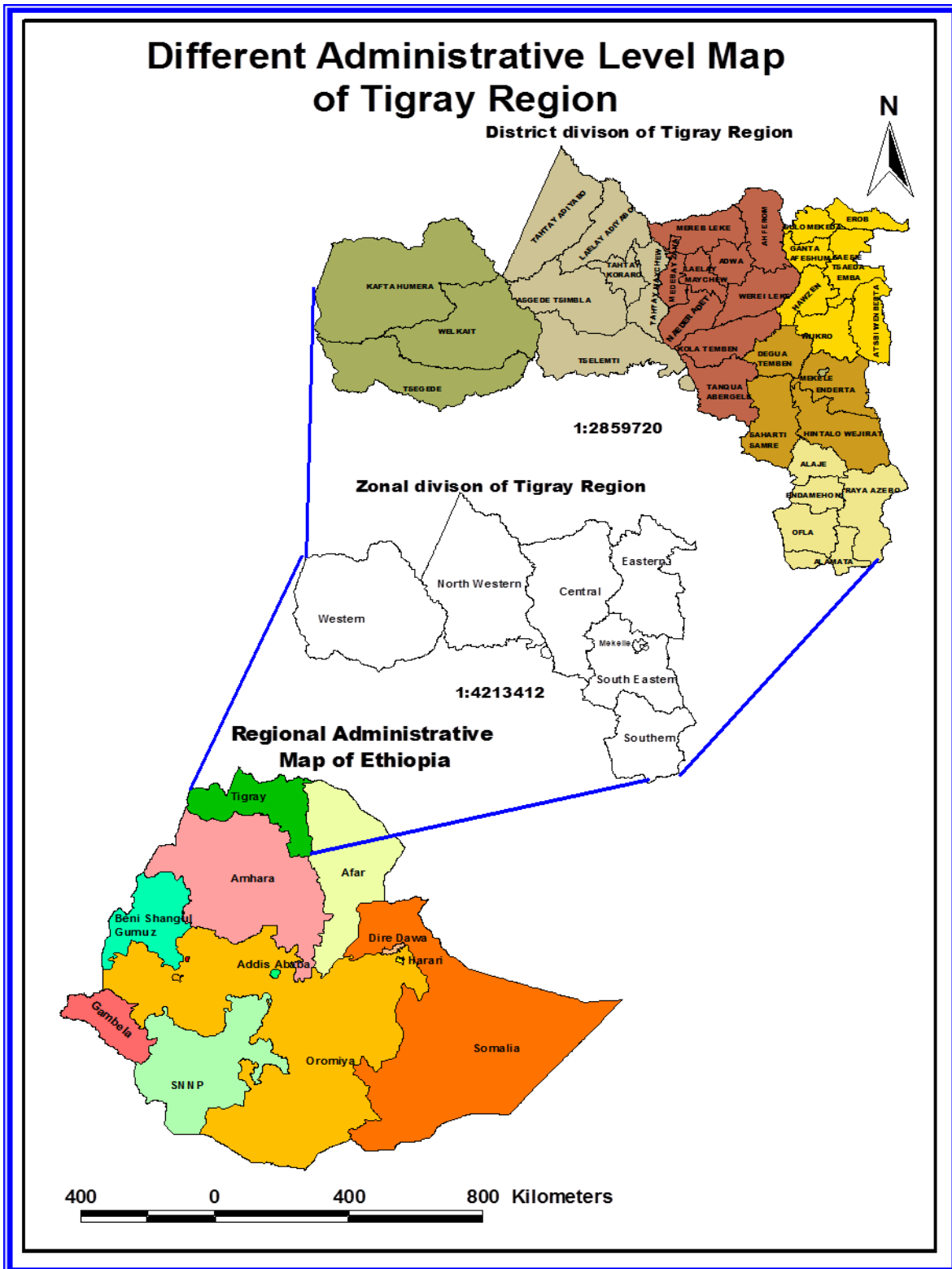
Figure 1.1: Map of different administrative levels of the Tigray region.

(Developed by Bureau of Finance and Economic Development (BOFED), 2010).

1.2.2 Primary school education in Ethiopia

According to Pankhurst (1998:3-5) and Hoot, Szente and Mebratu (2004:3-8), until 1900, education in Ethiopia fell under the authority of the Ethiopian Orthodox Church as it had done for many centuries and it was restricted to a system of religious instruction to train people to be priests and to prepare them for religious responsibilities. During that period, there was also Islamic schooling for a small section of the Muslim population. Education, however, could not meet the required standards of western education until 1900. Consequently, Menelik II, who was the Ethiopian Emperor at that time, permitted the establishment of European missionary schools (Pankhurst, 1998:2-5) and Hoot *et al.* (2004:3-8). Thus, in order to address the needs for skilled manpower and diplomatic staff in the country, the first modern school was opened in October 1905 in Addis Ababa, to provide a western-oriented education. At approximately the same time, Menelik II also established a primary school in Harar in the eastern part of Ethiopia. Since then, many primary schools have been established and are still being opened in different parts of the country. However, the equitable expansion of education was not addressed until the downfall of the "Derg" regime in 1991 as during the "Derg" regime there was not an equitable distribution of schools. Most of the primary schools were concentrated in urban areas. The management of primary and secondary schools was decentralised to the regions by the new government. Principals in Tigray are appointed by the Woreda Educational Offices (WEO) according to the criteria set by the Tigray Regional Educational Bureau (TREB, 2009). WEOs are now responsible for establishing primary schools, which in turn led to the increase of primary schools to a greater number than ever before. However, this development could be regarded as inadequate, particularly in terms of ensuring a high quality of education.

In the context of Ethiopia, the advantages of the general education structure 4-4-2-2, explained earlier, are as follows (MOE 1999:5-10 & Elmore 2000:47).

- The general education structure enables the programme to be offered according to the time schedule set, so that it can cover the primary education curricula adequately.
- Learners are enrolled at primary school level at a young age and this results in motivated learners, thereby reducing educational wastage.
- It assists with matching trained manpower with the available labour market requirements.
- It provides training that offers more opportunities for both self and fixed employment or an opportunity to continue with independent training for those unable to go on to the next level.

In addition to what has been stated above, the general education structure is also important to set the educational curricula for each level of education and to understand what job performance is expected from teachers assigned to each level. Behaviour that is expected to contribute to organisational success is generally referred to as job performance (Baumeister, Campbell, Krueger & Vohs, 2003:19-20). Hayward (2005:25-30) defines the term "performance" as the result of ability and motivation. In addition, Hayward (2005:25) believes that performance is "ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance." Employees should have the innate natural desire to perform something, if they want to develop their performance naturally (Hayward, 2005:25-30). According to Nsubuga (2008:14), many factors such as teachers' level of dedication, teachers' professional progress, school climate and culture, teachers' innovativeness and the level of principals' experience determine the performance of teachers. The job performance of teachers can be described as the ability of teachers to make "a significant contribution to the teaching and learning process" (Adeyemi, 2010:83-91). Adeyemi (2010:83-91) also asserts that effective teaching and lesson preparation as well as the effective utilisation of a work system, successful supervision, regular testing of learners' work and ability are important

matters that teachers should aspire to fulfil in order to deliver an effective performance in schools.

In Ethiopia clear performance standards are set that teachers need to comply to at the various post levels (see Paragraph 3.9).

1.3 STATEMENT OF THE PROBLEM

As mentioned above, this study was undertaken to determine the principals' educational leadership styles and the impact they have on the job performance of the staff of primary schools. Thus, data which were important for the investigation were gathered on the independent variable, which was leadership style, and on the dependent variable, which pertained to teacher job performance. Furthermore, the investigation included the two variables, the independent and dependent variables, in order to study how much the leadership styles can affect the job performance of teachers in primary schools of the Tigray region and to understand the strength of the relationship between principals and teachers.

The human rights declaration of the United Nations (UN) (1948) and the Millennium Development Goals (MDGs) that were to have been attained by 2015, both require increased participation in education as well as an improvement in the quality of education, which in turn, demands effective leadership by school leaders.

In addition, the 2000 World Education Forum held in Dakar conceded that the main way to achieve the MDGs by 2015 is to attract and retain qualified teachers in the teaching profession. Moreover, the Teacher Development Program (TDP) and Management and Administration Programmes (MAP) are programmes that have to be addressed in order to improve the qualification of teachers (MOE, 2008:6-8). In a school, the school principal occupies the highest level of leadership. His or her leadership is one of the factors that affect teachers' quality of work as has already been alluded to. However, teacher performance is not only affected by leadership styles but by many factors that affect the performance of teachers such as the qualification levels of teachers, access to school resources and teaching materials,

the experience of principals or departmental heads, the culture of a school and the socio-economic circumstances of learners (Nsubuga, 2008:12-13).

In Ethiopia, the number of students is increasing every year. However, despite the rapid growth in the number of school admissions, it has been concluded by Oduro, Dachi and Fertig (2008:4) that the expansion of schools alone may not contribute fully to individuals' and society's development. The rapid expansion of schools could, in fact, have an adverse effect on the quality of education and the effectiveness of leadership. More specifically, it could have a serious impact on the competency of leaders and teachers in a nation such as Ethiopia. A study by O'Hanlom and Clifton (2004:3) reveals that a principal can promote or destroy a school through the leadership style he/she adopts. Furthermore, they observe that the school mirrors the principal's personality in various ways. In addition, Nsubuga (2008:6) argues that many teachers at secondary schools still perform poorly due to poor leadership.

As a result of the constitutional leadership roles of principals, workers expect them to work in a particular way. Principals understand themselves as executing their leadership roles in terms of what is expected of them. However, the leadership styles of principals expected by teachers may be different from the actual leadership styles they experience from their leaders. Therefore, most of the time workers might not be satisfied with their educational leaders and the entire school system if their expectations are not met (Drago-Severson & Pinto, 2006:129-135). It is with this in mind that the researcher wonders how a leadership style can affect teacher performance.

It is important to note that the commencement, establishment and follow-through of the actions of team members in attaining the objectives of the schools are dependent on a leadership style (Hoy & Miskel, 2001:403). Principals can adopt different types of leadership styles (Robbins, 2001:318-326). Furthermore, the contribution of leadership cannot maximise the job performance of the staff of a school unless the leadership is distributed and shared with the people who are working with the leader or stakeholders (Nsubuga, 2008:14). Nsubuga (2008:6)

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argues that the reason why schools fail to achieve the required performance is not only because of insufficient funds and poor facilities but also because of poor leadership.

To sum up, the main research problem centres around the fact that principals are perhaps not using the most appropriate leadership styles in specific situations to enhance the quality of teaching and learning in their schools.

In response to these concerns, this study proposes to answer the following questions.

1.3.1. Main research question

The main research question of the study can be formulated as follows: Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the performance of teachers?

1.3.1.1 Sub-questions

- Which leadership styles do staff members (teachers and principals) of primary schools in the Tigray region (most commonly) observe in their principals?
- How do principals (and staff) of primary schools in the Tigray region perceive the performance of their teachers?
- How do teachers perceive the effect of the leadership styles adopted by their school leaders on their performance?
- Which leadership styles have a positive effect on teacher performance in primary schools in the Tigray region?

1.3.2 Aim and objectives

The aim of this study is to investigate the leadership styles adopted by school leaders and their effect on teacher performance in the Tigray region.

1.3.2.1 Objectives

The objectives of this study are to:

- Assess the leadership styles adopted by school principals.
- Assess the perceived level of performance of primary school teachers in the Tigray region.
- Examine the effect of the styles adopted by school leaders on the performance of teachers.

1.4 SIGNIFICANCE

The main motivational reasons for the researcher conducting this study were related to the observations of the researcher while he was working as a teacher in many primary schools before he joined the Addis Ababa University after being awarded a Bachelor of Arts degree in education. All the principals who were working with this researcher were spending most of their time doing routine administrative tasks in their offices, rather than encouraging and motivating teachers to work hard and achieve educational goals by adopting the appropriate teaching methods. Moreover, the Ethiopian government is trying its best to improve the quality of education through six quality assurance packages (MOE, 2005:60-64), among which leadership is the main factor. The researcher was interested in undertaking this study to support the current endeavours of the Ethiopian government to improve educational quality by various changes to the education system, such as decentralised management (Van der Naald, 2003:11-20). Furthermore, the results of the study could be applied to the management of the education system in Ethiopia.

The findings derived from this study can also be useful with regard to improving school principals' leadership styles and their effect on teacher performance. Moreover, it will strive to determine whether the directive, supportive, participative and achievement oriented styles or a combination of these leadership styles have a greater effect on the performance of teachers. It is hoped that the lessons derived from this study can also provide insight for educational leaders, policy makers and

other researchers in Ethiopia and elsewhere. Furthermore, it can also serve as a springboard for further study in the same and related fields.

1.5 DEMARCATION OF THE STUDY

This study only focuses on the leadership styles of principals and their effects on teacher performance at primary schools in the Tigray region since it would need a considerable amount of time to conduct this study in all the primary schools in Ethiopia. It also focuses on the effect of the leadership styles of school leaders on teacher performance. Participants in the research were principals, teachers and Woreda Educational Officers (supervisors). One of the reasons why supervisors are included is to ascertain what perceptions they have regarding the leadership styles of principals and teacher performance.

1.6 THEORETICAL FRAMEWORK

The theory chosen for this study, discussed in chapter two and which provides the theoretical foundation for this study, is the path-goal theory (House, 1996:323-352), which is one of the four approaches regarding situational leadership. According to Rowland (2008:11), there are four situational approaches, namely the path-goal leadership theory, Fiedler's contingency theory, Hersey and Blanchard's theory of situational leadership and lastly, the leader-member exchange theory. House (1996:323-352) explains that the role of leadership according to the path-goal leadership theory is ''to provide the necessary information, support, and resources, over and above those provided by the formal organization or the subordinate's environment, to ensure both subordinate satisfaction and effective performance''. One of the main reasons why the path-goal leadership theory is used in this study is that it provides a framework for leaders to lead those who engage in the teaching and learning process with different qualification levels, experience and culture in schools using any or some of the leadership styles of the path-goal leadership styles.

Therefore, in terms of this theory, leaders fulfil their roles by serving as agents to enhance teacher performance and job satisfaction.

The figure below (Figure 1.2) indicates the contribution of "environmental and subordinate" factors to produce tasks and interpersonal outcomes with leadership styles.

LEADERSHIP BEHAVIOUR Directive Supportive Participative Achievement- oriented	**CONTINGENCY FACTORS** **Environmental factors**: -Task structure -Formal authority system -Work group **Subordinate Factors:** -Locus of control -Experience -Perceived ability	**OUTCOME** Acceptability of Performance
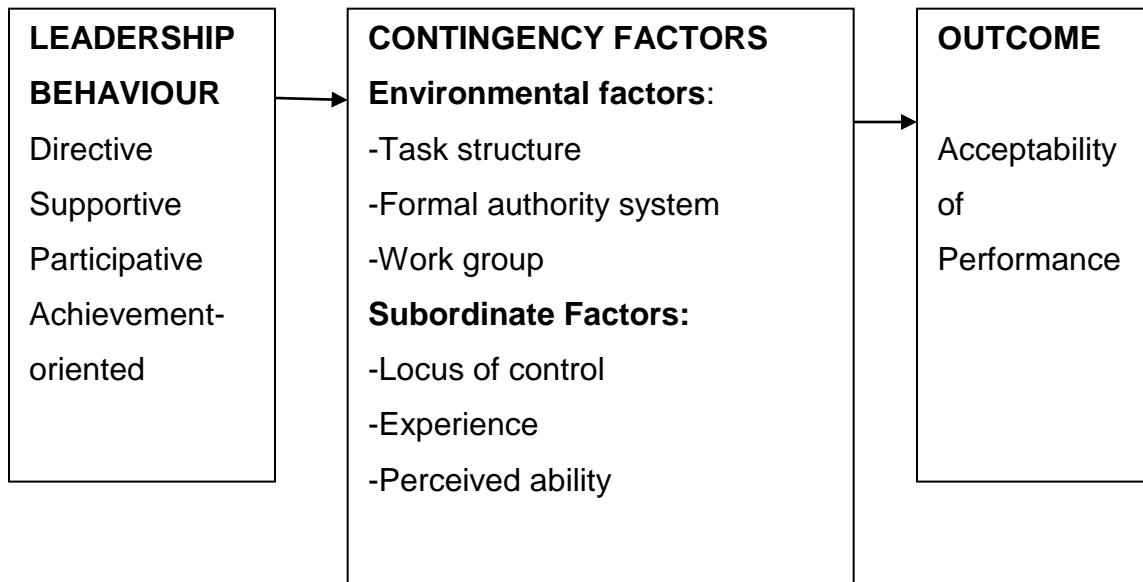
Figure 1.2: How contingency factors such as environmental and subordinate contingency factors may moderate leadership behaviours to produce task and interpersonal outcomes (House, 1996:338; Dewan & Dewan, 2010:673)

In addition, House (1996:323-352) and Dewan and Dewan (2010:673) contend that ''the leader can affect the performance, satisfaction, and motivation of a group in different ways: by offering rewards for achieving performance goals, clarifying paths towards these goals'' and by avoiding the barriers to job performance. House (1996:338-341) and Dewan and Dewan (2010:673) define four kinds of behaviours in more specific terms as follows:

- Directive leadership is telling subordinates what are expected from them and showing how to perform jobs assigned to them. "This includes giving subordinates schedules of specific work to be done at a specific time,

guidance, clarifying policies and procedures." (House 1996:338; McColl-Kennedy, & Anderson, 2002 :47-52).

- "Supportive leader behaviour is behaviour directed towards the satisfaction of subordinated needs and preferences, such as displaying concern for subordinates' welfare and creating a friendly and psychologically supportive work environment" (House, 1996:338; Lyons & Schneider, 2009:737-748)..

- "Participative leader behaviour is behaviour directed towards encouragement of subordinates and taking their opinions and suggestions into account when making decisions" (House, 1996:338) and (Huang, Iun, Liu, & Gong, 2010:122-143).

- Achievement-oriented behaviour is a style directed towards motivating performance in '"setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence that subordinates will attain high standards of performance" (House, 1996:338) and (Kickul, & Neuman, 2000:27-51).

From the above short exposition, one can surmise that House's model is a suitable theoretical framework for the aim of this research. As noted earlier on in paragraph 1.6, the independent variables of path-goal leadership theory are styles of leaders, thus the path-goal leadership theory assumes that principals (leaders) are flexible in that they can change their style according to the situation. The theoretical framework will be further expanded on in chapter two.

1.7 RESEARCH METHODOLOGY

Research design, research method, population and sample, data collection tools and the pilot test are explained below in paragraphs 1.7.1.-1.7.4.

1.7.1 Research design and method

A study using a descriptive design can be done with a combination of qualitative and quantitative approaches, a strategy supported by Creswell (2009:203-204). Leedy and Ormrod (2001:101) also point out that different kinds of questions can be answered properly by qualitative and quantitative research designs.

The qualitative approach is one of the approaches in which the researcher obtains data based on participatory perspectives. Moreover, the qualitative approach is a approach which assists researchers to look for ways by which they can understand complex situations and is usually employed to offer answers to questions regarding the multifaceted nature of occurrences for the purpose of explaining and understanding events in the way the participants consider it (Polkinghorne, 2005:137). On the other hand, quantitative research is an investigative approach in which numbers and figures are used (Leedy & Ormrod, 2005:77).

In this study, a mixed methods research approach, involving both quantitative and qualitative approaches was selected. Importantly, an explanatory mixed method (sequential design) was adopted to gather data that focus on leadership styles and teacher performance in primary schools. An explanatory mixed method was used to collect data using quantitative and qualitative approaches, consecutively (that is, first quantitative then qualitative). The qualitative approach was used as it is appropriate for developing an understanding of educational leaders and at the same time, to collect data from them in their natural settings to avoid bias (Lahui, 2000:238).

Many researchers believe that a quantitative approach is suitable for it is helpful to acquire data regarding the perceptions and feelings of groups of respondents (Onwuegbuzie & Leech, 2005:376-377). To this end, a quantitative approach was indeed appropriate because it could help to reveal the current problems related to principals' leadership styles and their effect on teacher performance in primary schools. Quantitative questionnaires would allow for the collection of quantifiable data on leadership style and teacher performance from a sample. Indeed the method mentioned above is believed to be appropriate to gather data from many respondents relatively cheaply and easily (Bird, 2009:1313). In addition, the

qualitative approach was used to collect data to answer in-depth questions on leadership style and the level of performance the teachers displayed. This also allowed the researcher to elicit the views of supervisors regarding the effect of leadership styles on teacher performance.

The research design which has been stated above will be further clarified in chapter four.

1.7.2. Population and sample

According to Koul (2006:187-190), selecting a sample deals with the process of choosing a small number of the population. According to Kotrlik and Higgins (2001:43), the whole accumulation of people or appropriate groups of people or things from which a sample is formed, is known as a population.

A survey was conducted of a group of complete government primary schools (CGPS) in the Tigray region that were considered representative of the CGPS and were characterised by similar leadership problems. In total, there are 720 CGPSs in 46 Woredas or districts in the Tigray region.

The target population included the principals, teachers, and supervisors from the Tigray region. All the CGPSs in each Woreda in the Tigray region were considered in the study by taking samples from each Woreda. The study used a stratified sampling technique by dividing the school population in each Woreda into two strata. One stratum consisted of all schools situated "on-the-road" in each Woreda while the other stratum consisted of schools situated "off-the-road" in each Woreda (see paragraph 4.4.2.1).

As mentioned above, the study used two approaches, namely quantitative and qualitative. Questionnaires were administered to school leaders and teachers while a focus group interview was conducted with eight supervisors so that they may have their own say regarding the principals and teachers. The purpose was to gather information on how the participants interpreted the leadership styles employed by

the principals in relation to teacher's job performance. Qualitative studies typically involve interviews without formal numerical measurements.

Following May's (2001:125) approach, snowball sampling was used in obtaining participants for the qualitative focus group interview. School and WEO leaders with whom the researcher was familiar were requested to nominate supervisors from the Woreda Educational Office who had the ability to speak and who were rich in experience, to participate in a focus group interview. Non-probability sampling depends on access to a group able to provide all the information a researcher wants (May, 2001:132).

The methodology, as well as the sample size, will be discussed in detail in chapter four.

1.7.3. Data collection instruments

According to Cohen, Manion, and Morrison (2000:245-265), questionnaires are often used for recording data. Questionnaires which are well planned, designed and prepared could support researchers to collect accurate and consistent information. Furthermore, some of the benefits of questionnaires are that they are simple to use and can obtain information from a large number of participants without incurring much cost (Stieger & Reips, 2010:1488-1489). The standardised path-goal leadership questionnaire was employed in this study to determine the leadership styles used by principals, while a self-designed questionnaire was used to measure the job performance of teachers (See Appendix F). Furthermore, a focus group interview was used to collect relevant information regarding the effect of leadership styles of school leaders and the level of teacher performance from eight supervisors. A focus group interview is an interview in which a minimum of eight or maximum of 12 people discuss a topic or topics guided by an interviewer or group of interviewers, which may take one to two hours depending on the number of questions, participants and complexity of the issues (Rabiee, 2004:656-657). The data collection instruments are fully described in Chapter 4.

The adequacy of the path-goal leadership questionnaire was assessed by undertaking a pilot test in two Complete Government Primary School (CGPS) in Mekelle city in the Tigray region.

1.7.4 Pilot test

A pilot study is a study done before conducting the intended study. It is also defined as "a feasibility study" as well as the specific pre-testing of a particular research instrument such as a questionnaire or an interview (Thabane, Ma, Chu & Cheng, 2010:2030). However, the importance of conducting a pilot study is only to increase the possibility of success not to promise success (Wright, Courtney & Crowther, 2002:122-130). One of the significant points of a pilot study is to identify the likely problems in the data collection instruments which enables the researcher to reconsider the methods and instruments in advance (Wright, Courtney & Crowther, 2002:122-130). In addition, it helps to collect information before the main study in order to check the effectiveness of the data collection instrument. The pilot was used for all these purposes. The pilot study as well as issues concerning validity and reliability of the study will be further explained in chapter four.

1.7.5 Data analysis and interpretation

The quantitative data, collected using the Path Goal questionnaire, was analysed with the statistical software package SAS (Statistical Analysis System), version 9.2. Since data consisted of responses-options selected from sets of possible responses to each question, collected data was considered to be categorical (the majority of questionnaire questions required a Likert rating scale response). Quantitative analysis techniques were therefore used to analyse the data. Towards this end exploratory analyses were initially conducted (e.g. frequency tables and chi-square significance testing), followed by more advanced analyses (e.g. analysis of variance using the general linear model approach). As will be indicated in further chapters (Chapter 5), the analysis techniques applied were selected to answer to the research questions of the study.

The data collected through the interviews were recorded during the interviews after obtaining permission from the respondents, and the interviews were transcribed *verbatim* and then interpreted using thematic analysis as described in chapter four.

1.8 DEFINITION OF KEY TERMS

In this section of the study, key terms such as experienced person, performance, leadership style, leadership, school leaders, school leadership, complete primary schools and Woreda are defined.

An experienced person is a person who has worked for more than four years at a school.

Performance implies carrying out or accomplishing an action or task or to do something in terms of a specific standard and will be discussed in chapter 3.

Leadership style pertains to the way a leader leads and will be discussed extensively in chapter two.

Leadership refers to the power of an individual in a group, which provides him/her with an opportunity to practice interpersonal influence on the group members to lead their efforts towards certain goals (ECSC, 2008:32-45).

School leaders in the Ethiopian context are principals, vice-principals and team leaders.

School leadership involves the process of leading people to achieve effective school operation.

Complete primary schools are schools which offer primary education from grades one to eight in the Ethiopian education system (MOE 1999:5-10).

Woreda is part of a region or sub-region, similar to districts. The region is divided into many Woredas. For management purposes, Ethiopia is divided into eleven regions and the regions are also divided into many Woredas (see Figure 1.1).

A road is a highway or a main road that provides regular transportation services from one Woreda to another or from one region to another. "On-the-road" schools are schools which are nine or fewer kilometres from the main roads, while ''off-the-road'' schools are situated ten and more kilometres away from the main roads.

1.9 ORGANISATION OF THE STUDY

This study consists of six chapters. Chapter one contains the background, statement of the research problem, aim of the study, demarcation of the study, definition of concepts, research methods and design. Chapter two presents a review of related literature on leadership theory and styles and a discussion of leadership models. Chapter three provides a review of the relevant literature on teacher performance and factors affecting it. Chapter four looks into the chosen research design and includes a brief explanation of the research theory and methodology of the study including sample size, sampling techniques, research instruments and procedures. Chapter five contains the data analysis and interpretation. Various leadership styles adopted by principals and the corresponding teacher performance are identified and analysed in this chapter. The last chapter, namely Chapter six, presents the findings of the study obtained from both the literature study as well as the empirical study. It also includes conclusions and recommendations based on the findings of the study.

1.10 CONCLUSION

After providing the background relevant to the study in this chapter, the research questions and aims of this study were introduced. In addition, a theoretical framework relevant to the issues of principals' leadership styles and their effects on teacher performance was identified. Furthermore the significance of the study, the demarcation of the study field and methodological issues were discussed. The next chapter will deal with a theoretical contextualisation of leadership style.

CHAPTER TWO

A THEORETICAL CONTEXTUALISATION OF LEADERSHIP STYLE

2.1 INTRODUCTION

The low quality of education is one of the most serious problems facing many African countries, including Ethiopia. Among the reasons for the low quality of education is the failure of schools to attract and retain skilled and experienced teachers, as well as low teacher morale and motivation (Arong & Ogbadu, 2010:183).

From a management viewpoint, competent staff and effective leadership are of utmost importance in a school. The only way one can have an effective school is if there are teachers and principals who continually try to improve their professional performance (Hiebert & Morris, 2012:96-102).

It is important to note that effective principals have a positive impact on the teaching and learning process and can assist in creating an appropriate classroom atmosphere. In addition, among effective principals, there is a willingness to accept responsibility and be accountable for the teaching and learning outcomes (Enueme & Egwungenge, 2008:13-17).

According to Goleman, Boyatzis and McKee (2002:96-98), there are four types of leadership style which can assist in successfully developing teachers and can help them become excellent instructors. These leadership styles are the visionary, coaching, affiliation and democratic (participative) leadership styles respectively. The visionary leader is a leader who has the ability to determine where a school is going but does not necessarily define how it should reach that goal. Accordingly, people are free to use their own means of reaching a common goal. The coaching leader is a leader who helps teachers become aware of their strengths and weaknesses and encourages them to set long-term goals to be achieved by the teachers themselves. On the other hand, the affiliative leader focuses on the emotional needs of the

teachers by taking care of them and does not only focus on what they do at school, while a democratic leader is a leader who requires the involvement of teachers in any decision that is going to be made. Since a democratic leader is one who does not decide alone which direction is best for the organisation, he/she needs opinions or ideas from the staff. It is important that a leader selects the leadership style which is most appropriate for both his/her staff and his/her school at a specific time (Goleman, Boyatzis & McKee, 2002:86). The above leadership styles are examples of leadership styles. Leadership styles will be discussed in this chapter with a view to providing a frame of reference in conceptualising the research theme.

Communication and the relationship between teachers and their principals are significant aspects pertaining to most teachers' work. In many places, principals do not have the power to appoint or dismiss teachers, as is the case in Ethiopia. However, they do have the power to determine their working conditions (Leithwood, 2006:62). Furthermore, the communication that principals as leaders have with their teachers is important in the eyes of the teachers. Communication and relationships are also affected by the principal's leadership. Therefore, this chapter will discuss different leadership theories, the concept of leadership, leadership styles, leadership roles and factors that affect principals in providing leadership.

This study focuses on the relationship between the leadership style of the principal and the work performance of teachers; therefore, it is important to provide a suitable theoretical framework for the study by focussing on the above aspects related to leadership. This will also assist in providing the background for contextualising the empirical investigation and the questionnaire used in the study.

2.2 LEADERSHIP THEORIES

There are different types of leadership theories. For the purpose of this study leadership theories such as the great man and trait theory, behavioural theory, situational theory, path-goal leadership theory, transactional theory and transformational theory will be discussed briefly in order to provide the theoretical background and context for the understanding of the leadership theory applied in the

empirical research, to appreciate the differences and similarities among the theories and to comprehend the evolution or development of leadership theories as well.

2.2.1 Great man and trait theory

The long established theory of the great man believes that leaders are born with qualities that inspire people to follow them. The great man leadership theory also assumes that great leaders are born to lead people (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:23). In terms of the great man theory, it is postulated that such leaders arise when the need presents itself. In turn, the trait theory is based on the great man theory. The trait approach identifies leadership as the main key of organisational effectiveness and performance. Zaccaro (2007:10-16) states that both the great man theory and trait perspective presupposes that great leaders naturally have qualities that differentiate them from other people. Sashkin and Sashkin (2003:19) refer to the work of researchers like Stogdill (1974) in their attempt to determine the specific characteristics of great leaders and find that leaders are a bit cleverer, more sociable, innovative, accountable, "taller and heavier than average people." However, Ricketts (2009:2) has found that even if some traits are common to many leaders, the overall evidence suggests that a leader may not be a leader in all types of situations because one who is "an effective leader in one situation may not be an effective leader in another situation."

As Hayward (2005:25-30) explains, the leadership trait theory focuses on a leader's personality, physical appearance, social background, intelligence and ability and this theory proposes that leaders are naturally effective because of the traits or qualities with which they are gifted by nature. However, Hackman and Johnson (2000), in Rowland (2008:11), report that questionable results were reported by researchers after many earlier studies had been undertaken to evaluate the specific traits or qualities that make the leader highly effective.

Hackman and Johnson (2000, in Rowland 2008:11), postulate that there are three traits that are the most significant in successful leaders, namely, interpersonal

factors, conscious mental process factors and managerial factors. Hackman and Johnson (2000) in Rowland (2005:11), add that terms like integrity, sensitivity, consistency, emotional stability, self-confidence, communication skills and conflict management skills are part and parcel of interpersonal factors, while cognitive factors deal with leadership in which more competent leaders become better at problem-solving, decision-making, critical thinking and creativity. The managerial factors show the capacity to plan and organise as well as to execute most of the activities regularly required of the workers.

As mentioned on page 24 par. 2 above, the trait theory claims that leaders are born with these traits. The leadership trait theory holds that people are born with a special quality that makes them better suited to leadership (Cherry, 2010:2-6) and assumes that it is possible for a person to identify a leader if he/she can identify people with the correct trait. However, the trait studies find it difficult to differentiate between the traits that are needed for acquiring leadership and those that are necessary for maintaining it (Cherry, 2010:2-6). Therefore, it can be postulated that this theory is based on a debatable assumption regarding personality (Derue, Nahrgang, Wellman & Humphrey, 2011:11-12). As mentioned above, the trait theory of leadership mostly focuses on the personality, physical appearance and competence of the leader; while autocratic, democratic and *laissez-faire* styles can be identified based on the behaviour of leaders (Cherry, 2010:6). Therefore, the next section tries to explain how the trait theory of leadership differs from the behavioural theories. Thus, it is possible to conclude that in terms of the trait leadership theory, leaders are effective with regard to solving the problems of their followers even if this theory postulates that a leader becomes effective because of the qualities with which he/she is gifted by nature, which is different from the path-goal theory that believes a leader may not be successful in any type of situation (House 1996:326).

2.2.2 Behavioural theories

Derue, Nahrgang, Wellman and Humphrey (2011:11-13) explain that behavioural theories postulate that great leaders are made and by inference, are not born that

way. This means that leadership capability, similar to behavioural theories, can be learned and are not inherent. Moreover, Derue *et al.* (2011:11-13) believe that behavioural theories focus on what the leaders do and not on the quality of their thinking. Thus, this theory states that people can learn to become leaders through teaching and observation.

Hayward (2005:25-30) states that the behavioural leadership theory started to develop when the trait theory began to lose support. This means that researchers started to measure the effectiveness or failure of leadership contributed by leadership styles rather than measuring leaders in terms of their attributes. The behaviour of a leader shows when he/she is performing tasks and the leadership styles employed by a leader are some of the ways by which a leader can be studied in positions of authority (Chiok, 2001:191-204). The behavioural approach suggests that workers are more affected by leaders' behaviour than leaders' personal characteristics (Williams, 2004:188-189).

Moreover, Bolden, Gosling, Marturano and Dennison (2003:7-8) define behavioural leadership as the study of behaviour that makes up a leadership style. This field of study relies on how followers can be engaged effectively by their leader (Bolden *et al.,* 2003:7-8).

Adeyemi (2010:83-91) reveals that the behavioural leadership theory is different from the situational leadership theory since it can either be job centred or employee centred. The job-centred behavioural theory applies when there is close supervision of employees in an organisation while the employee-centred behavioural theory applies when general supervision is practised by leaders.

A behavioural study is a social science study since it can employ case studies and quantitative approaches to study the types of behaviour exhibited by leaders at various times and in various situations (Derue *et al.,* 2011:11-13). These types of leadership can be implemented in various situations in the organisation. Accordingly, a leader has to be sensitive to the situation as well as to the needs of the

organisation. If a leader applies one "rather than another because it is his/her preference," a leader becomes inflexible (Hayward, 2005:25-30). More than that, a leader also loses focus resulting in weakness in terms of both leadership and of the organisation (Hayward, 2005:23-24). Therefore, one should choose one's style of leadership carefully. Importantly, according to the author just cited, the style of leadership is secondary to achieving the vision and the goals of the organisation.

The behavioural leadership theory states that leader capabilities are learned and not inherent as postulated by the trait leadership theory. This means that the behavioural leadership theory implies that people can become effective leaders because they are people-centred or employer-centred, which is not similar to the path-goal leadership style that is used as a model in this study. The path-goal leadership theory posits that a leader should notice the surroundings and emotional intelligence of workers or the dynamics of the situation in order to effectively apply leadership styles such as directive, supportive, participative and achievement-oriented. This means that an evaluation of the effectiveness of a leader depends on the theory being used. For example, in terms of the trait leadership theory, personal attributes make the leader effective, while in terms of the behavioural leadership theory, the behaviour the leader exhibits is what makes him/her effective. On the other hand, in terms of the path-goal leadership theory, the leader's understanding of the situation makes a considerable contribution to the effectiveness of leaders.

2.2.3 Situational leadership theory

Hoy and Miskel (2001:403) declare that the situational features of a school influence leadership effectiveness more than the behaviour of leaders. A situational leader is a leader who should act according to the needs of a particular situation (Rowland, 2008:11). Therefore, the methods and styles that are used by a situational leader to lead an organisation should depend on the situation or the organisation. Therefore, the choice of any style is determined by the situational variables identified by different writers, which include leadership styles and expectations, followers' styles and expectations, superior styles and expectations, the organisational culture and

28

job demands (tasks). Other variables are the external environment, the history of the organisation and the size of the group to be led, the degree to which the group member is required to participate, the cultural expectations of subordinates and the time needed and permitted for decision-making (Hoy and Miskel, 2001:6-7). A summary of situational factors impacting on leadership style by Van Niekerk and Van Niekerk (2013; Van Niekerk, 2012:306-307) are categorised under the characteristics of the leader (view of followers; task and people orientation; personality; value system; experience; trust in subordinates; freedom allowed to followers), the characteristics of followers (readiness to take responsibility; need to take part in the decision-making process; identification with organisational goals; personal needs and goals; motivation to excel; knowledge; experience), and the characteristics of the situation itself (organisational culture; effectiveness of working groups; time pressure; leader-subordinate relationship; structuring of the task; position of power of the leader; features of the problem that need to be addressed).

According to Rowland (2008:11), there are four situational approaches, namely the path-goal theory, Fiedler's contingency theory, Hersey and Blanchard's situational leadership theory and the leader-member exchange theory, all of which are included in the discussion to follow.

Out of the leadership theories discussed in this chapter, the path-goal leadership theory has been chosen for this study since this leadership theory provides a sound theoretical foundation for this study. The path-goal theory is a leadership theory in the field of organisational studies developed in 1971 and revised in 1996 by Robert House. The main reason why this leadership theory has been chosen is that it provides the necessary information, support and resources to ensure the satisfactory and effective performance of subordinates (House, 1996:324). House and Michell (1974, in House, 1996:326-327), indicate that the path-goal leadership theory can indicate the leadership style that matches the relevant situational factors. Figures 2.1 and 2.2 below explain how environmental and subordinate contingency factors can be considered by principals in terms of adapting leadership styles (behaviours) to

produce task and interpersonal outcomes. This theory states that there are two situational factors with which a leader has to contend, namely the subordinate and environmental factors. The description of each of these factors is also given below.

As mentioned in chapter one, the following figure (Figure 2.1) shows the environmental and subordinate contingency factors pertaining to leaders and subordinates.

ENVIRONMENTAL CONTINGENCY FACTORS

- **Task structure**
- **Formal authority system**
- **Working group**

LEADERSHIP STYLES

- **Directive**
- **Supportive**
- **Participative**
- **Achievement-oriented**

OUTCOMES

Performance

Satisfaction

SUBORDINATE CONTINGENCY FACTORS

- **Locus of control**
- **Experience**
- **Perceived ability**
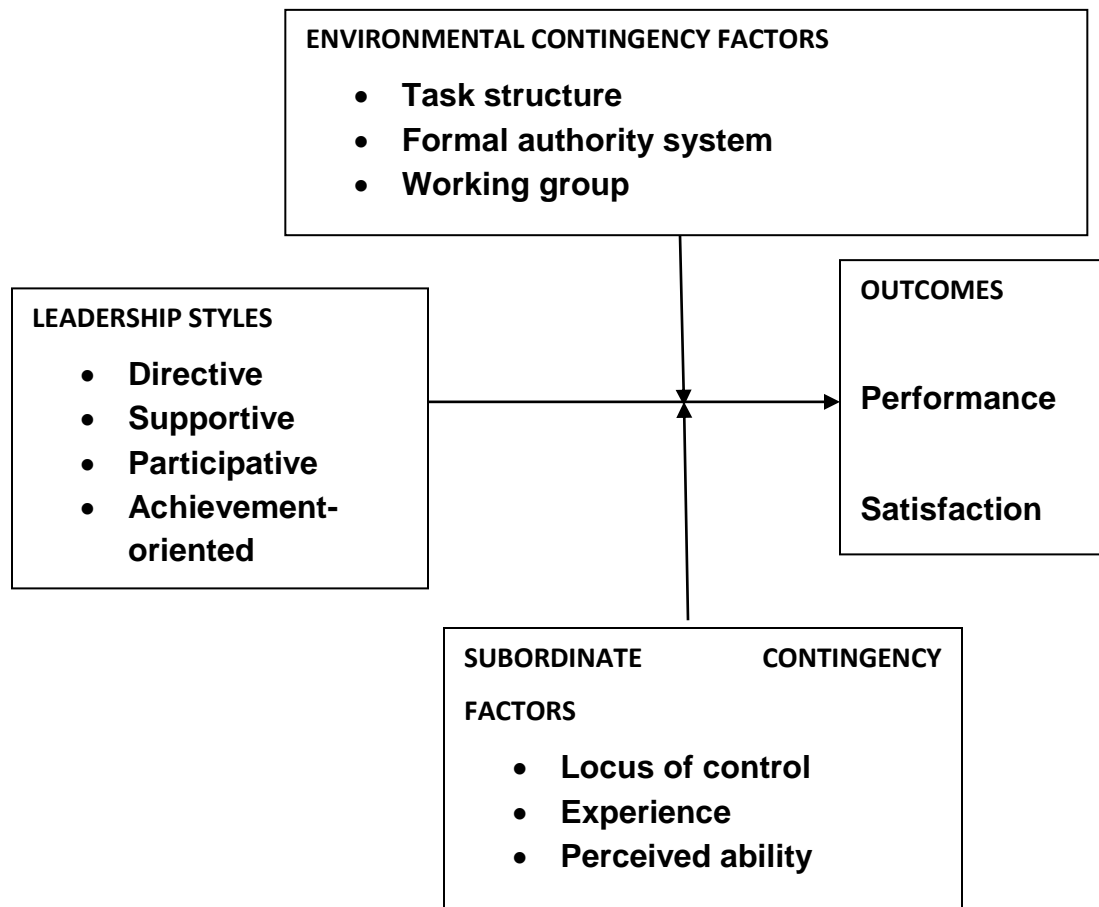
Figure 2. 1:Environmental and subordinate contingency factors (adapted from House, 1996:338)

The following figure (Figure. 2.2) depicts the leadership style stated in the above figure, its impact on followers and its outcome.

LEADERSHIP STYLES   IMPACT ON FOLLOWERS   OUTCOME

Supportive leadership (relationship)	→	Increase confidence to achieve work outcome	
Directive leadership	→	Clarify path to reward	More effort: Improved performance and satisfaction
Participative leadership	→	Increase communication skills and decision-making	
Achievement-oriented leadership	→	Setting high goals	

Figure 2.2: Leadership behaviour's impact on followers (Adapted from House, 1997:423)

The following examples read in conjunction with the above figures further illustrate how a leadership style can be chosen to suit a specific situation. A supportive leadership style is a style that can be employed by leaders for their workers who are skilful but lack confidence in performing structured tasks (House, 1996:326-327). If a new or uncertain worker has to carry out an unstructured task, a leader must use a directive leadership approach. When a leader wants to consider suggestions of subordinates, it is good for him/her to employ the participative leadership style (House, 1996:326). Lastly, if an unstructured task is to be performed by a skilled follower, a leader must use an achievement-oriented leadership style intended to show confidence in the follower to motivate him/her to perform well.

The researcher decided that House's theory was a relevant theory to apply in this study because the theory can help the leader provide the essential information, support and resources over and above what is offered by the official organisation or the employees' environment to effect both employee satisfaction and effective performance. The type of leadership behaviour increases the confidence of the

subordinates to achieve work outcomes, clarifies the path to reward and sets high goals to attain high standards of performance. Therefore, in terms of this theory, leaders fulfil their roles by being instrumental in improving the performance and satisfaction of subordinates (House, 1996:338-341).

During the early stages of management studies (the period before the development of the situational leadership theory), the aphorism that there is always one best way of doing things was adhered to by management writers and practitioners. However, as science and technology have developed, the environment has become more dynamic. This has forced leaders to question their assumptions regarding leadership. As a result, the challenge to the concept of 'one best way' has led writers to developing an "adaptable model." The typical one for this is situational leadership (Robbins, 2001:318-326), of which the path-goal theory with its four leadership styles forms a part.

The situational leadership theory states that there is no best style of leadership suitable for all situations, or a single leadership style which is always the best. Successful and effective leaders adapt their leadership style to fit the requirements of the situation (Robbins, 2001:318-326), as is also reflected in the path-goal theory. In addition, leaders should make choices appropriate to the kind of leadership style and behaviour they will exhibit in a specific situation. If a leader wants to be effective, the most important element he/she should keep in mind is the leadership style or behaviour appropriate for the situation and to understand the effect of his/her acts (Nahavandi, 2006, in Ricketts, 2009:4-7). This is applicable to the path-goal theory as well.

The path-goal leadership theory is regarded as one of "the most respected approaches" to leadership (Robbins, 2001:321-322). The path-goal leadership theory assumes that the most important part of the "leader's job is to assist followers in attaining their goals and to provide the necessary direction and support to ensure that their goals are compatible with the overall objectives of the group or organisation" (House, 1996:340-341). The term "path-goal" draws from the principle

that successful leaders clarify the path that should be followed by their subordinates in order to achieve their work goals and to make the journey along the path easier by avoiding difficulties that stand in the way of achieving of the goal. In other words, the path-goal leadership theory is based on the principle that an employee's expectation of the amount of effort and performance expected of him/her are affected greatly by a leader's style. Leaders meet these expectations by giving the needed information, assistance and other resources required by workers (Robbins, 2001:318-322).

House identifies four types of leadership behaviour earlier referred to (House, 1996:326-327). The first type pertains to the directive leader "who lets followers know what is expected of them, schedules work to be done, and gives specific guidance" with regard to how to complete the tasks (House, 1996:326-327). The amount of direction that a leader provides or his/her directive behaviour is characterised by the extent to which he/she employs one-way communication by spelling out the roles of followers by informing them what, where and when work should be done, how the task should be completed and by supervising the performance closely (House, 1996:323-352). In turn, "the supportive leader is friendly and shows concern for the needs of followers" (House, 1996:326-327). The amount of support and encouragement is associated with supportive behaviour, where the leader involves others in "two-way communication, listens, provides support and encouragement, facilitates interaction and involves followers in decision-making," (House, 1996:326-327). The participative leader is a leader who uses suggestions of his/her followers who are consulted to make decisions (House, 1996:326-327). Finally, the achievement-oriented leadership style is a style of leadership in which a leader expects his/her followers to perform their jobs to achieve the challenging goals already set using their highest level of performance (See also paragraph 1.6). Fiedler believes that an individual's leadership style is not flexible, but in contrast to Fiedler, House assumes that a leader's style is situational and that the same leader can show different kinds of behaviour depending on the situation (Robbins, 2001:319-324).

According to Robbins (2001:325), what is stated next illustrates the expectations based on the path-goal leadership theory according to the various leadership styles:

- Directive leadership leads to greater satisfaction when tasks are ambiguous or stressful rather than when they are highly structured and well laid out.

- Supportive leadership results in high employee performance and satisfaction when employees are performing structured tasks.

- Employees with an internal locus of control will be more satisfied with a participative style.

- Achievement-oriented leadership will increase employees' expectancies that effort will lead to high performance when tasks are ambiguously structured.

In other words, Robbins (2001:325) explains that whenever a leader wants to compensate for a lack either in a worker or the work setting, it influences workers' job performance positively. However, this needs to be done in a competent way. A leader who, for example, spends a great deal of time explaining tasks which are clear to the employee or when the employee has the ability to perform the tasks without the interference of the leader can be considered as ineffective, because such directive behaviour will be considered as redundant or even insulting to the employee. This does not constitute a competent application of leadership style.

A leadership style which is adjusted to suit the situation, as is advocated in the path-goal theory, benefits both the leader-follower relationship and the execution of work (Hoy & Miskel, 2001:403). Drago-Severson and Pinto (2006:131-132) point out that the creation of a productive and beneficial working environment increases an employee's performance and level of satisfaction.

The theoretical framework presented in this study is the path-goal leadership theory. In terms of this model, the variable pertaining to the leadership style is assumed to be both dependent and independent. According to Hoy and Miskel (2001:6-35), a leadership style as the dependent variable is influenced by situational factors while as the independent variable it influences the actions of teachers, the learning

conditions within the school and the attainment of outcomes such as teacher job performance and directly and indirectly student learning outcomes.

After the more extensive discussion of the path-goal leadership theory, a few other situational theories are shortly presented now. According to Fiedler, the contingency model of successful group performance depends on the degree to which the situation bestows control on the leader (Robbins, 2001:319). In contrast with the suggestion by Fiedler that a leadership style is somewhat difficult to change, the Hersey-Blanchard situational leadership model suggests that the leadership styles of successful leaders can be adjusted in accordance with followers' maturity with regard to their ability and confidence to perform in a given situation (Robbins, 2001:324-325).

The Hersey-Blanchard situational leadership model indicates that there are four types of leadership behaviour ranging from highly directive to extremely *laissez-faire* behaviour (Robbins, 2001:322). Accordingly, Harris (2003:313-324) divides instructional leadership into four leadership styles. These are discussed below.

Firstly, there is the delegating style that allows the group to be responsible for decisions relating to their tasks; this is a "low-task", "low-relationship style". Secondly, 'the participating style emphasises shared ideas and participative decisions; this is a "low-task", "high relationship style". Thirdly, according to Matt (2009:1-2), the "selling style" entails explaining task directions in a supportive and persuasive way; this is a "high-task", "high-relationship style." Fourthly, the "telling style" provides specific task directions and supervises work closely; this is a "high-task", "low-relationship style".

Vroom (2000:88-94) also identifies four styles of decision-making behaviour or leadership, namely, the authoritarian, consultative, delegating and group-based (participative) styles. An authoritarian style is characterised by decisions made without any input from members of the group; in turn, consultative decision-making demands decisions made independently after gathering information and suggestions

from the group members, while delegate behaviour allows group members to make decisions after providing them with adequate information and criteria. Lastly, participative behaviour gives group members an opportunity to participate in the formulation of a problem and possible solutions as well as in selecting the best solution among the options gathered.

Similar to Vroom (2000:83-94), House (1996:323-352) in his path-goal theory also identifies four types of leaders based on their decision-making styles. Both theories suggest that individuals can exercise different types of leadership styles under different conditions in which a particular leadership style is most effective.

So far in this chapter it was made clear that the theory being used shows how a leader becomes effective. The ways in which a leader is postulated to become effective vary from theory to theory. As mentioned earlier in this chapter, inborn quality makes a leader effective in trait leadership theory. In behavioural leadership theory, a leader becomes effective through learning, while the knowledge a leader has regarding subordinates and the environment makes him/her effective in terms of the path-goal leadership theory. In addition, the key factor in trait leadership theory is to select an effective leader within the organisation, while in terms of the behavioural leadership theory, one particular way of leading is suitable for all situations, which is completely different from the path-goal leadership theory.

Next, the new theories, namely transformational leadership and transactional leadership will be discussed to understand their similarities and differences with regard to the path-goal leadership theory.

2.2.4 Transformational leadership theory

The aim of a transformational leader is to motivate his/her team members to make them effective and efficient. This leader is highly visible and uses communication to attain his/her goal by focussing on the group. Furthermore, the leader is always looking for ideas that motivate the organisation to achieve the organisation's vision.

The new leadership style is transformational, which means that leaders are expected to provide the vision and direction to the organisation and that they have to strengthen, inspire and motivate followers to work towards a common end (Al-Hosam, 2012:31-37). Tsegay and Wogari (2006:15) maintain that transformational leadership has the ability to communicate a vision that inspires and motivates subordinates to attain something unusual or that can be used as the basis for the strategy applied to attain the objectives set.

Importantly, transformational leadership is commonly conceptualised as having four dimensions, namely:

- An idealised influence provides a vision and a sense of purpose to elicit respect, trust and confidence in followers.
- Inspirational motivation is the ability to motivate employees to commit to the vision set by their leaders.
- Intellectual stimulation is inspiring followers to change their awareness of problems and promoting their ability to solve problems.
- Lastly, individualised consideration requires giving individual attention to assist all persons to feel uniquely appreciated (Gunter, 2001:69-79; Brown & Reilly, 2008:920).

The four factors that make up the transformational leadership style, mentioned above, are also considered when examining the effect of leadership styles on the performance of teachers. It needs to be pointed out that a transformational leadership style is quite different from a transactional leadership style, which will be discussed next.

2.2.5 Transactional leadership theory

Transactional leadership is an exchange of something between a leader and a worker so that the leader obtains something from the subordinate in exchange for something else. This is an attempt to satisfy the needs of followers by focussing on exchanges and contingent reward behaviour (Sarros & Santora, 2001:388-390).

According to Sarros and Santora (2001:388), the transactional leader produces an understandable structure and offers rewards to obtain the support of his/her subordinates. Punishment is not often mentioned by the transactional leader, since followers already know that punishment will follow any failure. The early stages of transactional leadership entail negotiating the contract and paying a salary and giving other benefits to the subordinates and in this way, the transactional leader gains authority over his/her subordinates.

Sarros and Santora (2001:388) state that, in terms of the transactional leadership style, subordinates are fully responsible for the tasks allocated to them and as far as punishment and reward are concerned, they are punished for their failures and are rewarded for their successes.

One of the differences between transformational and transactional leadership is that transactional leadership has more of a "telling style" while transformational leadership involves more of a "selling style" (Bolden, Gosling, Marturano & Dennison, 2003:7-8).

While trying to identify which style is appropriate for principals, the researcher concluded that no single style would be appropriate in all school circumstances. The leadership theories and styles discussed above are categorised in figure 2.3 below as those that are traditional in nature, such as the trait, behavioural and situational approaches and those that are grouped as new approaches to leadership, namely transactional and transformational leadership.
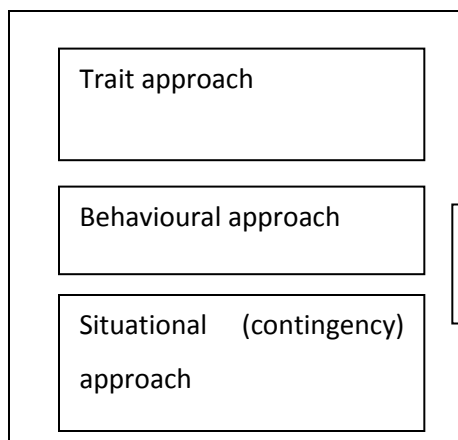
Traditional leadership approaches   **New leadership approaches**
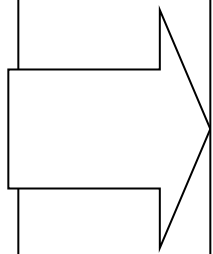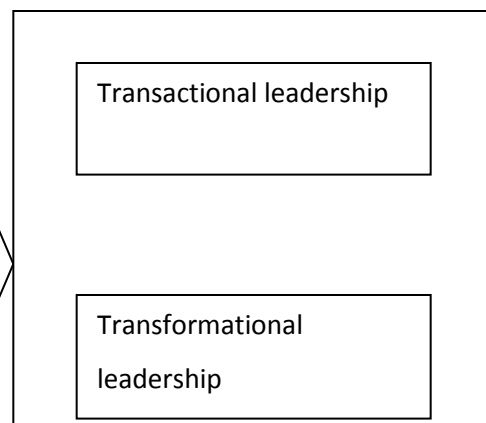
Figure 2.3: The evolution of leadership (Adapted from Hayward, 2005:25)

Thus, to conclude, the traditional leadership approaches, namely, the trait, behavioural and situational approaches describe various dimensions of leadership while each has a different impact on leaders and followers, while the new leadership styles were developed to overcome the limitations of the traditional leadership approaches.

As mentioned above, transformational leadership theory is change-oriented by motivating workers to achieve a goal already set, and transactional leadership is exchange-oriented by receiving something from the subordinate in return for something else. These theories are different from the theory of situational leadership (and the specifically the path-goal leadership theory) which propounds that there is no style that suits all situations (Hayward, 2005:26-27).

2.3 PRINCIPAL LEADERSHIP STYLE

According to Adeyemi (2010:84), a leadership style is the ability of a leader to get tasks done with the assistance and cooperation of people in a school system. The concept of a principal's 'leadership style' is familiar to administrative staff for there are many textbooks and literature that deal with it. According to Daft and Noe (2001:388-389), a principal's leadership style has an effect on teachers as well as students.

The three basic leadership styles generally known will be introduced first, followed by an exposition of the path-goal leadership styles which were not extensively discussed thus far.

2.3.1 Autocratic or authoritative leadership style

If a leader exercises an autocratic or authoritative leadership style, he/she shows consistent behavioural patterns involving acting alone and making unilateral decisions. An autocratic leader is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers, focussing his/her attention on the product instead of making human needs the centre of attention (Bogler, 2001:663-

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683). Employees, who are not motivated, have no feeling of belonging and they demonstrate no interest in their work (De Cremer, 2006:89-93). In terms of this type of leadership style, all decision-making processes are leader-centred, since leaders do not allow any suggestions or initiatives from subordinates. An autocratic leadership style is successful in providing strong motivation for the leader. This type of style also permits the leader to make decisions quickly as the leader makes decisions for the entire staff and keeps each decision confidential until he/she needs to share the decision (De Cremer, 2006:89-93).

Some of the advantages of an autocratic leadership style are that activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching. However, the disadvantage of an autocratic leadership style is that group members do not get a say in decisions and due to this, they cannot develop their skills and knowledge, they might dislike being ordered around, and they become dependent upon their leader (De Cremer, 2006:89-93).

2.3.2 Democratic or participative leadership style

A democratic leadership style is a style that can motivate "humanness," "teamwork" and "participation" of workers (Peteman, 2000:7-11). Democratic or participative leadership is used by leaders to involve employees in the managerial task giving guidance and support. It is also one of the most convenient styles that allow employees to present their ideas or opinions freely in the organisation for which they are working (Peteman, 2000:7-11).

According to Goleman (2007:20-63), democratic leadership, which entails a participative leadership style, guides employees to participate in their groups and to make decisions. This allows group members to feel engaged in the organisational processes and enables them to feel more motivated and creative.

The advantages of a democratic leadership style are that every group member gets a say, and there is a transfer of power from the leader to subordinates, which can

allow group members to develop their knowledge and skills (Kane & Patapan, 2010:381-389). The democratic or participative leadership style enables leaders to create a suitable working environment and to facilitate a free flow of ideas in the organisation. Moreover, the participative leadership style is the best way to have better decision-making and a more effective operation as a result of creative thinking processes of consultation and feedback (Peteman, 2000:7-11). This can reduce rates of employee turnover, while the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and no major decisions are made by the leader alone. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2000:7-11).

2.3.3 *Laissez-faire* or permissive leadership style

A *laissez-faire* style is adopted when the leader hands over his/her control responsibility to workers and can be considered as a resource person with passive participation. The *laissez-faire* leadership style gives complete freedom to followers to make decisions regarding any issue in the organisation and to solve any problems they encounter on their own with very little guidance from their leader. However, working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction (Kocker, 2009:4-8).

Researchers have found that children under delegated leadership, also known as *laissez-faire* leadership, are less productive than those under autocratic or democratic leadership. This type of leader trusts his/her employees totally and does not focus on the management needs of his/her subordinates. Consequently, complete delegation creates performance problems since the leader does not follow up on subordinates when they are working (Nsubuga, 2008:18).

Furthermore, no direction is offered to employees where there is *laissez-faire* leadership in the organisation. Decision-making processes are left to the

subordinates. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Nsubuga, 2008:18).

Advantages of the *laissez-faire* leadership style are that it leaves the group members free to make their own decisions and perform their activities in the way they like without the direction of the leader. In addition, this leadership style provides group members with an opportunity to be effective if they work jointly in terms of the ownership and accountability it bestows on members, while the disadvantages of a *laissez-faire* style are that this leadership style could leave group members doing the wrong thing without realising it and there is less personal growth (Kocker, 2009:4-8).

In addition to the basic leadership styles introduced above, the four path-goal leadership styles are discussed next.

2.4 FOUR STYLES OF LEADERSHIP PERTAINING TO THE PATH-GOAL LEADERSHIP THEORY

As mentioned in paragraph 2.2.3 above, the study uses the path-goal leadership theory. As House (1996:326-352) states, the path-goal leadership theory was used to design a way by which leaders could motivate and help their employees to achieve goals already set by clarifying the path that the employees should follow. In particular, House (1996:326-352), points out that leaders:

- Clarify the path so subordinates know which way to go.
- Remove roadblocks that are stopping them going there.
- Enlarge the rewards according to the procedure already set.

According to House (1996:331), "This variation in approach will depend on the situation, including the followers' capabilities and motivation, as well as the difficulty of the job and other contextual factors." House (1996:328-341) describes the four leadership styles as follows.

2.4.1 Directive style of leadership

House (1997:410-415) indicates that the directive style of leadership entails telling followers what needs to be done by giving them suitable directions. This includes giving the subordinates timetables of specific work to be performed during a specific period of time. In addition, House (1997:410-415) adds that rewards may also be increased as needed and role ambiguity decreased (by telling the subordinates what they should be doing). This type of leadership style may be used when the task is unstructured and complex and the followers are inexperienced (Kemsley, 2011:20). According to House, this leadership style increases the followers' sense of security and control and is, therefore, appropriate to the specific situation. It is also most effective when people are unsure of the tasks they have to perform "or when there is a great deal of uncertainty" within their working environment. House (1997: 412) indicates that it "occurs primarily "because a directive style clarifies what the subordinates need to do and therefore reduces task ambiguity." In addition, the relationship between effort and reward is made clear by the directive leadership style and therefore, the anticipation exists that a planned effort will lead to a valued outcome (House, 1997:409-417).

2.4.2 Supportive style of leadership

House (1997:469-473) states that a supportive leadership style is used when a leader takes the needs of the subordinates into account, showing concern for their welfare and creating a friendly working environment. According to House (1997:449-473), the benefit of this style is to increase the followers' self-esteem and make the jobs assigned to the followers more attractive. This approach can be best utilised when the work is stressful and tiresome. Moreover, House (1997:471-473) asserts that a supportive leadership style increases the satisfaction and self-confidence of subordinates and is also important to reduce any negative aspects present in the situation (Chen & Silverthorne, 2005:280-288). However, this means that supportive leadership would offer very little benefit to those subordinates who are satisfied with their jobs.

2.4.3 Participative style of leadership

The participative style of leadership is similar to what has been stated above under the discussion of the democratic leadership style. Somech (2005:778-780) points out that a participative leadership style refers to a leader who discusses work-related aspects with his/her followers and takes their ideas or suggestions into account in order to make a decision and to take a particular action. House (1997:409-473) postulates that this leadership style is best suited to situations when the followers are talented and when their suggestions are needed and when they are able to share their ideas freely. This style would also be effective when the situation is unstructured and the willingness of followers to control their environment is strong.

However, this style will be unsuccessful for those subordinates who like to be given directions in the place where they work and do not perform their tasks in terms of the prescribed outcomes (Somech & Wenderow, 2006:746-752).

2.4.4 Achievement-oriented style of leadership

House (1997:409-413) explains that the achievement-oriented style of leadership is used when the leader sets challenging goals for his/her followers in terms of their tasks and high standards are expected and stipulated. Moreover, House (1997:469-473) declares that this type of leadership style can be successful when the task is difficult and the environment is vague, and in order to increase the self-confidence that enables the subordinates to attain their goals.

The various path-goal leadership styles (the directive, supportive, participative and achievement-oriented styles) are going to be considered in this study to see the effect each style has on the performance of teachers. The roles of the school principals are explained below.

2.5 THE ROLE OF THE SCHOOL PRINCIPAL

The principal of a school is known by many titles such as "administrator," "manager" and "instructional leader." However, the role of the administrator or manager differs

from that of an instructional leader in terms of the roles he/she plays. School principals who consider themselves as administrators and who carry out administrative tasks most of the time are not similar to principals who pride themselves on being instructional leaders and who have engaged in setting the objectives to be achieved, identifying and allocating resources for the educational process, developing a curriculum relevant for the level of education and checking the lesson plans prepared by teachers (Dufour, 2002:12-15). Instructional leaders are also known as learning leaders and are also mostly involved in teaching and learning (Dufour, 2002:12-15).

The role of the principal in Ethiopian schools has changed constantly over time. It is good to note that the role of the school principal has received increasing attention during the twentieth century (MOE, 1999:7-15). With the substantial number of schools and students in urban areas, head teachers are assigned in many districts (Woredas) to help, direct or lead other teachers in the schools. As the MOE (1999:5-10) points out, the head teacher or principal teacher has power in the school because he/she is the one who organises the curriculum. Furthermore he/she is the chief disciplinarian, and supervises operations in the school. As a result of increasing urbanisation in Ethiopia, the development of the principal's position continued up to and beyond the end of the twentieth century until most urban schools had a principal. Even so the role played by principals were varied in that in some schools the school principals were principally teachers with limited managerial tasks, while others had principals who were simply clerks that focussed on record keeping duties (MOE, 1999:5-10).

In the mid-twentieth century, the role of the principal continued its transformation from that of a teacher to an administrator with professional requirements. For much of the mid-twentieth century, the role played by the school principal was that of a boss who was expected to sustain and put the Wordea (district) regulations into practice and to manage his/her workforce, the financial plan and handle other work issues (Tschannen-Moran 2009:227-230). According to Abreha (2014:12) schools started to be held more accountable for the performance of their learners after the

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duties and responsibilities of principals were changed during the latter part of the twentieth century. Principals became more responsible for teaching and learning in their schools. Particularly, the duty of school principals to examine instruction increased along with their responsibility to help teachers enhance their teaching. With the new responsibilities the principals assumed, they discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instruction practice. As Ethiopian education moved into a new period of responsibility at the end of the century, this role necessitated the inclusion of leadership. A dynamic leader is needed to provide quality leadership in any type of organisation or even family (Atwater & Carmeli, 2009:266). Tschannen-Moran (2009:227-230) extends the understanding of this role of the principal by asserting that nowadays principals need to give guidance on learning. Tschannen-Moran (2009:227-230) provides the following requirements for satisfying this role:

- Being informed of academic content and pedagogical information
- Performing different activities with teachers to strengthen their skills.
- Collecting, analysing and using data
- Meeting all stakeholders to enhance the performance of students
- Possessing the leadership ability to play the role

Based on the changing role of the principal, one could say that if principals want to be instructional leaders, they need to free themselves from bureaucratic tasks and focus on the improvement of the teaching and learning process (Zepeda, 2014:13-16). According to Brewer (2001:5), instructional improvement is an important goal, which involves both teachers and students in its achievement. The important effect of leadership style in the instructional and other leadership roles of principals should be evident.

As alluded to above, principals should use most of their time to guide and monitor the teaching and learning process. However, that implies that two further concepts be discussed.

2.6 MANAGERS VERSUS LEADERS

It will be useful to clarify the distinction between managers and leaders in order to elucidate the role of the principal further. Most of the time, scholars and educators regard both terms as synonymous, although they do not necessarily have the same meanings. The difference lies in the fact that managers are mostly appointed to their positions. The ability of the manager to influence others is based on the legitimate power invested in that position. Management is the process of producing a climate in which workers can work and achieve the goals of the organisation in an efficient and effective manner (Oplatka, 2004:46-55). Moreover, a leader focuses on bringing about change, while a manager is more focused on keeping systems going that are in place already. The path-goal leadership theory used in this study also relates to how change towards better performance can be brought about; thus it provides the path to change.

In contrast, leaders may either be appointed or come from within a work group. Significantly, leaders have the power to influence others to anticipate beforehand what should be done before being explicitly instructed (Oplatka, 2004:47-55).

It is important to note that it is not possible to find a description of the exact abilities that leaders and managers should possess in the literature. According to Ramparsad (2004:69-78), it is expected that all managers should ideally be leaders. However, she adds that not all leaders have all the capacity needed to be successful managers, meaning that all leaders are not necessarily good managers. The ability to influence others does not mean that an individual can also plan, organise and control competently, even though all managers should be leaders. In this study, leadership will be examined as "the power held by an individual in a group, which provides him/her "with an opportunity to exercise interpersonal influence on the group members for mobilising and directing their efforts towards certain goals" (Ethiopia Civil Service College, ECSC, 2008:32-45; see paragraph 1.8). The question may be asked: W*hat is leadership*? The answer is that it is the process of

influencing employees to achieve certain goals as is indicated in the above definition (Ramparsad, 2004:71-80).

Researchers such as Pointer and Sanchez (2000:106-129) and Pearce, Conger and Locke (2008:622-628) among others have defined the term "leadership" as a type of organisational behaviour with the intention to answer the question: Who is a successful leader? One can understand the leadership process through the many theories that have been discussed above in this chapter. However, the concept of an 'effective leader' needs to be elucidated further to broaden an understanding of it for the purpose of this study.

2.7 LEADERSHIP

Schools in which learning take place, are administered by managers, often known as principals or headmasters. The conditions pertaining to teachers' work environment are influenced by the leadership provided by principals, and it is generally believed that the effectiveness of teachers and the academic achievement of students are directly influenced by school leadership (Yukl, 2008:718-722). Tigistu (2012:13) depicts that the following functions have to be used as a benchmark by school leaders to strengthen their effectiveness:

- Develop goals, policies and directions
- Organize the school and design programs to accomplish the goals
- Monitor progress, solve problems and maintain order
- Procure, allocate and manage resources
- Create a climate for personal and professional growth and development
- Represent the school to the Woreda educational office and the outside world.

Leadership has been defined in many ways. However, as indicated above, the most common definition refers to the ability of leaders to inspire members of a group to attain goals already set by an organisation (ECSC, 2008:32-40). Significantly, leadership is the process by which the behaviour of individuals can be influenced and workers encouraged and rallied to cooperate to attain a common goal (Adeyemi, 2010:84-91). Moreover, leadership can be understood as the process of leading the

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group through influencing people's behaviour and is seen as a vigorous and interactive process in which three important parts, namely "leaders," "followers" and "situations" are involved (Bal, Campell, Steed & Meddings, 2008:14). In effect, the success of a leader depends on the ability to bring about personal success and respect.

Zaccaro (2007:10-16) states that research on leadership theories has failed to formulate a particular set of attributes for a successful leader though some common attributes of good leadership have been recognised. In addition, it has also been suggested by the trait leadership theory that leadership comes from different academic and ability traits that include "judgment," "knowledge" and "eloquence." Behavioural theories suggest that it is the behaviour of the leader rather than personal attributes that determine effectiveness (Tsegay & Wogari, 2006:21; see paragraph 2.2.2).

An effective and proficient leader will motivate his/her followers to strive for an attractive future and will set out to create an environment where the commitment to common goals is of primary importance in terms of persuading people to achieve the goals of the organisation and not in terms of the leader's need for power.

Nakpodia (2009:39-40) describes the term "leadership" as the "process of social influence" during which one person selects, aids and supports others for the achievement of a common task. It is about creating an environment for employees that contributes to the organisation or makes something worthwhile happen. In fact, leadership is the most important aspect impacting on the success of an organisation. The reaching of outcomes through effective leadership is stressed in this paragraph as it is also stressed in the path-goal theory that the leader needs to clarify the path to success to followers.

There are four major factors that should be considered regarding leadership, namely the leader, the follower, communication, and the situation (Bal, Campbell, Steed & Meddings, 2008:14). These aspects are briefly discussed next.

2.7.1 Leader

It is compulsory for a leader to have a truthful understanding of who he/she is, and what he/she knows and can do (Lord & Meher, 2002:25-122). The following characteristics of leaders are important with regard to the provision of leadership, as the characteristics of leaders will impact on their leadership style: the views of followers, task versus people orientation, knowledge, experience, trust in followers and the expectations of followers (Van Niekerk, 2012:306-314). Leaders have different styles of leadership with regards to their inclination to influence followers. In this study the principal's leadership style is the focus of interest, and specifically the House model of leadership which is the framework according to which it will be investigated, to determine its impact on teacher performance.

2.7.2 Followers

The success of a leader is determined *inter alia* by his/her followers and not only by the leader him/herself or by someone else. If the followers lack confidence in or do not trust their leader, they will not be inspired or be able to perform maximally. Importantly, a leader has to convince his or her followers and not him- or herself.

Everyone does not require the same leadership style. For example, it is clear that a person who has been hired recently or a newly employed person requires more supervision than a veteran or an experienced person. In addition, a person who is not motivated requires a different approach from a person with a high degree of motivation. Therefore, a leader has to know the people with whom he/she is working. One of the main tasks that is expected to be performed by a leader is to have a good understanding of his/her followers' characteristics and qualification levels (Ahmad, 2001:82-91; Van Niekerk 2012:314-317). According to the path-goal leadership model the locus of control, experience and perceived ability of followers needs to be taken into account by the leader (see Figure 2.1).

2.7.3 Communication

A leader leads his/her employees by using communication. Much of the communication is nonverbal, consequently, a leader should pay special attention to the communication process because what and how a leader communicates can build or harm the relationship the leader has with his/her followers (Coombs, 2007:169-171).

2.7.4 Situation

Leaders are confronted by different situations. A leadership style applied in one circumstance will not always be used in another circumstance. Therefore, the leader has to employ his/her judgment to select the best plan and apply the leadership styles suitable for each situation (Hayward, 2005:25-30; Van Niekerk 2012:317-320). In the path-goal leadership theory the environmental contingency factors and the subordinate contingency factors can be seen as situational factors impacting on leadership style (see Figure 2.1).

The above section implies that a principal influences and inspires teachers to perform tasks assigned to them and to achieve goals already set selecting the best course of action, the style of leadership and two-way communication within the situation confronting the leader and followers.

2.8 CONCLUSION

The aim of this chapter was to discuss different types of leadership theories and styles. Accordingly, various leadership theories, styles and additional factors pertaining to leadership that have an influence on followers' performance were discussed to indicate that it is possible to use appropriate types of leadership styles to enhance the performance of teachers with reference to the environment or situation of the school where the teaching and learning process takes place. In other words, there is no single leadership style suited to all situations. Therefore, the adoption of an educational leadership style in terms of the path-goal leadership theory, which has been chosen as the theoretical framework of the study, depends on the followers and the situation in which the headmaster finds him or herself.

The next chapter will deal with the job performance of teachers.

CHAPTER THREE

A CONCEPTUALISATION OF TEACHER PERFORMANCE

3.1 INTRODUCTION

Teachers are the most useful resource for any school. Teachers who work effectively in schools provide services which can greatly contribute to the quality of education (Hanushek & Rivkin, 2006:1062-1069). Bolin (2007:48) portrays a teacher as someone with good teaching ethics, a definite teaching talent, who knows the subject matter he or she teaches extremely well and selects the best teaching methods and therefore is someone who is successful in the teaching and learning process. Furthermore, Ladd (2011:238-239) states that work experience develops valuable talents which make experienced teachers different from others. It also enables teachers to perform their work well.

The vital factor that enables students to benefit from the educational system and to be confident in what they are doing, is the quality of work done by teachers, or, in other words, their job performance which includes fulfilling obligations, reaching achievement and providing encouragement to students (Codding & Smyth, 2008:326-330). Teachers are acting as exemplars for students, as they are the pillars of the school community who support the students, not only to grow and increase their skills and knowledge, but also to be the leaders of the next generation, as well as to be valuable contributors to the development of their country (Hanushek & Rivkin, 2006:1062-1070). Principals who lead in such a way that teachers perform their jobs optimally therefore make a valuable contribution to teaching and learning.

The contribution of effectual training at any school needs a joint attempt from everyone concerned. This requires the dedication of people who are responsible for setting the policy, leaders of the school, employees of the school, the Parent Teachers' Association (PTA), parents of students, the learners and the community itself among others. (Hunt, Soto, Maier & Müller, 2002:28-35). Furthermore, effective

education at school needs the provision of well-organised services and qualified instructional leaders.

Each group stated above contributes significant value to the teaching and learning process. The creation of a conducive working environment in the school depends not only on the principal but also on the talent, teaching ethics, subject mastery, dedication and performance of the teachers (Tekleselassie, 2005:618-626).

As mentioned above, teachers play important roles in the lives of students and their parents with regard to providing quality education. Accordingly, studies show that suitable qualifications and the dedication of teachers make a great contribution to the quality of education. It is not possible to bring innovative teaching methods to the school unless the teachers are committed to being involved in reforms. In fact, the teaching quality and dedication of the teachers to support their students are necessary for the accomplishment of educational change (Kim, 2000:35).

The leadership theories and styles that are important for this study were identified and discussed in chapter two. Teacher job performance is discussed in this chapter using relevant literature sources to acquire better knowledge and understanding of the factors impacting on the job performance of teachers. Various factors that can generally have an effect on the performance of teachers are discussed in this chapter, and an attempt is also made to refer to their impact on the job performance of the teachers in primary schools in the Tigray region. Furthermore, the relationship that exists among job performance and working conditions and the relationship the teachers have with students, principals and parents are discussed and explained as factors impacting on work performance. All this was done by the researcher to provide a conceptual framework that could inform his formulation of a questionnaire on the theme of teacher performance.

3.2 FACTORS THAT AFFECT TEACHER JOB PERFORMANCE

Owolabi and Adedayo (2012:72) state that the performance of the individual is crucial in the work environment. Hayward (2005:25-30) indicates that the effective

management of human performance is crucial for attaining the objectives of organisations. This performance will not be developed naturally regardless of the worker's inborn natural aspirations to execute the assigned tasks. Therefore, it is compulsory to facilitate and cultivate the desire of workers to perform their work well (Hayward, 2005:25-30).

Hayward (2005:25-30) defines the term "performance" as the product of both ability and motivation (see Figure 3.1 below). Furthermore, Hayward (2005:25) agrees with the notion that performance is "ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance."

According to Ricketts (2009:4-7), human characteristics impacting on performance can be grouped into four categories, namely, personality, values, abilities and skills, which are explained below.

Personality: Refers to a constant set of psychological characteristics that may change gradually over time.

Values: Life-long preferences that are inherited earlier in life and are considered worthwhile, desirable, and right or wrong, can play a key role to make decisions and solve problems.

Abilities and skills: According to Ricketts (2009:4), a leader that has certain talents, such as abilities or skills, can perform different tasks or jobs. 'Abilities' and 'skills' are not synonymous concepts as abilities are natural, and skills are acquired. This means that a leader can have a natural and stable ability to do something, while his/her skill can be acquired or changed through training and experience. Furthermore, this shows that a leader can be recruited with specific abilities, but later he/she exhibits the desired skills through training (Ricketts, 2009:4).

The above characteristics are determinants of performance as they have a definite impact on job performance.

Figure 3.1 below, adapted from Cummings and Schwab (1973, in Hayward 2005:14), depicts some individual performance determinants.
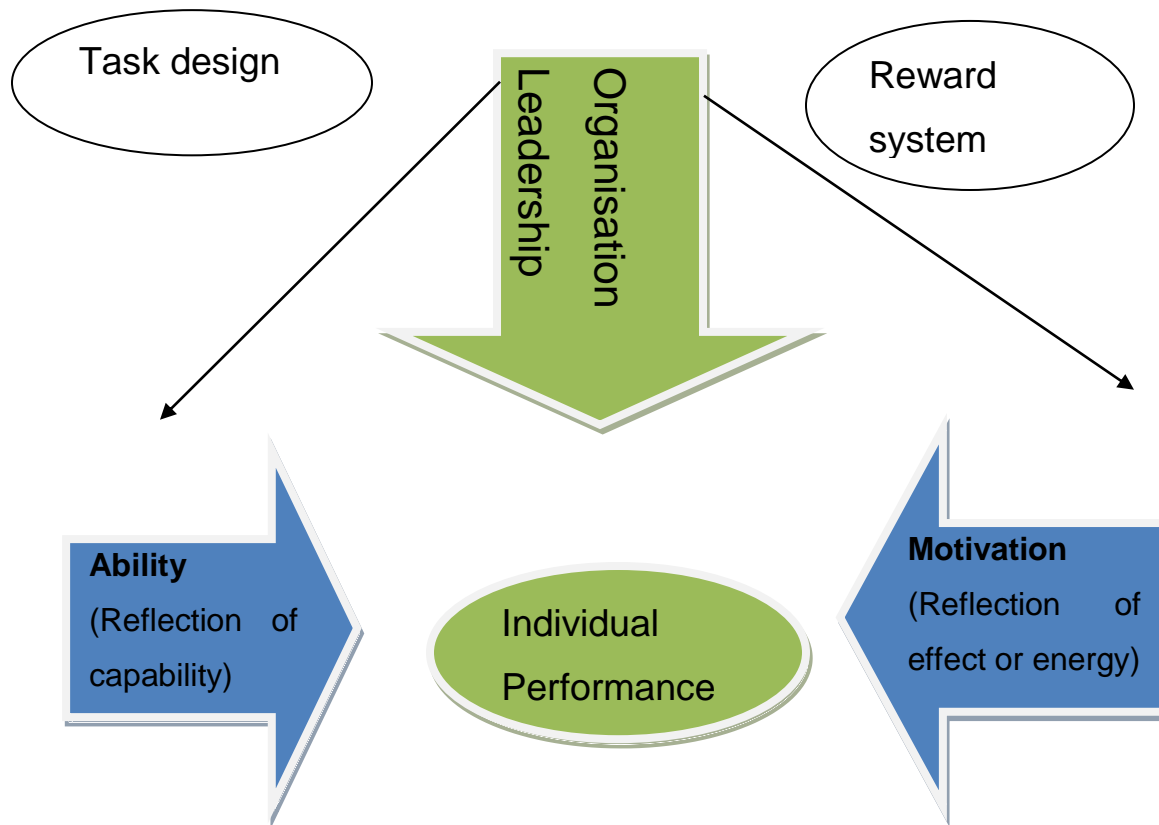
Figure 3. 1: Individual performance determinants (Hayward, 2005:14)

Figure 3.1 shows that ability is a reflection of capability, which includes relatively stable characteristics that force people to behave in specific ways. Motivation can be reflected in the effort or energy that is active and its features determine how capacities will be utilised in some activities (Cummings & Schwab, 1973, in Hayward, 2005:14). Accordingly, it can be stated that it is not possible to obtain successful performance without ability and motivation. In other words, the minimum ability is essential before a worker commences performing any task, despite how motivated he/she may be (Hayward, 2005:25-30). Similarly, a person with more

ability will not achieve successful job performance if he/she is not eager to put in some effort.

To the above one can add that workplace climate, leadership and socialisation are also some of the factors that influence the performance of an individual within an organisation (Mullen, 2004:278-280).

3.3 LEADERSHIP AND TEACHER PERFORMANCE

As mentioned in chapter one, performance implies carrying out or accomplishing an action or task or to do something in terms of a specific standard (see Chapter 1 paragraph 1.8).

In order to evaluate the impact of leadership satisfactorily, the difference between leadership at the top management level of organisations and leadership at other levels should be considered since this evaluation at all levels helps to determine the importance of leadership in relation to job performance. Since principals directly oversee teacher job performance, their leadership styles have a direct impact on the job performance of teachers.

Day, Sammons, Hopkins and Harris (2009:160-201) reveal that many researchers from different countries and various school settings have confirmed the influence that leadership styles have on school improvement. Principals who make an important and assessable contribution to the success of their employees can lead their schools effectively and have the ability to improve themselves and their staff (Mulford, 2003:18). One of the most important tasks of a leader is to enhance his/her own and teachers' professional development at all levels of education (Guskey, 2002:389-391). This will impact on job performance.

The main goal of schooling is to teach students. The performance of teachers related to this task is determined by many factors such as their level of dedication, professional growth, the environment of the school, the existing school culture, innovation ability of teachers and the level of principals' experience (Nsubuga,

2008:6-17). It has also been established that all of these factors also have either a direct or an indirect influence on the actions or inaction of principals (Mullen, 2004:279-285).

Teacher job performance can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the organisation, or as the ability of teachers to make a considerable contribution to the teaching and learning process (Akinyemi 1993, in Adeyemi, 2010:83-91). Peretemode (1996, in Adeyemi, 2010:83-91) advises that both the performance and participation of teachers should be examined in the day-to-day activities at a school. Furthermore, it is possible to say that teachers behave differently in different situations (Adeyemi 2010:83-91); thus principals should know their staff well to be able to influence their behaviour positively.

The responsibilities of principals entail promoting the effective performance of teachers. Such types of tasks promoting the effective performance of teachers are performed not only by the principal but by the leaders of departments and teams in the school (Usdan, McCloud & Podmostko, 2000:25-30). The principal must therefore also work through these leaders to influence work performance.

More specifically, the team leader's role is to provide ongoing support and motivation to his/her team to improve its performance with the aim of attaining high-quality standards for all teachers and students in the school. In line with this argument, Adeyemi (2010:83-91) asserts that various aspects of job performance, such as effective teaching and lesson preparation, the effective use of work schemes, effective supervision, monitoring of students' work and disciplinary ability are aspects on which teachers should focus in order to deliver effective academic performance in schools. In this regard, the performance of teachers can be measured through an annual report of their activities (including their extra-curricular activities) (Adeyemi, 2010:83-91). There are also other means by which job performance of teachers can be assessed with reference to issues such as

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leadership, supervision, monitoring of students' work, motivation, class control and the disciplinary ability of the teachers. In Ethiopia, teachers' performance is evaluated twice a year at the end of each semester as there are two semesters in all schools in Ethiopia. If the result of the assessment on average is 75% for graduate teachers, 80% for proficient teachers and 84% for highly accomplished teachers and 86% for leader teachers, such teachers can be promoted from one stage to a higher stage (MOE, 2000:14-16). The professional stages, stated above, namely, graduate, proficient, highly accomplished and leader teacher are explained in paragraph 3.9.1.

Assuring excellence in teaching is one of the tasks and responsibilities of a school principal (Lynch, 2012:40). According to Wilmore (2002:4-18), some of the tasks of school principals, which are imperative elements of effective leadership, are to supervise the instructional process and evaluate teachers' skills and the ability to teach, which are significant aspects pertaining to controlling the quality of education. When a teacher is only marginally effective, and the principal does not confront the teacher about the problem, then the principal is also underperforming. According to Price (2000:185), the main reasons for evaluating or measuring performance are to promote the development of each person; to identify a variety of activities that a person is able to perform; to identify development needs of the individual; to improve performance; to determine the placement, transfer, or promotion of a teacher.

Researchers have different opinions on the actual influence of leaders on organisational results with some being of the opinion that the role of leaders throughout history has been overvalued (Day, Sammons Hopkins & Harris, 2009:160-201). However, Kaiser, Hogan and Craig (2008:96) accept that leadership is vital and this is supported by research that leaders contribute to key organisational outcomes. Certainly, leadership is an important component and a critical element of the process of improving the performance of a school (Edgerson & Kritsonis, 2006:2-5). Therefore, it is important to understand and gauge the leadership performance correctly in order to provide successful performance (Nsubuga, 2008:22). In this study the path-goal leadership questionnaire administered in conjunction with a self-constructed performance management questionnaire will fulfil this purpose.

According to Yukl (2008:719-720), leadership has been identified as one of the specific types of job performance measurements. Job performance refers to the behaviour that is anticipated to add to the success of an organisation (Podsakoff, Mackenzie, Paine & Bachrach, 2000:543-558). Akram, Raza, Khaleaq and Atika (2011:32-33) argue that teacher performance is indicated as an output of the ability and motivation of teachers. According to Akram *et al.* (2011:33), the performance of teachers can be affected by internal and external factors. It is, however, difficult to attach any hierarchy of significance to these factors, as every teacher has his/her own qualities that make him/her different from others. The external factors will include the particular community and school system in which the teacher is employed, the school itself, the grade policies of the school and the expectations of students and their parents. According to Akram *et al.* (2011:33), the internal factors include an individual teacher's "beliefs about how children learn most effectively, the teaching methodology he/she selects, his/her own preferred ways of thinking, acting and seeing the world, learners and learning, plus the availability of resources - both human and physical." Hayward (2005:25-30) affirms that despite the motivation of employees to perform, it is necessary to focus on problems that might affect the workers' performance. These problems or factors can be the result of underdeveloped competencies, inappropriate performance goals or lack of feedback about performance.

Akhlaq, Amjad , Mehmood and Malik (2010:47) mention a number of factors that can affect teacher performance. Some of these are aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, staff and parents, preparation and planning, effectiveness in presenting, subject matters and interaction with students. Akhlaq *et al.* (2010:47) list the dimensions of teacher job performance as shown below:

- Instructional presentation.
- Instructional monitoring.

- Instructional feedback.
- Management of instructional time.
- Management of student behaviour.

Kim and Brymer (2011:1020-1026) and War (1998:183-218) are of the opinion that an increase in job satisfaction can lead to improved job performance. Many diverse intrinsic and extrinsic motivational factors can inform teacher job performance. These factors can be classified into the following five main categories: the classroom atmosphere and discipline, leadership, organisational practices, planning and monitoring and evaluation (Adeyemi, 2010:83-91). Money, non-monetary benefits, the school environment, the support of supervisors, learners and their parents and administrative staff are some more of the factors that can affect the performance of teachers. Yet other factors that influence teacher performance are management styles of school principals, the way the teachers communicate with each other, the involvement of the teachers in decision-making, and talents of the teachers which are important to perform different activities. More factors include the importance that is given to the job to be performed, the rights that employees have, respect, achievement, feedback and job responsibility, the way the teachers are promoted and the types of activities to be performed (Kim & Brymer, 2011:1023-1026).

One has to understand the factors associated with the development of quality teachers as a factor affecting work performance. How these factors can affect and be affected by each other and how they can be changed, whenever there is an alteration in the circumstances, should be more central to the discussion according to Mulukeen, Chapman & Dejaeghere (2007:1826). In addition, when we say that remuneration is one of the factors, it should be noted that "evidence suggests that increased salaries alone would be unlikely to improve the quality of the teaching force significantly" (Mulukeen *et al.,* 2007:14-26).

So far in this chapter many factors have been enumerated that impact on teacher performance in order to give an idea of the complexity of the topic. A few factors that

will be used to measure teacher performance in this study will next be discussed more extensively.

3.4 PERFORMANCE INDICATORS USED TO MEASURE TEACHER PERFORMANCE IN THIS STUDY

The performance indicators chosen by the researcher to measure teacher's performance relate to a teacher's performance regarding classroom atmosphere and discipline, organisation, planning, monitoring and evaluation, and leadership. These have been selected by the researcher as the constructs for the compilation of the questionnaire on teacher performance as they relate to the general management tasks to be performed by all teachers in classrooms in order to perform optimally.

3.4.1 Classroom atmosphere and discipline

Teaching is a complicated task and the working conditions of teachers have a direct effect on teachers' ability to educate students appropriately (DeWitt & Whitman, 2011:25-35). Therefore, it is possible to say that the future of a country is also affected by the working conditions at schools. The teacher needs to feel comfortable in his/her workplace, which is the school and more specifically, the classroom. It is important to note that interpersonal relationships between the teacher and the principal and also between the teacher and the students play an important role in the teaching and learning process. Various principals know that there are variations and differences in the levels of control implemented by different teachers. While a disciplined environment is preferred by some teachers, others have a preference to create an enjoyable classroom atmosphere where students feel safe to take risks and be creative (Ladebo, 2005:355-360). In spite of these differences, a teacher's ability to maintain a good classroom atmosphere and discipline are important markers in the evaluation of their success.

Schools have a responsibility to attract, develop and retain effective teachers for the enhancement of educational quality (Mancuso, Roberts & White, 2010:316-320). As mentioned above, the working conditions of a school play an important role in a

teachers' ability to attain the objectives set. According to Mancuso *et al.* (2010:306-323), if teachers are offered a safe, enjoyable, encouraging working environment and sufficient compensation by the school, that will attract, retain and motivate teachers to do their best for a school.

Teachers' working conditions include aspects such as the workload, compensation, school support for teachers' professional development, school decision-making, school safety, students' readiness to learn and public respect for teachers (Ladebo, 2005:355-360). These issues are relevant to be taken into account by leaders in order to assist teachers in creating a conducive classroom atmosphere.

The school climate normally refers to the relationship that exists between teachers and students and also a teacher's relationship with other teachers, senior staff and the school principal (Moye, Henkin & Egley, 2005:266-270). Every school has its own culture which has an effect on the extent to which teachers and students succeed in the teaching and learning process. Hanushek and Rivkin (2007:70-71) believe that if teachers have a supportive working environment favourable to the teaching and learning process, there will be better student achievement. Likewise, empowering teachers can also be considered one of the strategies which are important to improving students' achievement, even if the relationship between the empowerment and performance of teachers is not straightforward (Darling-Hammond, 2000:169-170; Kukla-Acevedo, 2009:49-50; Duke, 2005:17-18). One of the aspects that teachers need to be empowered on specifically is that of creating and maintaining a good classroom atmosphere and discipline. Rivkin, Hanushek and Kain (2005:447-448) believe that "students and parents often refer to differences in teacher quality and act to ensure placement in classes with specific teachers." The researcher argues that quality teachers maintaining excellent job performance will be those who maintain good discipline and a work friendly atmosphere in their classrooms.

Classroom atmosphere is a wide topic on which a lot has been written by authors such as Edwards and Watts (2010:35-41), Jones and Jones (2015:101-123) and

Emmer and Stough (2001:103-112) among others, and teacher performance definitely relates to the ability of teachers to establish a conducive classroom atmosphere and orderly environment for learning to take place.

3.4.2 Organisation

Classrooms should be organised around the way teachers and students teach and learn respectively. For, if the rules and routine of the classrooms are clear and agreed upon, freedom for the teachers to teach and for the learners to learn can be increased by good organisation (Mekelle University, 2011:21-29). According to Fry, Ketteridge and Marshal (2008:8-13), good classroom organisation provides teachers with more time to study the learners' learning difficulties and to plan suitable learning objectives. Classroom organisation also focuses on the physical environment. Thus, a successful teacher organises a safe classroom environment. Importantly, teachers place furniture, learning centres and materials strategically, in order to optimise learners' learning and to reduce distractions (Mekelle University, 2011:7-10).

Furniture arrangements, the location of materials, displays, fixed elements and decorating the classroom with students' work are all part of the organisation (Crombie, Pyke, Silverthorm, Jones & Piccinin, 2003:51-56). The arrangement of furniture is important to promote interaction and help the teachers to have comfortable areas for working. Student needs should be considered in arranging the classroom by, for instance, having space for wheelchairs and having walkways so that students can have access to materials such as pencil sharpeners with minimal disturbances to others. Classroom organisation should allow teachers to move freely around the classroom to monitor students' progress (Crombie, Pyke, Silverthorm, Jones & Piccinin, 2003:71-76). Good classroom organisation promotes better work delivery by both teachers and learners.

3.4.3 Planning

A plan is something that helps the veteran and the novice teachers to make decisions on the basis of the learners, the content and the context of teaching and

learning. In planning, certain questions must be asked such as: Who are their learners? What information, ideas and concepts do they want their learners to grasp? Under what conditions will instruction occur? Even if both the veteran and novice prepare a lesson plan for the instruction they undertake, new teachers spend much more time planning instruction than veteran teachers do, often staying up late at night to plan the next day's lesson (Wiggins & McTighe, 2000:57).

According to Meo (2008:21-30), planning continues after the teacher meets and interacts with his/her students. An effective teacher does much more than share his/her knowledge with students. Successful teaching starts from a plan to create a good and respectful relationship between teachers and students. It is imperative for a new teacher to plan and prepare for managing various activities. One of the important aspects with regard to planning is that it makes a teacher's teaching experience an exciting and challenging journey and reduces the chance of any costly detours. Educational planning has specific characteristics such as the primacy of planning, the pervasiveness of planning, the mission-oriented nature of planning and the future-oriented nature of planning (Wiggins & McTighe, 2000:57). According to the researcher, a good teacher is also a good planner. The characteristics of good planning are shortly provided below.

The primacy of planning: Planning is the first step in teaching for a teacher. It takes precedence over all other tasks and is one of the activities of a teacher that should be carried out before the teacher goes to the classroom.

Planning is pervasive: Planning is done everywhere at primary, secondary and university levels. Whenever a teacher wants to do something, he/she should prepare plans before starting to do the task.

Planning is mission-oriented: Planning is goal oriented. It is prepared in order to achieve goals or objectives already set.

Planning is future-oriented: It is the process of deciding beforehand what is to be done, when it is to be done, how it is to be done and who can do it.

Moreover, according to Chandler (2000:10), there are certain steps to be followed by teachers to plan what they teach. These are:

- Considering the overall objectives for the subject.
- Checking whether the subject's objectives fit into the overall educational aims and graduate profile.
- Understanding what the aims mean in terms of what the teacher expects students to achieve in the subject and the level at which the objectives can be achieved.
- Indentifying which learning, teaching and assessment activities will help students to achieve the subject aims.

According to the researcher, planning is fundamental to effective teaching, and therefore needs to feature in any performance management system for teachers.

3.4.4 Monitoring and evaluation

After a plan has been developed, it is important for teachers to have a monitoring system in place to measure the achievement and to see if it has been implemented and whether outcomes have been achieved (Puamau, 2006:31).

Monitoring and evaluation are how data from projects or programmes are gathered systematically for diverse reasons, such as to share experience, to enhance future assignments, to be accountable for the inputs and outputs and to consider the decisions which are important for future initiatives (UNDP, 2009:99-119).

Monitoring is a periodically recurring duty already included in the plan prepared by teachers. It is believed that documented procedures and experience are always effects of monitoring, which can be used as a foundation to guide decision-making and education procedures (Crawford & Bryce, 2003:363-370). Monitoring is used by people to check their progress against plans and it entails an analysis of information to compare the progress against plans already set (UNDP, 2009:99-119). The data

obtained during monitoring are utilised to evaluate what is desired, as evaluation is used to assess a course already offered as analytically and objectively as possible. In addition, during an evaluation, the data are scanned that can assist a teacher to develop a course or the subject matter to be taught in the future (Crawford & Bryce, 2003:363-370).

Monitoring is essential for evaluation. Information from previous monitoring activities and processes can be utilised in evaluation in order to understand the ways in which the course to be taught is developed and can inspire change (UNDP, 2009:127-142). As effective monitoring and evaluation is a key to effective teaching, this is a cardinal aspect in teacher job performance.

3.4.5 Teacher leadership

According to Harrison and Killion (2007:74), teacher leaders assume roles such as "resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, the catalyst for change" and finally as learners themselves. Each role is shortly explained or defined in the following way:

- "Resource provider: Teacher leaders share instructional resources with their colleagues" (Harrison & Killion, 2007:24).
- "Instructional specialist: Teacher leaders support their workmates to implement effective teaching strategies" (Harrison & Killion, 2007:24).
- Curriculum specialist: Teacher leaders have to understand subject content and identify how various components of curriculum link together.
- Classroom supporter: Teacher leaders support their colleagues in classroom work to implement new approaches.
- Teacher leaders make professional learning opportunities easy for staff members.
- Another role of a "teacher leader" is to serve as a mentor for novice teachers. This is to say that teacher leaders advise new teachers.

- Teacher leaders represent the school at community or district level.
- Teacher leaders also assume the role of leading conversations that engage their colleagues in analysing and using information to strengthen instruction.
- Teacher leaders are ready to bring change to their schools. They are visionaries who are always looking for a better way of doing things.
- The role which is the most important that teacher leaders fulfil is that teachers are learners. They always try to improve themselves to help all students achieve. the required learning goals. (Harris & Killion 2007:74-77).

Teacher leadership firstly implies that a teacher can act as such in the classroom in guiding the learning process which is discussed by Van Niekerk (Coetzee & Van Niekerk, 2015), who provides a model for teacher leadership in the classroom.

Certain important teacher performance indicators were discussed in paragraph 3.4, namely how teachers must perform to create a desirable classroom atmosphere, organise, plan, monitor and lead in their classrooms. The researcher chose to use them as performance constructs in the self-constructed questionnaire to measure teacher performance (see Appendix F). The relationship between teachers and principals in the process of teaching and learning will be discussed below.

3.5 TEACHER-PRINCIPAL RELATIONSHIPS

Edgerson and Kritsonis (2006:2-5) observe that the relationship that exists among principals and teachers varies from school to school. The relationship between principals and teachers can differ considerably even among a principal and the various teachers of the same school. This relationship can affect the success of students and the operation of the school as a whole (Edgerson & Kritsons, 2006:2-5) and thus, impacts on teacher performance.

According to DePaul (2000:11-15), the principal has an extremely important role to play in the school environment as he/she has to lead a group of professional, certified teachers and coordinate a group of trained people. In this position, the principal establishes significant relationships with the staff. Edgerson and Kritsonis

(2006:2-5) comment that principals can improve the perceptions teachers have regarding their roles by having a good relationship with them. When there is significant interaction between principals and teachers, this helps teachers to feel better about themselves and makes them more effective in the classroom. In addition, good relationships between a principal and a teacher also enable teachers to consider principals as "supporters" and "facilitators" to render the teachers effective in the classroom and to feel accountable for the teaching and learning process (DePaul, 2000:15-19).

As the MOE (2008:6.8) states, the principal has a responsibility to supervise the teachers' work and serves as a bridge to the community and the Woreda Educational Offices (WEO). In addition, it also states that principals can serve as instructional leaders of schools. Teachers, students and the school community consider their principals as their role-models. Consequently, it is reasonable to expect that teachers, who have a good relationship with their principals, will try hard to emulate the behaviour of their principals (Davis & Wilson, 2000:349-350). Not only do principals have the above-mentioned responsibilities, they should also strive to have strong relationships with their teachers by creating conducive working conditions and establishing a successful teaching and learning culture (Davis & Wilson, 2000:349-353).

Good relationships with their principals are particularly significant for novice teachers or for teachers who do not have teaching experience (Kahai, Sosik & Avolio, 2004:67-105). Importantly, the turnover rate of teachers can be influenced powerfully when principals provide expert assistance to a teacher who has started teaching recently or to newly employed teachers during the early years of their occupation (Ingersoll, 2001:499-504).

According to Tekleselassie (2005, in Mengistu 2012:56-85), if the relationship the teachers have with their principal is open, collaborative and helpful, it will increase the willingness of teachers to be involved in decision-making. Teachers will be interested, encouraged and stimulated to perform the activities assigned to them

when teachers and principals have a strong affiliation (Mengistu, 2012:56-85). Teachers who are not satisfied with their jobs and the relationship they have with their leaders are affected negatively, while the students are also adversely affected by such unfavourable factors. Besides, Edgerson and Kritsonis (2006: 2-5) reveal that teaching staff who regard their leaders as stimulating and supporting, take responsibility and accountability for student achievement. DePaul (2000:12-15) explains that principals and teachers frequently work as a team, whenever they want to deal with major discipline problems, parental issues and also in achieving annual progress. The researcher is of the opinion that good relations between principals and teachers impacts positively on work performance, and furthermore, that the choice of leadership style will contribute towards good relations.

According to Wahlstrom and Louis (2008:488-490), a further important component of relationships is trust, which assists principals and teachers with building greater success in the school environment. The authors also state that trust is imperative whenever school leaders want teachers to follow and support their efforts. The relationship the teachers have with the community and parents will be discussed briefly below, as this also impacts on the performance of teachers.

3.6 INVOLVEMENT OF THE COMMUNITY IN EDUCATION

People who hold top positions in a school organisation should apply leadership to increase the participation of society in the process of education. It is interesting to note that the achievement of the goal of improving teaching and learning partly depends on the involvement of the community (Atsebeha, 2015:24-27). Moreover, Atsebeha (2015:24-27) believes that the attainment of a school's objectives would not be possible without the contribution of the community. Therefore, attention should be given to community participation to promote the educational development of schools in general and primary schools in particular (UNESCO, 2000:10). Accordingly, the community is expected to contribute to the improvement and upgrading of school facilities. As mentioned above, all schools are expected to establish links with the local community. The involvement of parents is important as

this can help to increase the attendance of students, generate extra money for the school, serve as a means for creating accountability for the management of the school and they can support the teachers to create good citizens for a country. However, it can be challenging for principals to build good relationships with the community, particularly as the community may have no idea of what is going on in the school or what is needed in terms of teaching (Agbo, 2007:6-12). The involvement of the community in a direct and indirect way in education can enhance the work of teachers.

3.7 TEACHERS' RELATIONSHIP WITH PARENTS

The relationship that exists between teachers and parents are extremely significant for teachers and parents as well as pupils as the beneficiaries of education (Keyes, 2001:156-164). It is most certainly beneficial when the parents have strong relationships with schools in general and with teachers in particular. The strong relationships the teachers have with parents help to make them successful at their jobs; while the parents also have an advantage with respect to the quality of schooling of their children (DePaul, 2000:7-11). According to Knopf and Swick (2007:294-296), such a positive partnership between teachers and parents can exist when the teachers are respected by the community that lives in the vicinity of the school where the teachers work. This is one of the factors that improve the satisfaction of the teachers. However, the communication gap between the teachers and parents might increase if teachers do not respect parents and do not allow them to participate in issues regarding schools. Moreover, the gap between teachers and parents may cause job dissatisfaction among teachers (Keyes, 2001:158-164), thereby impacting negatively on teacher performance.

3.8 PERFORMANCE STANDARDS FOR TEACHERS

In order for the researcher to understand the concept "teacher performance" he thus far provided a theoretical orientation to the concept. This was followed up by looking at some actual performance standard systems of which two are reported here. This approach helped the researcher with a theoretical framework which he could use in

constructing a questionnaire that could serve as a measuring tool to gauge teacher performance in the empirical part of this study (see Appendix F).

In order to document the performance of teachers, well-delineated, uniform performance standards are needed for teachers. This uniform performance benchmark also leads to elasticity, inspires creativity and personal teacher inventiveness due to the nonstop augmentation and development given by the performance standards: "The intention of performance standards is to give nonstop augmentation and development of each staff member of a school by monitoring, analysing and implementing relevant data compiled within a scheme of momentous reaction" (Virginia Board of Education, 2011:27-30).

3.8.1 Delineating teacher performance standards

Professional responsibility can constitute the basis of teacher performance standards. Well-delineated responsibilities provide adequate details and precision so that both teachers and evaluators, such as principals and supervisors, understand their job expectations. The researcher includes an example of performance standards to illustrate the concept. According to the Virginia Board of Education (2011:27-30), the following standards are used to explain the "expectations for professional performance":

As mentioned above, "performance standards define the criteria when teachers perform their major tasks. For all teachers, there are seven performance standards" as shown below (Virginia Board of Education, 2011.27-30).

3.8.1.1 Professional knowledge

This pertains to where a teacher shows an understanding of the curriculum, subject content and the development needs of students by providing relevant learning experiences.

3.8.1.2 Instructional planning

This standard refers to how a teacher plans, using the "school's curriculum, effective strategies, resources, and data to meet the needs of all students" (Virginia Board of Education, 2011:27-30).

3.8.1.3 Instructional delivery

This performance standard refers to when a teacher engages effectively with students with regard to learning by using a variety of instructional strategies in order to meet individual learning needs.

3.8.1.4 Scientific assessment of learners' education

This performance standard refers to where pertinent data are collected, analysed and employed scientifically by a teacher to assess learners' academic evolution, teaching content, and teaching methods and supply responses on time to both learners and parents all the way through the school year.

3.8.1.5 Educational environment

Performance is also assessed with regard to resources and processes that are utilised by a teacher to supply a reverential, affirmative and secured learner's environment that is encouraging for learning.

3.8.1.6 Professionalism

Performance entails that a teacher applies teaching ethics, converses with his/her colleagues successfully, feels accountable and partakes in expert argumentation, which has an effect on learners' educational progress.

3.8.1.7 Student academic progress

The performance of a teacher results in satisfactory, measurable and suitable learner academic improvement.

3.8.2 Markers of performance

According to the Virginia Board of Education, performance indicators provide guidelines to assess observable and tangible behaviour in terms of the extent to which teachers meet each yardstick, which make job performance expectations clear to teachers, principals and supervisors. The markers or indicators of performance supply what should be carried out. The performance indicators that are listed below, are not intended to be prescriptive since all the performance markers cannot be attached to every activity to be performed and therefore teachers are not expected to meet each expectation during every teaching task (Virginia Board of Education, 2011:27-30).

Hence, some performance indicators for most of the performance standards mentioned above (paragraph 3.8.1) will be provided below as an example of what performance indicators may look like (Virginia Board of Education, 2011:27-30).

3.8.2.1 Sample performance indicators for professional knowledge

Some sample performance indicators for professional knowledge are: Addressing the appropriate curriculum standards effectively; display skills to join current practice with previous and future educational practices, and actual practices of the world and application thereof; displays precise knowledge of the course being taught.

3.8.2.2 Sample performance indicators for instructional planning

Some sample performance indicators for instructional planning are: Plans time realistically for pacing, content mastery, and transitions; plans for differentiated instructions; preparing and/or adapting when needed appropriate long- and short-range plans.

3.8.2.3 Sample performance indicators for instructional delivery

Some sample performance indicators for instructional delivery are: strengthen the knowledge and skills the learners already have; offer different types of learning to satisfy the needs of the learners; utilises a diversity of effectual learning plans and resources; apply educational technology to improve learners' schooling; converse vividly and tries to know whether that is clear for the listeners.

3.8.2.4 Sample performance indicators for assessment

Some sample performance indicators for assessment are: Uses pre-assessment data to develop performance expectations for students, to differentiate instruction, and to document learning; uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the learners; arrange learners' assessment in line with curriculum yardsticks already set up.

3.8.2.5 Sample performance indicators for the learning environment

Some sample performance indicators for the learning environment are: Arranges the classroom to maximise learning while providing a safe environment; maximises instructional time and minimises disruptions; establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic; promotes cultural sensitivity.

Communication between teachers and principals will be based on the relationship the teachers and principals have with each other. Therefore, to maintain the relationship the teachers have with the principals, it is important to execute school activities according to the set performance standards and indicators.

The standards for teachers who work in Ethiopia will be explained below.

3.9 PERFORMANCE STANDARDS FOR TEACHERS IN ETHIOPIA

The MOE (2004:40-46) professional benchmarks or standards for those who engage in teaching consist of seven criteria which explain what a teacher has to know and

be able to perform, as shown in table 3.1 below. The benchmarks or standards are interrelated, inter-reliant and have common characteristics. They are also categorised into three sections, namely, "professional knowledge," "professional practice" and "professional engagement". These are then divided into underpinning knowledge at four phases of expertise: "graduate," "proficient," "highly accomplished" and "lead" teachers.

Table 3.1: National professional standards for teachers (Source: MOE, 2000:4)

Domain of teaching	Standards	Focus areas & descriptors
	1. Know students and how they learn	
	2. Know the content and how to teach it	
	3.Plan for and implement effective teaching and learning	
	4.Create and maintain supportive and safe learning environments	
	5.Assess, provide feedback and report on students' learning	
	6. Engage in professional learning	
	7.Engage professionally with colleagues, parents/caregivers and the community.	

The four phases of expertise, namely, "graduate teacher," "proficient teacher," "highly accomplished teacher" and "leader teacher" as stated in the criteria or standards, supply yardsticks to recognise the professional augmentation of teachers during their careers.

3.9.1 Professional career stages

According to the Ethiopian Ministry of Education (MOE), (2000:4-46), the professional career stages of teachers are explained as follows.

3.9.1.1 Graduate teachers

These are teachers who are qualified to meet the standards of the officially recognised programme of early teacher training. Therefore, the qualification which is awarded shows that the teachers have satisfied the benchmarks for "graduate teacher". At this stage, teachers have completed their early teacher training and have the knowledge and skills which are important to plan and manage educational programmes for learners. Moreover, graduate teachers understand educational principles and teaching strategies to satisfy students' specific educational needs. According to the MOE (2000:8), graduate teachers are teachers who know their subjects and curriculum content well enough to plan what they teach.

Moreover, "graduate teachers" also "understand the importance of working ethically, collaborating with colleagues, external professional and community representatives and contributing to the life of the school." (MOE 2000:8). They understand the strategies for working successfully, sympathetically and confidentially with parents and recognise their role in their children's education.

3.9.1.2 Proficient teachers

These are teachers who meet the requirements for full registration in the school through demonstrating the achievement of the seven standards at this level and being able to produce successful teaching and learning experiences for their learners. They also understand the unique backgrounds of their learners and adjust their teaching to meet their individual needs and diverse "cultural", "social and linguistic" features. In addition, according to the MOE (2004:8-14), proficient teachers are teachers who have the ability to build up a secured, affirmative and industrious working atmosphere that encourages students to participate and to plan and apply a teaching programme that complies with the set of course, evaluation and coverage needs. Moreover, proficient teachers analyse and support their students' knowledge using feedback and assessment and adjust the school programmes to meet student needs better (MOE, 2004:8-9).

According to the MOE (2004:9), "proficient teachers" are teachers who are actively involved in their occupation and who identify, plan and assess their own educational needs according to the advice they obtain from their colleagues. They are also team members working jointly with workmates. Proficient teachers are responsible for consulting their workmates regarding teaching matters that can influence their educational activities.

3.9.1.3 Highly accomplished teachers

These are teachers who are known as extremely successful and talented teachers who adhere to a high standard of teaching practice. They regularly perform independent work and work with others jointly to enhance their own performance and the performance of their workmates. Highly accomplished teachers have detailed knowledge about different courses or curriculum content within their field of responsibility and are also dynamic participants in the school programme. Moreover, highly accomplished teachers work hard for the education of their co-workers. They may also engage in leading and consulting others and routinely discuss matters regarding effectual schooling to enhance teaching results for their learners. Besides, they try their best to increase education opportunities for their learners, examining their milieu and characteristics in order to understand the effect of those factors on the education of the learners (MOE, 2004:8-14). They have the ability to teach practically in their educational areas and also have the ability to work with workmates in order to plan, assess and improve the teaching programmes for the enhancement of learners' education. According to the MOE (2000:12-14), they are actively engaged in the creation of an environment which is vital to increase the chance of the learners for learning.

3.9.1.4 Lead teachers

According to the MOE (2000:40-46), leader teachers are teachers who:

- Are known and esteemed by their workmates, parents, and community as role-models for colleagues and learners.

- Exhibit reliable and original teaching practice over time.

- Start and guide activities giving attention to those that are important for the enhancement of teaching opportunities for all learners.

- Ensure that an inclusive educational atmosphere exists that satisfies the needs of learners from diverse linguistic, cultural, religious and social-economic backgrounds.

- Look for opportunities to enhance their own skill to perform different activities and share their knowledge, skills and experience with all teachers who are working with them.

- Have adequate ability and talents to assess learners before and after class using their ability which is important to develop "knowledge", "practice" and "professional engagement" which are depicted in Table 3.1 above.

- Encourage teachers to be imaginative and apply innovative thinking.

- Improve student performance based on the evaluation done, and analyse students' assessment, taking parents' feedback into account (MOE, 2000:8-9).

The standard indicators for graduate, proficient, highly accomplished and lead teachers will be indicated in this sequence below under each standard (MOE, 2004:11-14).

3.9.2 Standard indicators for the career stages

3.9.2.1 Standard 1: Knowing students and the ways the students learn.

Some of the standard indicators according to the MOE (2000:4-14), require a teacher to:
- Employ the entire school (physical and human resources) as surroundings to improve learners' education (graduate teacher).
- Prepare a teaching plan considering students' status, progress, improvement to enhance learners' learning (proficient teacher).

- Satisfy what the individual or group learners need through creating a conducive educational environment (highly accomplished teacher).
- Verify problems that hinder learners' education and success (lead teacher).

3.9.2.2 Standard 2: Know the content to be taught and how to teach it

The MOE (2000: 20-23) states that some of the standard indicators prescribe that a teacher:

- Links key concepts, principles and theories across the curriculum and to life applications.
- Has knowledge of all teaching resources in planning educational practices.
- Prepares strategies of educational practices that consider the main ideas, premises and theories as well as those delineated in the curriculum.
- Delivers effective lessons and learning opportunities.

3.9.2.3 Standard 3: Planning and implementing successful teaching and learning processes

Some of the yardstick indicators according to the MOE (2000:10-23) expect that a teacher:

- Sets up and communicates high expectations to all the students through different actions giving attention to learners' affirmative quality and expressing a belief in their talents.
- Develops a culture of high expectations for all students by modelling and setting challenging learning goals.
- Sets specific challenging expectations for each individual student and each learning activity.
- Develops a sense of ability to influence students' progress and persists in seeking approaches for students who have difficulties in learning.

3.9.2.4 Standard 4: Create and maintain supportive and safe learning environments

In terms of the standard indicators according to the MOE (2000:10-11), a teacher:

- Demonstrates respect and caring in their interactions with all students.
- Develops and teaches expectations for respectful interactions among students.
- Uses strategies to promote positive relationships, cooperation and collaboration among students.
- Establishes and maintains workable routines to create an environment where learners' time is used for learning tasks.

3.9.2.5 Standard 5: Assess, provide feedback and report on student learning

According to the MOE (2000:11-46), the standard indicators pertain to the fact that a teacher:

- Motivates learners to reflect whenever it is appropriate. Relates assessment tasks to planned learning outcomes.
- Monitors and evaluates learners' achievement to have evidence about them.
- Selects appropriate assessment methods for monitored outcomes.
- Has appraisal strategies that can be used as models or examples for workmates so that they successfully display learners' educational results.

3.9.2.6 Standard 6: Engage in professional learning

Some of the standard indicators according to the MOE (2000:11-46) are:

- Establishment of goals for own professional development.
- Preparation of a plan of action having reflections as a basis to encourage own professional development.

- Support to colleagues in order to facilitate professional growth needs.
- Support to co-workers in planning and executing their responses to recognised educational needs.

3.9.2.7 Standard 7: Engage professionally with colleagues, parents/caregivers, and the community

Some of the standard indicators that a teacher needs to meet according to the MOE (2000:12-46) are to:

- Comply with legislative, administrative and organisational requirements.
- Put into practice the rules already explained in the codes of conduct of the teaching profession.
- Be aware of the implications of and obey the pertinent managerial, institutional and professional prerequisites, policies and procedures.

Standard Indicators above include matters such as knowing learners and the ways in which the learners learn, understanding the content to be taught and the way learners are taught, how it is planned and how to implement successful teaching and the learning processes as already mentioned. Further aspects deal with producing a conducive climate in which to learn, evaluating to give feedback and preparing student reports. In addition, the focus falls on engaging in professional learning amongst colleagues and parents. The expectations of "graduate teacher", "proficient teacher", "highly accomplished teacher" and "leader teacher" have been discussed above.

Above the researcher provided some indication of the standard by which teachers' job performance is evaluated. Examples of performance management instruments for teachers abound as virtually every education system uses some form of performance management. Such instruments, such as the one used in Ethiopia, provided the researcher with valuable information to keep in mind for constructing his own performance management questionnaire.

3.10 CONCLUSION

This chapter discussed teacher performance, factors that can affect teacher performance and performance standards. In addition, the chapter tried to present the relationships teachers have with principals, the parents and the community and the problems teachers encounter if they do not have a strong relationship with these entities, as this will also impact on their performance. Moreover, this chapter also discussed the important indicators of teachers' performance.

The next chapter presents the methodology employed in this study.

CHAPTER FOUR

METHODOLOGY AND DESIGN OF THE RESEARCH

4.1. INTRODUCTION

In the preceding chapters leadership theory, leadership styles, teachers' job performance and the factors that affect teachers' performance were discussed and described. Accordingly, in chapter two the theoretical framework was discussed, while chapter three focussed on the job performance of teachers. Thus, the previous chapter two and three provided the theoretical skeleton for the empirical study of the leadership styles and their effect on teachers' job performance in primary schools of the Tigray region.

The design and methodology of this study as well as the ethical issues will be discussed in detail in this chapter. Since the methodology of any study is determined by the research questions to be addressed, this chapter is structured to discuss the research questions briefly as listed in Chapter 1 (paragraph 1.3.1.1) and in this chapter in paragraph 4.2. This is followed by a general discussion of the research methodology principles (with an emphasis on aspects that pertain specifically to this research) in paragraph 4.3 and the detailed research methodology of this study in paragraph 4.4. The issues pertaining to the pilot study and the validity and reliability of this study as well as the ethics of research are covered in paragraphs 4.5, 4.6 and 4.7 respectively.

4.2 SPECIFIC RESEARCH QUESTIONS OF THIS STUDY

The basic research questions which were formulated in chapter one (see chapter 1 part.1.3.1) are:

- Which leadership styles do staff members (teachers and principals) of primary schools in the Tigray region (most commonly) observe in their principals?
- How do the principals (and staff) of primary schools in the Tigray region perceive the performance of their teachers?

- How do teachers perceive the effect of the leadership styles adopted by their school leaders on their performance?
- Which leadership styles have a positive effect on teacher performance in primary schools in the Tigray region?

These research questions will now be elaborated on briefly in order to describe the perspectives and context regarding the issues impacting on this research.

4.2.1 Research question 1

Which leadership styles do staff members (teachers and principals) of primary schools in the Tigray region (most commonly) observe in their principals?

The directive, supportive, participative and achievement-oriented leadership styles, which are known as path-goal leadership styles, are the leadership styles which are going to be used in this study, as indicated in the preceding chapters. As noted in Chapter 1, paragraph 1.6, teachers in different schools have different qualifications and needs. Thus, to satisfy the needs of all teachers it is important for the principals (leaders) to exhibit different path-goal leadership behaviours according to the situation. Therefore the first research question relates to the leadership styles most commonly observed in principals.

4.2.2 Research question 2

How do principals (and staff) of primary schools in the Tigray region perceive the performance of their teachers?

The levels of teachers' performance in primary schools in the Tigray region vary from school to school in general and teacher to teacher in each school in particular. The principal of each school evaluates the teachers in the school every semester to determine their performance levels according to the criteria set by the Ministry of Education of Ethiopia. The results are also filed in a file under the name of the teacher. Professional career stages or the levels at which teachers function are:

graduate teacher; proficient teacher; highly accomplished teacher; and lead teacher (MOE, 2000:4-16; see chapter 3 paragraph 3.9.1).

Leadership styles impact on teacher performance; therefore in order to gauge this effect, the researcher also had to measure the performance of teachers. This study has thus also set out determine in a uniform manner how the principals and staff of primary schools in the Tigray region perceived the performance of their teachers as a second step in the research.

4.2.3 Research question 3

How do teachers perceive the effect of the leadership styles adopted by their school leaders on their performance?

Principals exert influence on teacher performance through the leadership styles they adopt. In relation to the above question, it is important to determine the relationship the teachers have with their principals and the interaction between the teachers and principals in the school, and its effect on the performance of the teachers. This will enable the researcher to understand the perceptions the teachers have of the leadership styles adopted by the school leaders. Teachers are promoted from one professional level to another every year in primary schools in the Tigray region as is the case in all schools in Ethiopia. This shows that all styles employed by principals and the contingency factors such as environmental and subordinate contingency factors strengthen leadership behaviours to produce task and interpersonal results. Therefore, based on the perceptions of the teachers and principals, the researcher wants to determine whether the leadership styles of leaders play a determining role in the performance and promotion of teachers.

4.2.4 Research question 4

Which leadership styles have a positive effect on teacher performance in primary schools in the Tigray region?

There are many leadership styles, but this study has focussed on the directive, supportive, participative and achievement-oriented leadership styles of the path-goal leadership theory. Among these leadership styles, the researcher wanted to determine which style or styles used by principals has or have a positive effect on the performance of teachers. The principal can use one or more styles as the path-goal leadership theory as situational leadership theory makes room for this (Robbins 2001:321-322).

The general aim of these questions was to see the effect of the leadership styles employed by principals on the job performance of teachers.

The next section will discuss the research methodology of the study in general terms followed by a detailed description of the research methodology for this study. These sections will indicate how the researcher aims to answer the research questions set out above.

4.3 THE COMPONENTS OF A RESEARCH METHODOLOGY

The research design, the target population, the sampling units, the sampling method/s, the measuring instruments, the variables of interest and the analysis strategy all form important components of the research methodology of a study. As indicated in the introduction to this chapter, the research questions and in particular, the type of research questions stated in this research can directly influence the specific research methodology applicable to a particular research context.

Paragraph 4.3 will now discuss the components of a research methodology and will give specific detail of the methodology pertaining to this study. In addition, paragraph 4.4 will describe the specifics of the methodology applicable to this study.

4.3.1 The research design of a study

According to McMillan and Schumacher (2010:490), a plan which is used to explain the methods or procedures that are going to be used to collect data and to analyse data already collected is known as a research design. A research design enables

researchers to address the key problem of the study and the basic research question to be answered systematically by putting the people who are conducting the research in the milieu of the empirical world and by attaching them to specific areas, individuals or groups and the methods important to analyse the data.

Furthermore, a research design forms "the blueprint that explains procedures" which are followed by the data collection and data analysis as well (Leedy & Ormrod, 2001:101-108). In addition, De Vaus and De Vaus (2001:9) state that a research design is also important for researchers to address the basic research questions as clearly as possible and to draw valid conclusions.

In literature, research designs can be classified in many ways. For example, research designs can be labelled according to the attributes of the research environment or designed plan or the objective of the research such as in action research, causal design, cohort design, cross-sectional designs, descriptive designs, experimental designs, explanatory designs, historical designs, longitudinal designs, observational designs, philosophical designs and sequential research designs (Trochim 2005:1-7).

However, research in this study will be classified according to the research approach taken, which can be either a quantitative, qualitative or mixed methods design approach (Creswell, Plano Clark, Gutmann & Hanson, 2003:210-213).

4.3.1.1 Quantitative research design

A quantitative research approach is usually objective and requires the use of standardised measures. Its aim is to establish facts, describe phenomena, explain statistically and predict phenomena and show relationships between variables. It involves studies that make use of a statistical analysis to obtain their findings. With regard to the quantitative research methodology, data are very often collected by means of questionnaires. For this study specifically, the researcher planned to use questionnaires as it can be used to collect data from many respondents relatively

cheaply and easily (Bird, 2009:1323-1325). For the purpose of this study, the questionnaire was an apt choice for collecting data using a quantitative approach.

(a) Advantages of quantitative research

Some of the advantages of quantitative research are that it is easy to conduct; it can include a relatively large number of questions; and it can be used as a form of evidence to test the effectiveness of a programme (Bird, 2009:1303).

(b) Disadvantages of quantitative research

Some of the disadvantages of quantitative research are that the data to be gathered may not be as detailed as in qualitative research and adequate information needed for the interpretation of data may not be provided by written questionnaires (Tewksbury, 2009:35).

4.3.1.2 Qualitative research design

A qualitative approach is an inquiry approach in which a central phenomenon is explored and understood (Creswell, 2009:203). Accordingly, phenomena are studied by asking participants questions and to collect the detailed views or ideas of participants using words. According to Mack, Woodsong, Macqueen, and Guest (2005:11), qualitative research is a scientific approach that entails characteristics such as "seeking answers to a question and using a set of procedures to answer the question collecting evidence and producing findings that were not determined in advance."

In addition, Mack *et al.* (2005:11) state that the aim of qualitative research is to develop an understanding of the "problem under study in terms of the meaning given to it" by the respondents. Mack *et al.* (2005:11) add that one of the reasons for this is "the way in which culturally specific information about the values, opinions, behaviour and social contexts of particular populations" are obtained. According to Creswell (2003:10), observation, interviews, document analysis and focus group

interviews are some of the data collection instruments which can be employed to collect data for qualitative methods. Each method is suitable for a specific purpose and collects a specific type of data. For instance, participant observations are appropriate for collecting data regarding behaviour which occurs naturally in the usual contexts, while in-depth interviews are appropriate to collect data regarding individuals' personal histories, perspectives and experiences (Creswell, 2003:10-11). Furthermore, focus groups, which were used in this study, are effective for eliciting data on the leadership styles of principals and their effect on teachers and for gathering data on the broad perceptions held by supervisors of leadership styles and their effect on teachers' performance.

Qualitative data inter alia entail interview and the open-ended information a researcher collects from respondents using interviews and questionnaires. Interview questions are questions that are asked during interviews, which help respondents to express their ideas or opinions in their own words. This study uses a qualitative research design as this type of research design describes the essence of the phenomenon through exploring respondents' experiences (Lodico *et al* 2006:263-273).

(a) Advantages of qualitative research

Qualitative research has both advantages and disadvantages. Some of the advantages of qualitative research are that it provides insight into the "why" and "how" of attitudes and behaviours; it clarifies quantitative data and provides more detail information on what the research means to the participants (Kruger, 2003:206-210).

(b) Disadvantages of qualitative research

Some of the disadvantages of qualitative research are that it is time consuming to capture and analyse the data collected; the data gathered through the qualitative method is more subjective and it is difficult to summarise; it may yield smaller

sample sizes, and it is regarded as less reliable for it is subjective. (Silverman, 2013: 324-327).

(c) Characteristics of qualitative research

Lodico *et al.* (2006:264) describe the characteristics of qualitative research as follows:

- Qualitative studies are carried out in a naturalistic setting.
- Researchers ask broad research questions designed to explore, interpret or understand the social context.
- Participants are selected based on whether the individuals have information vital to the questions being asked or not.
- Data collection techniques involve observations and interviews during which a researcher has close contact with the participants.
- The researcher is likely to play an interactive role...
- The study uses a narrative form to report data.
- Findings that were not determined before are produced by the researcher.

4.3.1.3 Mixed methods research design

Quantitative and qualitative research approaches differ primarily in terms of the "objectives to be achieved, the types of questions used to collect data; the types of data collection tools employed, the data they produce and the degree of flexibility in collecting and analysing collected data" (Mack, Woodsong, MacQueen & Guest, 2005:12).

A third type of research design, developed to integrate the qualities of both quantitative and qualitative research approaches, is represented in the mixed methods research design. As will be indicated in more detail in paragraph 4.4, the study under discussion in this thesis uses a mixed-methods research approach.

Creswell (2009:203-204) reveals that a definition of mixed method research refers to the way data are collected and analysed by mixing both quantitative and qualitative methods. As Leedy and Ormrod (2001:101) and Lodico *et al.* (2006:282) state, this approach provides deeper insight and richer information on a researched phenomenon. The research flexibility of a mixed methods approach is a strong point of this design type.

Ary, Jacobs and Sorensen, (2010:567-568) explain that the use of words, narratives and illustration are important to express what numbers imply. Furthermore, the words, narratives and illustrations can enhance the accuracy of the qualitative data.

(a) Advantages of the mixed methods research design

According to Fraenkel and Wallen (2009:556:559), mixed-methods research has numerous advantages. Examples of these strengths include:

- The fact that this type of research assists the researcher in explaining and exploring relationships between variables.
- Furthermore, the approach can assist in confirming these established relationships.
- The intrinsic value of this approach is seated in the fact that mixed methods research designs combine the strength of qualitative and quantitative research approaches and uses the strength of the qualitative or quantitative method to defeat the weakness of the other.

(b) Disadvantages of mixed methods research design

The weaknesses of both the quantitative and qualitative research approaches have to be considered and managed carefully in a mixed-methods design approach. These weaknesses, for example, include the aspects of sample size, subjectivity, time-intensive research and richness of collected data (Lodico *et al.* 2006:282-283), to name but a few. However, as indicated by Fraenkel and Wallen (2009:556:559),

with proper planning this approach can also be applied to use the strong point of one method of mixed method research to solve the weak point of another method.

(c) Characteristics of mixed-methods research

Generally, mixed-methods research is used to incorporate a qualitative component in an otherwise quantitative study. In such an approach, one phase of the study builds onto the other. The objective is to explore qualitatively; develop a quantitative measuring instrument; derive findings; and follow-up with a qualitative component which provides a more in-depth understanding of the findings of the quantitative leg of the research (Creswell, 2009:12). This describes a general application of a mixed-methods design.

Creswell (2003, in Lodico *et al.*, 2006:235) furthermore mentions that the sequence and balance between the quantitative and qualitative components of a mixed methods approach is decided on when planning the research. Depending on the balance between the quantitative and qualitative components, the design is more specifically referred to as an explanatory-, exploratory- or triangulation mixed-methods design. An explanatory design places more emphasis on the quantitative components; an exploratory design more emphasis on the qualitative component and a triangulation mixed-methods research design assigns equal weight to "the quantitative and qualitative components of the research" (Lodico *et al,* 2006:287). It will be indicated in paragraph 4.4 that the explanatory mixed-methods research design is an applicable design for this study.

A mixed-methods research design can be described in still greater detail if the quantitative/qualitative component sequence is taken into account when research is planned. The sequence order and emphasis would then distinguish between a sequential explanatory mixed-methods design; a sequential explorative "mixed methods design; a sequential transformative mixed-methods design, a concurrent triangulation mixed-methods design; a concurrent nested mixed methods design; and a concurrent transformative mixed methods design" (Creswell (2003:10-11).

This study, has however, chosen to refer to the design of this research by the more simplistic label of an explanatory mixed methods research design.

The population and sampling components of the research methodology are discussed in the next subsection, paragraph 4.3.2.

4.3.2 The target population of a study

A population is an aggregate of creative entities, cases/people, events or phenomena from which a sample is drawn (Koul, 2006:111-112). A population can also be defined as a group of people or objects (sampling units) that relate to, or have a common concern and which are investigated in the research.

4.3.3 Sampling and sampling units

Sampling involves the selection of a number of elements of the population (sampling units) from a defined population. According to Koul (2006:187-190) sampling refers to the process of choosing a part of the population that can represent the whole collection of things, group of people or animals. Koul (2006:111-112) furthermore states that an appropriately selected sample is a sample that contains most of the information that meets the objective of the research.

To sample adequately, a researcher, therefore, needs to specify the target population and the parameters of the population, which will be of interest to the researcher. By defining the population, the researcher also establishes the sampling frame (The elements in the population that can be identified and to which the researcher has access). The sampling frame is one factor that determines how sampling will be done (the sampling strategy or sampling technique).

Various sampling strategies exist and are applicable in specific contexts. The type of research (quantitative or qualitative); the research questions to be addressed; the research objectives and hypotheses stated all affect choice of an appropriate sampling strategy. However, a common denominator in the design of all sampling

techniques is the selection of a representative sample of the population. The reasoning in this instance is that selected elements speak for/represent the entire population (Muijs, 2004:38).

Representativeness in quantitative and qualitative research, however, has different interpretations that stem from the general research objectives of quantitative and qualitative research approaches. For example, in quantitative research, the objective is to analyse the results from the sample (usually large samples) to predict the results for the entire population based on measurements of variables measured on selected units of the population. In other words, generalisations (predictions) of quantitative measures are the ultimate objective of the research. In this sense, measures on a select group of units predict how a population will react. The sample has to represent the population accurately in a measureable way (Mosteller 2006:101-109).

As opposed to perceptions of representativeness in quantitative research (prediction accuracy), representativeness in qualitative research are more focussed on providing the richest and most insightful information on a researched phenomenon towards understanding the behaviour or the phenomenon under study (for example, an understanding of the experienced emotions of victims of crime). This argument serves to illustrate that the underlying purpose of sampling is to ensure the selection of representative samples but with differing interpretations of what representativeness entails.

The various sampling techniques can be categorised as either probabilistic or non-probabilistic sampling (Cohen, Manion & Morrison, 2013:153-155). Furthermore, sampling techniques can be grouped according to the research approaches to which they generally apply, namely, the quantitative or qualitative approaches. Probability sampling defines the family of techniques where each element of the population usually has a predetermined chance to be chosen to the sample. The sample sketch is known in these instances (Cohen *et al.,* 2013:153-155) and examples of probabilistic sampling strategies include *simple random sampling* (equal chance

selection, for example, drawing sample unit numbers from a hat), while *systematic random sampling* entails sampling every n^{th} element from an ordered list where the starting point is selected randomly. In addition, in *cluster sampling* representative population-clusters are identified and the clusters are then sampled randomly, and in *stratified random sampling* (in a stratified population) units are randomly selected from each stratum. (Koul, 2006:117; Sekaran, 2005:268-271). Paragraph 4.4 will indicate how "stratified sampling" and "simple random sampling" were used to collect data for the quantitative phase of the research.

In non-probability sampling, it is assumed that (for the purpose of the research) attributes of the population are distributed evenly throughout the population. In this instance, elements are chosen arbitrarily (according to a specific protocol), and there is no method of determining the probability of any single element being selected to the sample (Cohen *et al.,* 2013:161-162). Non-probability sampling is appropriate when rich descriptive information is required in the research. "This is a less expensive and more convenient" means of sampling a small group and retrieving rich information (Cohen *et al.,* 2013:162). As indicated earlier in this paragraph, this type of sampling is motivated by the intrinsic objective of the research approach (Mgedezi, 2012:21-24).

Non-probabilistic sampling strategies include, for example, *convenience sampling* (the selection of sampling units that are convenient to select), *volunteer sampling* (participants who volunteer to participate in the research) and *snowball/ network* sampling (initially selected participants recommend additional participants, who in turn, suggest still more participants). In addition, there are *purposive sampling* (population elements chosen for a specific purpose), *quota sampling* (predetermined numbers of cases to be non-randomly sampled from specific groups) and *maximum variation sampling* (selection of cases that exhibit extremes are attributes of value to the research). Furthermore, there are *theoretical construct* sampling (sampling participants who exhibit characteristics of the theory on which the research is based) and *extreme case sampling* (the selection of cases that are different from the general population) (Mosteller 2006:101-109; Suri, 2011:4-5).

These are the different types of sampling techniques most often used in quantitative and qualitative research approaches. The sampling methods which are usually used in quantitative research are simple random, systematic, stratified, cluster and multi-stage sampling techniques while the sampling techniques which can be employed for qualitative approaches are convenience sampling, maximum variation sampling, snowball sampling and extreme case sampling, among others. (Mosteller, 2006:101-109; Suri, 2011: 5-8).

Paragraph 4.4 will indicate that *snowball/network sampling* and *stratified random sampling* were used to select respondents in the research.

4.3.4 Measuring instruments

Measuring instruments in research are instruments used by researchers to evaluate variables of concern to their research. The variables that need to be evaluated - and which need to be defined before research commences - may range from physical functioning of research participants/sampling units to psychosocial well-being characteristics.

A decision on the appropriate measuring instruments cannot be reached before clarity regarding the most appropriate variable to evaluate when addressing the research questions has been decided on, since different types of variables are evaluated by different instruments, such as questionnaires and interviews.

According to Boynton and Greenhalgh (2004:1312), researchers use questionnaires as a means of studying participants' perceptions regarding specific issues. Well-prepared questionnaires enable researchers to collect correct and consistent data. One of the advantages of questionnaires is that they are simple and relatively inexpensive and can provide data obtained from many respondents or a group of respondents involved in the study. However, the disadvantage of questionnaires is that they frequently depend on the perceptions of individuals and may, therefore be partial and incorrect (Cohen, Manion & Morrison 2004:237).

Questionnaires contain a number of questions to be answered by respondents so that reactions, beliefs and attitudes can be elicited The researcher chooses or constructs a set of appropriate questions and asks the subjects to answer them, usually in a form that requests the subject to check the option that most closely fits his or her response. Most survey research uses questionnaires because of their advantages over other data collection methods. (Bowling 2005:281-291).

According to Boynton and Greenhalgh (2004:1312-1314) there are different kinds of questionnaire items, namely "dichotomous, multiple choice, rating scales and open-ended questions." Closed questions (dichotomous, multiple choice and rating scales) are answered quickly by the respondents and are also easily coded, however, closed questions do not give respondents a chance to add their own explanations or remarks. Reja, Manfreda, Hlebec and Vehovar (2003:161-162) assert that closed questions are not exhaustive and there can be bias within the closed questions. On the other hand, according to the scholars cited above, open-ended questions give respondents an opportunity to write free responses using their own language to explain their responses. However, open-ended questions are difficult to code (Cohen *et al.,* 2013:382).

According to Boynton and Greenhalgh (2004:1314) open-ended questions asked during interviews yield "in-depth responses about people's experiences, perceptions, opinions, feelings and knowledge." The data consists of verbatim qualitative data interpreted within a specific context. The major types of interviews are in-depth interviews and focus group interviews. An in-depth interview is one of the most common qualitative data collection methods because of its effectiveness and the fact that it is conducted face-to-face, involving one interviewer and interviewee; while focus group interviews entail collecting data from a group of participants. The latter method involves the researcher and a number of respondents or participants to discuss a given research topic. However, it should be noted that the focus group discussion is guided by a researcher or researchers by asking respondents open-ended questions to obtain an in-depth response. The advantages of focus groups,

among others, are that a large amount of information is obtained. It is time-saving and also effective in terms of accessing many views regarding a specific topic (Kuhn, 2000:315).

As indicated in the previous paragraphs, questionnaires (open or closed-ended questions) and interviews (focus group interviews) represent common research measuring instruments. Paragraph 4.4 will describe the measuring instruments (questionnaires and interviews) and research variables applicable to this study.

4.4 THE RESEARCH METHODOLOGY OF THIS STUDY

The research design, the target population of the study, the samples that are used in this study, the data collection instruments, and the data analysis and interpretation will be discussed below.

4.4.1 Research design

A mixed methods research design underlies the methodology of this study and thus includes a quantitative and qualitative research component (Creswell 2009:203-204). The choice of this design is also motivated by Leedy and Ormrod (2001:101) who point out that a mixed-methods design is suited to answer different types of research questions. A qualitative component promotes a better understanding of complex situations (often an understanding of the phenomena from the participants' point of view); while a quantitative component allows researchers the opportunity to answer questions that concern relationships among the "measured variables with the purpose of explaining, predicting, and controlling phenomena" (Leedy & Ormrod, 2001:101-102). These aspects were recognised as applicable to this research.

The mixed-methods approach adopted in this study investigated the effect of the leadership styles of principals in primary schools in the Tigray region on teachers' performance. The quantitative component of this research assisted in assessing principals' leadership styles as well as obtaining perception measurements on teachers' performance under various leadership styles in their natural environments.

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The qualitative components of the research approach enabled the researcher to obtain an understanding of why certain trends and results were identified in the quantitative leg of the study (Lahui, 2000:238; Meadow 2003:398).

4.4.2 The target population of this study

In this study, principals, teachers and supervisors of all governmental complete primary schools (GCPS) in the Tigray region of Ethiopia constituted the population, the reasoning being that the issue of the impact of leadership style of principals on teacher performance was of relevance to all members of this group.

The Tigray region of Ethiopia is divided into 46 Woredas (districts). TREB (2015:14-27), states that there were 1099 complete primary government schools with 29,671 teachers and 2198 principals and vice-principals in the Tigray region. In the Ethiopian context, a complete primary school refers to a school that has both a first and a second cycle. The first cycle runs from grades one to four while the second cycle pertains to grades five to eight as stated in Chapter one (paragraph 1.2.1).

The focus of the study was on teachers and principals in complete primary governmental schools, and supervisors in educational offices of the Tigray region. The reasons are that the schools already selected incorporate most of the schools in Tigray region and the differences between government and public schools are not significant. Thus, public schools were not included in this study. Therefore, the study included 92 schools from the complete primary government schools, which meant including two schools from each Woreda (see Table 4.1).

4.4.2.1 Sampling of participants for the quantitative component of the research

Participant selection for the quantitative part of the research in this study was done by means of stratified random sampling.

As explained briefly in paragraph 4.3, stratified sampling is one of the probability sampling methods in which the entire population is categorised into different groups,

then the final subjects are selected from the different subgroups proportionally. McMillan and Schumacher (2010:399) recommend that the stratified sampling method be applied when the research uses a quantitative approach in mixed-methods research, and, in addition, when there are specific subgroups or strata that need to be highlighted by researchers. For example, if the researcher wants to include relatively novice and experienced teachers. One of the important aspects with regard to this method is that the strata used in stratified sampling must not overlap. It is also good to ensure the presence of key subgroups within the sample.

Furthermore, the rationale for selecting respondents by means of stratified random sampling is rooted in the fact that each Woreda in the Tigray region has schools located both close-to and far-away from the main road. Proximity to the main road was used to conduct stratified sampling and in this way ensure representative inclusion of 'close-to-the-road" and "far-from-the-road" research participants. This strategy was required because all the newly recruited principals and teachers in the Tigray region are sent to schools which are far away from the main road, and those who have served for more than two years, are allowed to transfer to the schools which are situated on the main road in the Woreda. Therefore, principals and teachers who were working in areas on the road, had better work experience than those who were working far from the road in the Woreda. The rationale behind this procedure was to obtain data from both experienced and less experienced research participants in the Tigray region.

The researcher accordingly divided the primary schools of each Woreda in the Tigray region into two strata. As stated above, there were 46 study areas in the Tigray region. One stratum included all the teachers and principals who were teaching in schools which were in close proximity to the main road, while the other included teachers and principals who were teaching at schools a specific distance removed from the main road. This grouped the population into experienced and less experienced strata. From each stratum, one complete primary school was selected using the random sampling method after putting the names of the schools into a

container. Five teachers and all the principals of the randomly chosen primary schools were invited to complete the questionnaires using random sampling and purposive sampling methods respectively. In this case, the sample entailed 460 teachers and 184 principals from the 92 sampled complete government primary schools.

Table 4.1: Number of schools and participants selected for the study

S.No.	Group of respondents	Number of Woredas	Number of schools	Number of participants	Total
1	Principals	46	2	2	184
2	Teachers	46	2	5	460

4.4.2.2. Sampling for the qualitative component of this study

The researcher found the snowball sampling method to be appropriate for this study. According to May (2001:132), some of the reasons why snowball sampling was deemed appropriate and selected were that it enabled the researcher to access respondents who had the ability to express themselves, to discuss freely what was wanted and also to get experienced people. In addition, it was important to nominate respondents who had a close relationship with both principals and teachers and had adequate information about what was going on in the schools.

As explained briefly in paragraph 4.3, snowball, chain or network sampling are applicable when one or two participants who are known to the researcher are selected and when these participants in turn, suggest others participants whom they feel could be appropriate for the sample. In turn, these subjects suggest others potential participants and so on. This type of sampling occurs when potential respondents are not located centrally but are scattered throughout different sites. This study used this network purposive sampling method to collect data from the supervisors.

Supervisors represented the sampling units of this qualitative component of the research. This was done as follows: Familiar school and WEO leaders were requested to nominate individuals from the supervisors of Woredas who were able to communicate well and who had previous experience participating in interviews. If the number of supervisors designated by the schools and WEO leaders did not satisfy the researcher or if the set of selected respondents did not seem to be representative of the population, the researcher could request acceptable leaders and WEO officials to recommend other supervisors who were also able to express their opinions and who had previous experience of interview situations to partake in the study. This form of "non-probability sampling is useful for gaining access to certain groups" (May, 2001:132).

The supervisors of the Woreda Education Office (WEO) were thus selected using the snowball sampling method for the qualitative phase. The supervisors were chosen in accordance with their ability to express their ideas by those who knew them well from the different study areas.

A sample of eight supervisors from the WEO offices was thus selected from the complete primary governmental schools in the Tigray region. In addition, care was taken whenever the researcher wanted to choose supervisors purposefully for more variation in the sample (McMillan & Schumacher, 2010:327). Thus, the supervisors who were selected from the Woreda Educational Offices differed in terms of teaching experience, gender, age and educational qualifications. The focus group interview was done with the supervisors in order to collect data about their in-depth understanding of the leadership styles of principals and their effect on teachers' performance.

4.4.3 Data collection instruments

The researcher employed data collection tools such as a questionnaire for the quantitative phase and a focus group interview for the qualitative phase in order to obtain an in-depth understanding of the responses to questions asked during the

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quantitative phase of this research. Details of the data collection instruments are explained in the following sub-sections.

4.4.3.1 Questionnaires

As mentioned briefly in paragraph 4.3, this study used questionnaires to collect data from principals and teachers to investigate the impact of leadership styles on teachers' performance.

A questionnaire is the means by which a researcher determines the nature of the relationship between the independent and dependent variables in quantitative research. The leadership styles that affect the performance of teachers (the directive, supportive, participative and achievement-oriented styles respectively) were independent variables, while the teachers' job performance (planning, organising, monitoring and evaluating students, classroom atmosphere and discipline and leadership) were the dependent variables.

The questionnaire prepared for this study was divided into four sections.

The first section or section "A" of the questionnaire dealt with the biographical detail of the respondents that include, *inter alia*, gender, age, teaching experience and the educational qualifications of both the principals and teachers of primary schools in the Tigray region, while the second section or section "B" incorporates items that described the relationship that existed between principals and teachers taking into account the path-goal leadership styles, namely, the directive style, the supportive style, the participative style and the achievement-oriented style. The various leadership styles were probed in specific questions as follows:

- Directive style (Q1, 5, 9, 14 and 18).
- Supportive style (Q2, 8, 11, 15 and 20).
- Participative style (Q3, 4, 7, 12 and 17).
- Achievement-oriented style (Q6, 10, 13, 16 and 19).

Section C measured the perception of principals and teachers regarding teachers' performance using the following rating scale.

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

The questions in this section were also clustered to address the following five main variables.

- Planning (Q5, 14, 21, 24, 27, 31, 32).
- Organising (Q1, 6, 10, 22, 28, 33).
- Monitoring and evaluation (Q3, 7, 12, 16, 18, 23, 29).
- Classroom atmosphere and discipline (Q2, 8, 11, 19, 25, 30, 34)
- Leadership (Q4, 9, 13, 15, 17, 20, 26).

The fourth section or section "D" addressed the perceptions of principals and teachers regarding the leadership styles, the different factors that could influence teachers' job performance and the professional levels of teachers in terms of whether they were "graduate teachers," "proficient teachers," "highly accomplished teachers" or "lead teachers." This section also included open-ended questions.

The questionnaire designed for this study can be described as follows:

The path-goal leadership questionnaire was incorporated into the study after obtaining permission to use it (see Appendix M). It is used as a standard questionnaire in Ethiopia. The main purpose of the questionnaire was to assess principals' leadership styles in accordance with the following four leadership styles, namely the directive, the participative, the supportive and the achievement-oriented styles.

As far as the second section (section C) is concerned, it was designed to assess the perceived teachers' performance and the effect of leadership styles on teachers' performance.

There were two separate path-goal leadership questionnaires used to be able to administer one questionnaire adapted specifically for the principals, and the other questionnaire adapted specifically for teachers (see Appendix F).

The questionnaire with its various parts was designed and administered to assess the perceptions of participants regarding the effect of leadership style on the job performance of teachers. The path-goal leadership questionnaire and the self-designed questionnaire to measure job performance were used in combination to reach the objectives of the research and to answer the stated research questions (Refer to Chapter 1, paragraph 1.3.1 in this regard where the research questions are provided).

4.4.3.2 Interviews

There are three main sources of qualitative data, namely interviews, observations and documents (Patton, 2002:261). However, observations and documents were not used as a source of qualitative data for the current study.

A focus group interview was conducted with the supervisors selected by means of snowball sampling. In this research, the focus group interview consisted of seven questions for the supervisors (see Appendix E). The interviews took one and a half hours and were tape recorded. The interviewees were asked the questions in the focus group interview in the same order as shown below even if certain responses to the questions were further prompted in order to get more information and better clarity regarding the subject.

- Which leadership style is frequently used by your school leader?
- What effect does the leadership style of your school leaders have on teachers' job performance?

- Which of the leadership styles do you think are the most beneficial with regard to helping teachers improve their teaching performance? Why?

- What are the indicators in the school that help you to know whether there are improvements in the job performance of teachers?

- Which main factors affect the job performance of teachers in the school?

- If you claim that there is an improvement in your teachers' performance, what evidence can you provide?

- Which factor(s) enable teachers to proceed to the next professional level, for example, from the graduate teacher level to the proficient teacher level or from the proficient teacher level to the highly accomplished level and so on?

4.4.3.3 Data collection phases

Data collection procedures were carried out in three phases in this study. Firstly, a pilot study was conducted to verify the appropriateness of questions of the questionnaire based on the feedback received from the pilot study. Corrections or modifications of the instruments were done where necessary.

The questionnaire was thereafter administered to the research participants and the completed questionnaires were prepared for electronic capturing of the responses participants provided to the questionnaire questions.

In a final data-collection stage, qualitative interview data were collected using a focus group interview to explore the feelings and perceptions of supervisors regarding the leadership styles that were used by principals and the job performance of teachers of complete primary schools. This data was then analysed using thematic analysis.

4.4.4. Data analysis and interpretation

The responses to questionnaire-questions were captured to an EXCEL spreadsheet. This was done to serve as electronic dataset for statistical analysis.

Prior to the electronic capturing of data, questionnaire responses were visually checked to ensure that responses were plausible (For example, if a respondent indicated his/ her age to be less than 25, but also indicated his/ or her highest qualification to be a post-graduate degree; or, even that his/ or her teaching experience was more than 20 years, these responses would not seem plausible and would be further investigated).

The responses to questionnaire questions were captured as coded responses (for example, 'male' and 'female' options to the question on gender were coded as either '1' or '2'). Once all questionnaires had been electronically captured, the data was again checked, this time to ensure that response-codes fell within the code limits for each variable (for example, a code of '3' to the question on gender would indicate a coded response outside the valid range for the gender variable). In this way data integrity was verified before data analysis was conducted.

4.4.4.1 Analysis strategy for the quantitative component of the research

Primarily, the quantitative data, which were collected by means of the questionnaires, were analysed with the SAS (Statistical Analysis System), version 9.2 statistical software package.The analysis was then carried out by a statistician at UNISA.

As mentioned in Chapter 1, paragraph 1.7.5, exploratory and more advanced nonparametric and parametric analyses were then conducted on the captured categorical data responses. The mentioned analyses were planned in such a way as to inform the stated research questions of the study. The analysis strategy for this study – discussed at length in Chapter 5, paragraph 5.1.2.1 – include the calculation of exploratory one-way composite frequency tables for the leadership and performance variables of the study; as well as more advanced tests on these constructs. These analyses for example include scale reliability tests, calculation of leadership and performances construct scores, and parametric analysis of variance

and Bonferroni multiple comparisons of means tests to establish the effect of leadership style on performance.

4.4.4.2 Analysis strategy for the qualitative data

This study used a focus group interview in order to triangulate data from the other sources (closed and open-ended questions of the questionnaire). The data gathered from the respondents using a focus group interview were interpreted and analysed using thematic analysis in order to extract the required information as a thematic analysis is the most used form of qualitative analysis (Braun & Clarke, 2006:3-5). It emphasises the recording patterns or themes within data, and the researcher believes that it offers an accessible and theoretically-flexible approach. The themes are grouped into categories for analysis. Thematic analysis is performed through the process of coding in phases to create established, meaningful patterns: "These phases are: familiarisation with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes and producing the report" (Alhojailan, 2012:10-14). Finally, the researcher produced a brief summary report on the transcripts of the focus group discussions using all six steps mentioned.

4.5. PILOT STUDY

A pilot study refers to testing data collection tools such as questionnaires before the data are collected from the actual sample. A researcher should know how well the questionnaire was prepared before he/she tries to collect data from the sample of the study. Some of the reasons why a researcher uses pilot testing are to check whether the questionnaire items and instructions are written clearly, to assess whether the questions are written in the way respondents understand them, to get comments regarding the time required to fill in the questionnaire and to distinguish the relevant and irrelevant items of the questionnaire. The researcher randomly selected five complete primary schools in Mekelle, which is one of the cities in the

Tigray region, for the pilot study and requested five teachers and principals to complete the questionnaire.

The result of the pilot study was that the items and the instructions were clear, but there were some repetitive items and the time used to collect data was not suitable for the teachers. Therefore, changes were made to the questionnaire by removing repetitive items. Moreover, based on the comments of principals and teachers, the researcher decided to collect the data during lunchtime, after class or before the teachers started teaching in diverse classrooms.

4.6. VALIDITY AND RELIABILITY

Golafshani (2003:600-602) suggests various ways of ensuring the validity of a study. For example, the validity of the qualitative data "are addressed through the honesty, depth, richness and scope of the data achieved." However, Golafshani (2003:600-602) asserts that one hundred per cent validity must not be expected. According to Golafshani (2003:598-599), validity deals with how well an instrument measures what the researcher intends to measure. As mentioned above, the study used a path-goal leadership questionnaire. Content validity deals with designed questionnaire items, which focus on the key variables such as dependent and independent variables which were discussed in detail in Chapters two and three respectively. As stated above, the variables were the path-goal leadership styles and teachers' job performance, assessed in terms of planning, organising, monitoring and evaluation, classroom atmosphere and discipline, and leadership.

Face validity refers to what the test items look like (Hardesty & Bearden, 2004:98-107). In other words, if the test items are supposed to focus on leadership styles and teachers' job performance, face validity will measure the target variables. Furthermore, it deals with how a respondent can respond to questions honestly and accurately, which Punch (2003:43) believes is based partly on the respondents' attitudes and frame of mind.

In addition, validity narrates the ability of the respondents to answer the questions listed on the data collection instrument. The respondents in this study were the principals and teachers who had the ability to answer the questionnaire. At the same time, the researcher took care to choose words to ensure the clarity of the instruments and relevance of this study to ensure that the validity and consistency of data collection tools were appropriate for this study.

Reliability is perceived by scholars as the stability of response to a data collection tool regardless of the number of times the tool is administrated to the same respondents (Golafshani, 2003: 597-606). Cohen *et al.* (2013:179-199) explain that the words *reliability* and *consistency* basically have the same meaning. Therefore, it is possible to generalise that validity is the ability of respondents to answer the questions by providing data and reliability is how the questionnaires are answered consistently.

According to Hair, Black, Babin and Anderson (2010) in Hansson and Lagerkvist (2012:746-748), the Cronbach alpha of a study of 0.6 is acceptable in exploratory research, such as in this research, which can also be regarded as of an exploratory nature. This links closely with Nunnallly (1985) in Huang (2004:307-326), that states that the Cronbach alpha result can be 0.7. Huang, Hammer, Neal and Perrin *(*2004:17-25) also believe that the "value of 0.7 in the Cronbach's alpha is considered adequate to ensure internal consistency of a questionnaire". These matters are further discussed in Chapter 5 in relation to this study.

4.7. ETHICAL ISSUES

Ethics has been defined as acknowledging and respecting the rights of others. This definition, related to the current research, suggests that "ethics is directly related to access and acceptance, as well as anonymity and confidentiality" (Cohen *et al.* 2013:84). Furthermore, most of the time, ethics is linked to morals and deals with matters regarding right and wrong that exist among groups, society and communities

(Babbie, 2005:6). Therefore, it is recommended that anyone who participates in types of research should be conscious of the ethical issues pertaining to it.

As far as possible, efforts will be made in this study to avoid the likely breach of ethical principles. These principals guide the ethical considerations with regard to the research respondents who were informed about the objectives, ways and advantages of research, the awarding of permission and voluntary participation in the study (Leedy & Ormrod, 2001:101-108). This entails that the importance of the principle of informed consent becomes apparent at the initial stages of the research project. This applies to gaining access to the institution or organisation where research is to be conducted and acceptance of involvement by those who will be involved in the study before embarking on the task (Cohen *et al.*, 2013:84-85) (See Appendix H to L). Babbie (2005:61) stresses that it is important to ensure the anonymity of the people who participate in the study and to guard them against physical or psychological damage in any type of research. Accordingly, the researcher prepared a cover letter (see Appendix F) that describes the objective of the research and emphasised that confidentiality would be preserved regarding the information provided and that the anonymity of the respondents was ensured (Cohen *et al.,* 2013:91-92).

4.7.1 Informed consent

Leady and Ormrod (2001:101-108) point out that informed consent must be obtained from the potential participants who must be provided with a chance to make a decision whether they are going to participate in the study or not. Moreover, Leady and Ormrod (2001:101-108) point out that respondents should be given a chance to understand the procedures to be followed in the study as well as the risks and demands that may be made upon them.

Therefore, the required information has to be provided by the researcher, namely, that all the participants had the right to participate or withdraw from the study process at any time they liked. He also explained the potential benefits of the

research, that is, the output of the research, to all the individuals who were going to participate in this study. The participants were mature enough to make their own decisions after they have been given relevant information about the research processes. The participants were also given a chance to ask any questions they had regarding the study See Appendix F, J, K and L).

4.7.2 Anonymity and confidentiality

As mentioned in paragraph 1.7 above, the researcher is responsible for ensuring and maintaining the privacy of information provided as well as the anonymity of the respondents.

Thus, confidentiality enables the participants to exercise their right to control the use of or access to their personal information and to keep the source of the information the respondents share with the researcher secret (Cohen *et al.* 2013:91-92). In addition, confidentiality involves assuring the participants of this study that their names and the names of their school would not be disclosed to anyone and no one would be permitted to see or observe any information provided except the researcher. Furthermore, information would not be released about participants without their consent.

There are two ways of protecting participants' privacy, namely, through anonymity and confidentiality, both of which were adhered to in this study. The essence of anonymity entails that the information provided by participants should not reveal the identity of participants. The specific names of the respondents were not required in this study. In turn, confidentiality refers to the fact that although the researcher can identify the participants, their identities will not be made known publicly (Cohen *et al.* 2013:91-92). Honesty and integrity are extremely important, and these values were maintained during this study. Being courteous and polite enables researchers to obtain more information from respondents and may encourage them to provide information and make them feel positive and supportive towards the study to be conducted. This means the participants were encouraged to complete a

questionnaire without placing too much pressure on them and forcing them to respond. The perspectives of the respondents regarding the question items in the questionnaire were respected as well. The position of the power and status of a researcher should not influence the responses provided, as respondents are invited to respond accurately and truthfully. Respondents were also thanked sincerely for their participation in this study (see Appendix F).

4.7.3 Consent to conduct this study

The researcher received permission from both the Tigray Regional Bureau (TRB) (see Appendix H) and Woreda Educational Offices (WEOs) (see Appendix I) particularly from the division manager of the Curriculum Professional Delivery and Supporting Section. After the researcher received permission from the places just stated, he forwarded a letter to schools' principals, teachers and supervisors to request their consent for data collection (see Appendix J to L) for permission had already been obtained at the regional level to conduct research in the entire region in accordance with the sample indicated above. The permission indicated that research could be conducted within the region and that principals, teachers, and supervisors were allowed to participate in the study and complete the questionnaires in line with the research topic. In addition, it was also important for the Tigray Regional Bureau to be informed of the impact of the research as well as the involvement of principals, teachers, and supervisors in the study. Thus, finally and importantly, the findings and recommendations will be made available to the respondents, the WEOs and the TREB.

Regarding the interviews, permission was obtained from the participants selected to tape-record their responses.

4.8. CONCLUSION

This chapter four focuses on the methodology and design of this research. A mixed-methods research approach was used and reasons were given for the adoption thereof; thus a research design was adopted for gathering data from the

respondents using both quantitative and qualitative approaches. Therefore, this research used questionnaires and a focus group interview to collect data, and both descriptive statistical analysis and thematic analysis were used to analyse the data. Furthermore, the reason why a pilot study was needed, ethical issues as well as issues of validity and reliability of the data were discussed.

The results of the empirical investigation of this study will be discussed in the next chapter, namely chapter five.

CHAPTER FIVE

RESULTS AND DISCUSSION

5.1 INTRODUCTION

Chapter five reports the results of the survey and describes the statistical analysis of the resulting data. The purpose of presenting the results and discussion was to examine and clarify the leadership styles of principals – as perceived by the principals and evaluated by the teachers - and the effect of these leadership styles on teachers' performance.

The chapter is structured to firstly reintroduce the research questions of the study; and secondly, to report on the quantitative statistical analysis results that provide answers to these questions. The analyses of the data include exploratory and more advanced techniques. The third section of the chapter discusses the qualitative results of the study and links qualitative findings to the quantitative findings.

This chapter concludes with a summary and the findings of the research study.

5.1.1. Recapitulation of the research questions of the study

In this study, the main research question was: "Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the performance of teachers?"

From this, the following sub-questions were formulated:

- Which leadership styles do staff members (teachers and principals) of primary schools in the Tigray region (most commonly) observe in their principals?
- How do principals (and staff) of primary schools in the Tigray region perceive the performance of their teachers?

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- How do teachers perceive the effect of the leadership styles adopted by their school leaders on their performance?

- Which leadership styles have a positive effect on teacher performance in primary schools in the Tigray region?

This chapter presents the results and discussions that answer the above questions. The results and discussions are based on the data collected using both quantitative measures (questionnaires) and qualitative methods (a focus group interview and open-ended questions).

5.1.2 Recapitulation of the analysis strategy set out in chapter four

5.1.2.1 An analysis strategy designed to answer the research questions

The following analyses were planned and then executed for this study:

a) *Contextualising the study*

Frequency tables on all the biographical characteristics of the sampled respondents will be provided. This serves to contextualise the study. As will be stated in the relevant results section, these tables describe the properties and circumstances of the sampled respondents.

The additional value of these tables is that they inform more advanced analyses with respect to unbalanced biographical data variables. Unbalanced biographical variables are indicated when the magnitude of frequencies for categories of a specific biographical variable vary considerably. Decisions on the unbalanced biographical variables then have to be made: either by re-grouping such biographical variables into condensed categories for further analysis or ignoring the effect of such biographical variables in advanced analyses. This point will again be mentioned in further discussions.

b) *Answering the research question concerning the perceived leadership styles used by principals in primary schools*

More general and specific analyses in this regard include:

- Composite one-way frequency tables on the subsets of the path-goal questionnaire questions: These analyses were run to obtain a general impression of how teachers and principals perceived the various characteristics (five elements) of the four leadership styles to manifest in the behaviour of their principals. In other words, these tables report the details of the observed frequencies of the occurrence of the four leadership styles, namely, the supportive, directive, participative and achievement-orientated leadership approaches. They provide details of how respondents perceived these styles to present in their principals and how the principals themselves experienced their use of the four leadership styles.

- Scale reliability testing and calculation of the Cronbach alpha coefficients to verify the internal consistency reliability of the four path-goal leadership style constructs: This type of analysis was conducted to verify that each question within a subset of questionnaire questions that evaluate a leadership style (for example, the five questions that evaluated the participative style), truly contribute towards describing this specific construct. This technique, referred to as *scale reliability testing,* evaluates the inter-correlation between the rating responses of a subset of questions (for example, the responses to the five *participative* leadership style questions) and calculates a test statistic, the Cronbach alpha coefficient that serves to evaluate the internal consistency reliability of a subset of question responses. Accordingly, the value of the alpha coefficient can vary between 0 and 1. A value of 0.7, or greater, serves as an indicator of good internal consistency reliability. For exploratory work (the research done for this thesis can be regarded as exploratory research), lower values of Cronbach alpha – in the region of 0.6 or higher – are regarded as sufficient indicators of internal consistency reliability.

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- Once the internal consistency reliability of the four leadership style constructs had been verified, the measures of each style could be calculated for each participant as the sum of:

  (i) Questions No. 1, 5, 9, 14, 18 for the directive leadership style.

  (ii) Questions No. 2, 8, 11, 15, 20 for the supportive leadership style.

  (iii) Questions No. 3, 4, 7, 12, 17 for the participative style.

  (iv) Questions No. 6, 10, 13, 16, 19 for the achievement leadership style (while responses to Questions No. 7, 11, 16, 18 were inverted).

These four sets of perception scores were then used to classify the leadership-strengths of each participant as "high," "medium" or "low" on a specific style according to the path-goal protocol:

  (i) Directive: 5-17 (low); 18-28 (medium); 29-35 (high).

  (ii) Supportive: 5-22 (low); 23-33 (medium); 34-35 (high).

  (iii) Participative: 5-15 (low); 16-26 (medium); 27-35 (high)

  (iv) Achievement - orientated: 5-13 (low): 14-24 (medium); 25-35 (high)

The classification of each participant into a leadership style category indicates how strongly each of the four leadership styles is perceived to be present in the principal, or how the principal himself/herself perceived the styles presented.

- One-way frequency tables of the four leadership styles according to the categories of "low," "moderate" and "high." These tables address the research question of the leadership styles respondents perceived in their principals, and how the principals themselves perceived their leadership styles.

c) *Answering the research question of teacher performance in primary schools in Tigray region*

The analysis strategy for the performance data of the study follows a similar pattern to the leadership style data analysis, namely:

- Composite one-way tables of the subsets of questionnaire questions that evaluate the five dimensions of performance (planning, organisation, control, classroom atmosphere and leadership – see paragraph 3.4): Similar to the composite path-goal tables, the performance tables report the frequency distributions of the rating responses to the subsets of questions that probe each of the five performance dimensions. These tables then give an overview of the perceptions of teachers' performance.

  In addition, these tables also verify the data integrity: if responses with rating values outside the range of 1 to 5 are observed, these responses are queried and either corrected or removed from the data set (For the path-goal data rating responses may vary between 1 and 7).

- Scale reliability testing and the calculation of the Cronbach alpha coefficients to verify the internal consistency reliability of the performance constructs: The initial study designed the questionnaire to evaluate the five aspects or dimensions of performance; namely, *planning, organising, monitoring, classroom atmosphere and leadership*. (If the Cronbach alpha coefficients indicate that the response data for each original construct do not satisfy internal consistency reliability, consideration can be given to the possibility of re-grouping responses to questionnaire questions into fewer groups that describe more comprehensive performance constructs (rather than the original five constructs of planning, organising, control, atmosphere and leadership).

  The analysis results in the next section will indicate that this was the case with the five performance constructs; therefore, the questionnaire questions of the original performance constructs were successively reduced to three, and, then in a second round of evaluations to only one set of questionnaire questions to describe a single, general teacher performance construct. Although the interim analyses (results of scale reliability tests) indicated to improvement in internal consistency reliability, the researcher was of the opinion that these interim

defined performance constructs did not represent sensible performance concepts in the framework of this research.

- Regarding the calculation of performance construct-scores, if internal consistency reliability is established for performance construct/s, measures of participants' perceptions of teacher performance on the various performance-aspect/s can be calculated. The scores are calculated as the mean rating response that a participant awards the subset of questions that probed a specific aspect of performance (for example, leadership). This mean value is referred to as a construct-score (for example, the classroom performance scores). These scores then serve as a measure of how each participant perceives his/her teaching performance (or how principals evaluate teachers on performance). The values of these scores range between 1 and 5 – in agreement with the rating scores of "1" indicating "strong disagreement", to "5" indicating "strong agreement." The values of the calculated performance scores are interpreted in a similar fashion.

- The calculated scores for the participants for all the performance constructs can then be presented for different groups of participants – either for the entire sample; or, for a principal- and teacher-group; or, for groups of participants arranged according to the categories of a biographical property (for example, age groups). These tables consist of the mean construct scores for the relevant groups and provide an initial overview of how participant-groups perceive teacher performance. These scores also provide a first indication of whether factors (for example, preferred leadership style, age, or gender) influence participant perceptions of teacher performance. In this way, the research question of the study is informed from another perspective. (Both the performance score-values and the mean score values are interpreted according to the rating scale values of the questionnaire with a value of "1" indicating "strong disagreement" up to "5" indicating "strong agreement". Therefore, in terms of performance, a score-value exceeding "3" indicates a perception of "satisfactory" performance on a specific performance aspect).

d) *Answering the research question with regard to the teacher perceptions of the impact of leadership styles on performance and the question pertaining to which leadership styles affect teacher performance positively.*

The decision to plan an analysis that would answer both research questions listed in the above sub-title, is based on the fact that an initial analysis (reported in paragraph 5.3 to follow) indicated that the perceptions of the principals and teachers on teacher performance did not differ statistically significantly. It was therefore argued that the entire dataset (teachers and principals combined) could be used to evaluate the impact of leadership styles on teacher performance – the first of the above-listed research questions. Furthermore, it was argued that the entire dataset (teachers and principals) could be used to determine which of the four leadership styles positively impact teachers' performance – answering the second research question listed. At that stage, it was regarded as the best approach to do a series of analyses on the entire dataset and include separate principals'/ teachers' analysis tables where deemed relevant to elaborate on the findings.

The motivation behind the analysis techniques described in this paragraph was to investigate the impact of leadership styles (*participative, supportive, directive and achievement*-orientated leadership styles) - as independent variables - and biographical effects (*age, experience, qualifications, gender, responsibility (q4), contract-type) and leadership-preference (qD1) -* as additional independent variables - on *general teaching performance-perceptions as a* dependent variable.

The following analyses were anticipated to inform the performance-leadership relationship research question:

- A linear regression approach to analyses of variance: A series of GLM (general linear model) stepwise linear regressions (using the backwards elimination process) were planned (and duly executed) to determine the model of the best fit for the teacher-performance perceptions. In these analyses, *teacher performance*

scores were regarded as the dependent variable and leadership styles and biographical variables as the independent variables. These analyses were conducted to determine which independent variables (leadership styles and biographical effects) impacted on the *teacher performance* statistically significantly.

- Once the impacting effects could be identified, a Bonferroni multiple comparisons of means test could be conducted to determine how each identified (significant) effect impacted on the teacher performance.

This concludes the analysis strategy used and executed on the data and indicates how the planned analyses were aimed at answering the research questions. The next paragraph now presents, interprets and draws deductions from the analyses that were duly conducted on the response data.

In the next paragraph of this chapter, paragraph 5.2, the biographical data obtained from the principals and teachers are reported in three sub-sections. This serves to contextualise the study. Paragraphs 5.3 to 5.6 then presents the quantitative results of the exploratory and more advanced statistical analyses of the responses of the principals and teachers to a closed-ended questionnaire on leadership. The SAS (Statistical Analysis System), software package was used to analyse the data.

Following this, the results from the qualitative phase obtained by means of open-ended questions and a focus group interview are presented in paragraph 5.8. Finally, all the findings are integrated to explain the impact of leadership on teacher performance.

5.2 ANALYSIS OF THE BIOGRAPHICAL DATA: CONTEXTUALISING THE STUDY

One-way frequency tables are presented depicting the biographical characteristics that respondents provided in section A of the questionnaire (gender, age, status, contract, responsibility, tuition hours, teaching at other schools, qualifications,

current school experience and leadership experience) as well as section D1 (preferred leadership style referred to as "style" in the output), D4 (belief that a leadership style promotes productivity via promotion, referred to as "support") and D5 of the questionnaire concerning the promotion history of staff (See Appendix F section A and D for the relevant questions of the questionnaire).

Tables 5.1 to 5.4 included below, report on the frequency distributions of respondents' biographical attributes which were probed in questions 1 to 8 of the questionnaire. The frequency distributions reported below include the responses of both principals (N_1 = 179) and teachers (N_2 = 445). (One hundred and seventy-nine principals and four hundred and forty-five teachers completed the questionnaires. The incomplete questionnaires of six principals and fifteen teachers were excluded from the database).

5.2.1 The frequency distributions of questions A1-A4, D1, D2 and D4 and open-ended responses to question D1 (See Appendix F section D)

Tables 5.1 to 5.4 that follow, present the frequency distributions of the participant properties of gender, age, employment-status, preference-for-leadership-styles (paragraph 5.2.1), qualifications, prior and current teaching experience (paragraph 5.2.2), tuition hours and the number of additional schools where the teachers and principals taught (paragraph 5.2.3). The deductions derived from these tables (presented after the tables), sketch the background of this research: the context in terms of which further findings should be interpreted.

Table 5. 1: One-way frequency tables for the biographical properties of gender, age, status, responsibility, preferred leadership style and perceptions that the leadership style supports teachers' promotion

Gender (A1)	Frequency	Percent	Cumulative frequency	Cumulative percent
Male	431	69.07	431	69.07
Female	193	30.93	624	100.00
Age(qA.2)				
<25	4	0.64	4	0.64
25-29	196	31.46	200	32.10
30-39	293	47.03	493	79.13
40-49	95	15.25	588	94.38
50-59	35	5.62	623	100.00
Status (qA.3)				
Permanent appointment	612	98.39	618	99.36
Fixed long term	2	0.32	620	99.68
Temporary contract	2	0.32	622	100.00
Responsibility (qA.4)				
Yes	255	40.87	255	40.87
No	367	58.81	622	99.68
Preferred leadership style (qD.1)				
Directive	61	9.78	61	9.78
Supportive	249	39.90	310	49.68
Participative	260	41.67	570	91.35
Achievement-orientated	54	8.65	624	100.00
Support (qD.4)				
Yes	600	96.15	600	96.15
No	24	3.85	624	100.00

Deductions

The frequency distribution of gender in Table 5.1 indicates that almost 70% of primary school teachers and principals (henceforth, referred to as staff) were males. The number of males exceeded the number of females in most of the primary schools in the Tigray region, with the ratio of males to females being about 3:2 (TREB 2013:4-10). These figures, therefore, reflect the gender composition of primary schools in the Tigray region.

It is important to note that this study addressed the fair inclusion and equitable treatment of individuals and ensured that males and females benefited equally from the research, which was important to improve the generalisability of the research findings. This finding was consistent with the findings of Kelleher, Severin, Samson, Afamasaga-Wright and Sedere (2011:4) who states that the presence of women teachers has been a major contributory factor to the achievement of education related to the Millennium Development Goals (MDGs) and Education For All (EFA) regarding educating women and girls.

Regarding age in the same table, roughly 79% of the staff fell into the 25 to 40 years age category. Thus, they were a mature but relatively young workforce that was energetic enough to perform different activities in the schools, and they could understand each other since they did not have a large age difference. According to Mengistu (2012:76):

> Garrett and Sesanga (2005:49) show that age significantly influences academics' teaching satisfaction, with the younger academics more likely to derive satisfaction from the extrinsic aspects of their work, and their older counterparts derived satisfaction from the intrinsic aspects of teaching methodology. This finding was confirmed by Bolin (2007:59), who determined significant correlations between age and job satisfaction: older teachers derived greater satisfaction from self-fulfilment, salary, and collegial relationships.

Furthermore, almost all the primary school staff (98% principals and teachers) were full-time, (permanently appointed workers), which is an important fact concerning the planning of strategies and the execution of tasks as this ensures the continuity of these aspects. This is supported by Cuyper, Notelaers and Witte (2009:67-88) who comment that permanent employees are often viewed as committed, loyal and stable.

Table 5.1 indicates that the supportive leadership style with 249 out of 624 responses (representing 40%) and the participative leadership style at 41.67% of the responses, were regarded the leadership styles of "preference". This is also in agreement with the data gathered through a focus group interview. The interviewees

indicated that the supportive and participative leadership styles were used more frequently than directive and achievement-oriented leadership styles (See Appendix E). Linked to this result is the fact that 96.15% of the staff indicated that they perceived that the leadership style of the principal (both teachers' and principals' perceptions) supported the advancement of teachers' level-promotions (open-ended question D4).

As part of question D1 in the qualitative responses, the staff motivated why they preferred the leadership style they had selected in answer to question D1. The responses included the following:

The participative leadership style:

- Allowed the community to participate in decision-making procedures.
- Supported principals and teachers to solve their problems together.
- Enabled teachers and principals to participate in discussions on different issues enabling them to learn from each other.
- Helped teachers and principals to be effective by carrying tasks out cooperatively.

The supportive leadership style:

- Increased the level of satisfaction experienced.
- Built the confidence of staff.
- Encouraged better working conditions.
- Increased the commitment of workers.
- Encouraged the promotion of a positive environment in the school.

The achievement-oriented leadership style:

- Helped the staff to achieve goals already set.
- Enabled the planning, implementation, and evaluation of results.
- Increased the efforts of staff to achieve their goals.

The directive leadership style:

- Helped the staff to find out what they did not know.
- Guided the staff with regard to how they should perform the tasks assigned to them.

All the reasons given above by the respondents were related to the leadership styles described in this study (See Chapter 2, paragraphs 2.4.1, 2.4.2, 2.4.3 and 2.4.4). This indicates that the respondents had clarity on what each leadership style implied (Goleman, 2000:85).

In addition to the reasons participants offered why they preferred the leadership styles of their principals or why the principals preferred their specific style, the participants also indicated whether they perceived the leadership style of their principals as supportive of teachers' advancement with regard to promotion levels (open-ended question D4). Table 5.1 reports that 96% of the staff responded that the leadership style the principals employed was extremely supportive of their teaching tasks.

This finding was supplemented with qualitative results from the focus group discussions (see Appendix E). Responses regarding this issue indicated that the leadership style used by the principal assisted teachers to perform their tasks without "getting into trouble." The respondents were requested to motivate their responses briefly. The majority of the responses indicated as follows with regard to the principals' leadership styles:

A principal that uses a directive leadership style:

- Makes the educational principles clear to the staff.
- Encourages the staff to work according to the plans already made.
- Engages the staff in continuous professional development (CPD)

A principal that uses a supportive leadership style:

- Increases the staff's interest in performing different jobs.

- Builds good relationships among themselves.

- Creates good working conditions for the staff.

A principal that uses a participative leadership style:

- Helps the teachers to share their ideas and experiences with others to participate in the decision-making

- Inspires staff to participate in different activities.

A principal that uses achievement-oriented leadership style:

- Is transparent

Furthermore, the frequency distribution of item qD4 in Table 5.1 indicates that 96% of the staff agreed that the leadership style employed by the principals had a considerable impact on their job performance as it helped them to develop and build confidence. Staff development supported the teachers and principals to gain confidence in the teaching jobs they were doing. Confidence is also stressed by Graven (2004:180-210) who declares that "Confidence is one of the most important personal attributes for succeeding in the workplace," since it creates trust because there is a natural tendency to trust people more when they appear confident.

5.2.2 Frequency distributions of the biographical variables, A6-A8

Table 5.2 below presents the frequency distributions of the biographical characteristics of section "A" of the questionnaire, which includes qualifications, prior experience and the current experience of the staff.

Table 5. 2: One-way frequency tables for biographical properties of qualification, prior experience, experience in current position				
Qualification (qA.6)				
Qualification	Frequency	Percent	Cumulative Frequency	Cumulative Percent
TTI	3	0.48	3	0.48
Dipl Edu Plan & Management	13	2.08	16	2.56
Dipl other field	336	53.85	352	56.41
B degree Edu Plan & Management	107	17.15	459	73.56
B degree other	164	26.28	623	99.84
Post grad degree	1	0.16	624	100.00
Prior experience (qA.7)				
< 1 year	118	18.91	118	18.91
1-2 years	77	12.34	195	31.25
3-5 years	194	31.09	389	62.34
6-10 years	175	28.04	564	90.38
11-15 years	50	8.01	614	98.40
16-20 years	9	1.44	623	99.84
>20 years	1	0.16	624	100.00
Current experience (qA.8)				
< 1 year	20	3.21	20	3.21
1-2 years	73	11.70	93	14.90
3-5 years	219	35.10	312	50.00
6-10 years	171	27.40	483	77.40
11-15 years	101	16.19	584	93.59
16-20 years	37	5.93	621	99.52
>20 years	3	0.48	624	100.00
B degree other	164	26.28	623	99.84
Post grad degree	1	0.16	624	100.00

Table 5.2 (qA6) indicates that the majority (53.85%) of the staff had a diploma in other fields of study than Educational Planning and Management or Educational Leadership, and 26.28% of the teaching staff had a BA degree qualification in other fields of study. This is consistent with the Ethiopian primary education training system that requires teachers who teach in primary schools to have a certificate in Teacher Training Institute (TTI) as a minimum qualification. The table indicates that the majority of the respondents had diplomas in other fields of study other than educational fields, educational planning, and management or educational leadership. This finding was confirmed by the MOE (2004:24-25) which states that the stated diploma holders are important for teaching learners in primary schools. The frequency distribution of prior experience of the staff depicted in Table 5.2 shows that 59% of the staff (teachers and principals) had between three and ten

years prior experience and 63% of the staff had between three and ten years of experience in their current position (at their current school). This implies that these teachers and principals were rich in experience that enabled them to inform novice teachers about the school they were working for and this helped them to know each other very well. In addition they could also act as mentors or provide adequate information about the school work. Ladd (2013:2014), declares that experienced teachers on average are more effective in increasing learners' achievement than the teachers who are less experienced.

5.2.3 Principals' hours of tuition at current school; teachers' years of additional responsibilities; number of other schools where teachers and principals teach

Table 5.3 below reports on the tuition hours and number of other schools where teachers and principals teach. Questions A4 and A5 of the questionnaire queried this information.

Table 5. 3: One-way frequency tables for biographical properties. Principals hours tuition; and teachers' years of additional responsibilities (QA4). Principals and teachers number of other schools where they teach (QA5)									
				Question A4:					
	Principals (nr of hours teach)				**teachers (nr years additional responsibilities)**				
Hours	**f$_i$**	**%**	**cum f$_i$**	**cum%**		**f$_i$**	**%**	**cum f$_i$**	**cum%**
1	1	2.04	1	2.04	**1**	23	10.80	23	10.80
2	1	2.04	2	4.08	**2**	69	32.39	92	43.19
3					**3**	55	25.82	147	69.01
4	4	8.16	6	12.24	**4**	37	17.37	184	86.38
5	0	0.00	0	0.00	**5**	15	7.04	199	93.43
6	7	14.29	13	26.53	**6**	3	1.41	202	94.84
7					**7**	1	0.47	203	95.31
9	13	26.53	26	53.06	**9**	1	0.47	204	95.77
10	9	18.37	35	71.43	**10**	3	1.41	207	97.18
11					**11**	2	0.94	209	98.12
12	7	14.29	42	85.71	**12**				
14	2	4.08	44	89.80	**14**				
15	4	8.16	48	97.96	**15**	3	1.41	212	99.53
20	1	2.04	49	100.00	**20**	1	0.47	213	100.00
Missing = 130; (total, 49+130=179)						missing=232; (Total, 213+232=445)			
				Question A5					
	Principals (nr of other schools where they teach))					**teachers (nr of additional schools where they teach)**			
Hours	**f$_i$**	**%**	**cum f$_i$**	**cum%**		**f$_i$**	**%**	**cum f$_i$**	**cum%**
1	9	8.82	9	8.82	**1**	18	4.70	18	4.70
2	35	34.31	44	43.14	**2**	108	28.20	126	32.90
3	29	28.43	73	71.57	**3**	144	37.60	270	70.50
4	21	20.59	94	92.16	**4**	91	23.76	361	94.26
5	5	4.90	99	97.06	**5**	20	5.22	381	99.48
6	3	2.94	102	100.00	**6**	2	0.52	383	100.00
7					**7**	1	0.47	203	95.31

Table 5.3 indicates that 213 of the 445 teachers responded that they had additional responsibilities for a period that went as far back as 20 years (minimum one year to maximum 20 years) with 69% of the 213 teachers noted additional responsibilities for a period of between one and three years. This shows that the number of staff stated above, carried their teaching and leadership work out while they were responsible for different tasks in their various positions in the schools. Furthermore, Table 5.3 depicts that 102 of the 179 principals and 203 of the 445 teachers worked at between one and seven other schools as well. This implies that a substantial number of staff had teaching experience at other schools as well, and this also pertains to the various teaching tasks and responsibilities of principals (Lynch,

2012:40). It is also good practice for both principals and teachers to learn about different school cultures as well as the behaviour of students. This finding is consistent with the study conducted by Ladd (2013:2014) who mentions that work experience builds useful skills that cannot be taught in the classroom and which makes teachers more employable.

In addition, Ladd (2013:2014) states that experienced teachers and principals do better as they gain experience, and this helps the principals in terms of them not having to spend time and money with regard to absenteeism, training, and recruitment.

5.2.4 The promotion year and level of teachers (open-ended question qD5) (See Appendix F, section D)

Table 5.4 reports on the frequency distributions of the promotion-history variables of the staff. This was probed in question D5 of the questionnaire by enquiring about the year of promotion. This refers to the professional promotion of teachers who are considered for promotion in primary schools once in two years.

Table 5. 4 One-way frequency tables of the promotion history of staff				
Year (qD.5)				
year	Frequency	Percent	Cumulative frequency	Cumulative percent
2009	2	0.31	2	0.31
2010	32	5.14	34	5.45
2011	135	21.67	169	27.12
2012	175	28.08	344	55.20
2013	149	23.91	493	79.11
2014	130	20.89	623	100.00
missing = 1				
Promotion Levels of staff (qD6)				
Graduate teacher	37	5.93	37	5.93
Proficient teacher	168	26.92	205	32.85
Highly accomplished	212	33.97	417	66.83
Lead teacher	173	27.72	590	94.55
Further levels	34	5.45	624	100.00

Table 5.4 reveals that 28% and 24% of the staff were promoted in 2012 and 2013 respectively. Furthermore, the table indicates that 34% and 28% of the 624

participants respectively, were "highly accomplished" "and "lead teachers." In the Ethiopian education system promoting workers to the next rank on time refers to whether teachers are promoted when evaluated every second year. This helps to retain teachers at the school for a long period.

Supporting evidence for this finding can be found in MOE (2004:4-46) which states that teachers who are in "highly accomplished" and "lead teacher" positions contribute to their colleagues' learning. "Highly accomplished" positions refer to those who assume important positions and are knowledgeable and active members in the school at which they are working. In addition, they refer to those who are working independently and collaboratively to improve their own practices and the practice of their colleagues, while the "lead teacher" is in a position where he/she is recognised and respected by his/her colleagues, the parents and the community since teachers in this position serve as models or exemplary teachers at the school (see paragraphs 3.9.1.3 and 3.9.1.4). In addition, the promotion enables the teachers to act with authority in special situations that require action according to their positions, such as, heads of department or leader teachers (Adeyemi, 2010:83-91).

The analysis of qualitative responses to the open-ended question D5 (see Appendix F section D), namely the perceptions of participants regarding why their promotions had been granted, included reasons such as the following:

- The leadership style employed would help the teachers to be promoted due to the ideas and experiences they shared with their workmates.
- The leadership style inspired the teachers to participate in different activities that enabled them to be promoted.
- The leadership style makes the principles with regard to promotion clear to teachers in terms of the rules and regulations of the school.
- The participation of teachers in different decision-making situations is also one way in which teachers are prepared for promotion.

- The promotion practices are good since everyone is promoted in accordance with the results of their job performance and their number of service years. Principals create a good atmosphere suitable for the promotion of teachers.
- The leadership style helps the teachers to receive a promotion by offering them training after identifying their weaknesses and strengths.
- The leadership style assists teachers to understand each other and to develop their profession.
- The leadership style encourages teachers to be creators and to love their jobs.
- The principals and supervisors examine what the teachers are doing regularly to facilitate their promotion.
- The school organises a programme where teachers share their experiences with each other.
- The leadership style increases the desire of the teachers to perform different jobs.

The qualitative data referred to above made it clear that most of the respondents of the staff indicated that they realised that the leadership styles supported the promotion advancement of teachers to the following levels, and the leadership style the principals employed was extremely supportive of their teaching tasks. The results of an exploratory and more advanced analysis of the quantitative data responses will be discussed next.

5.3 QUANTITATIVE LEADERSHIP RESULTS: EXPLORATORY AND ADVANCED ANALYSIS RESULTS

It has previously been stated that data were collected using different instruments such as questionnaires and a focus group interview. Accordingly, the collected data were analysed using different methods. In the next paragraph, paragraph 5.4, the exploratory results of leadership-evaluation are presented in composite one-way frequency tables. Each composite table reports on the responses to a subset of

questionnaire items that describe a specific leadership style (four in all, namely, the directive, supportive, participative and achievement oriented leadership styles).

This is followed by a summary of the scale reliability tests that evaluated the internal consistency reliability of these subsets of the responses that describe (and evaluate) the four leadership styles. With the internal consistency reliability established, the analysis discussion in paragraph 5.4 then moves forward to explain how leadership scores – as measures of leadership styles - were calculated per leadership style and participant. These leadership-style scores are presented in tables-of-means format and enable the researcher to identify dominant leadership style/s.

The subsets of questionnaire items that describe the four leadership styles (see Appendix F) are indicated in Figure 5.1 presented below. The subsets of leadership-style questions were rated by participants on a 7 point Likert rating scale, where a rating of "1" was interpreted as indicating that an event *never occurs, "2"* as indicating that an event *hardly ever* occurs, *"3"* as indicating *seldom*, "4" indicating *occasionally, "5"* indicating *often, "6"* indicating *usually* and "7" indicating "*always"* occuring.
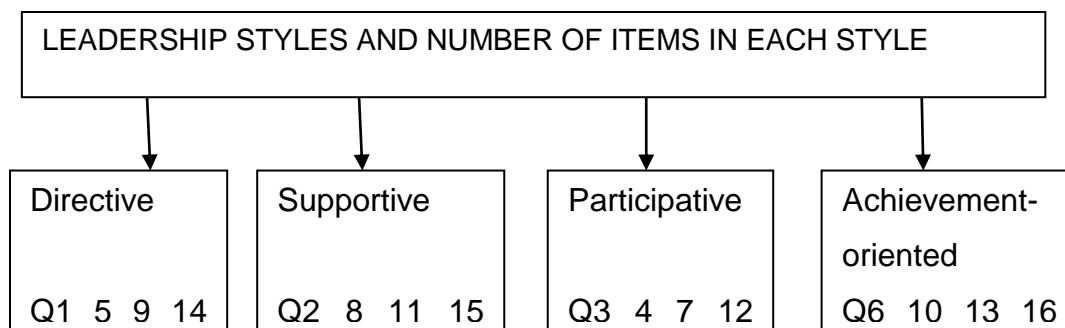
Figure 5. 1: Leadership styles

5.4 FREQUENCY DISTRIBUTIONS, SCALE RELIABILITY TESTS AND LEADERSHIP SCORES

This subparagraph reports on the response patterns of all the respondents - principals and teachers jointly - to subsets of questions (each style has five items as indicated in Figure 5.1 with regard to the path-goal leadership questionnaire that evaluate the directive leadership style, the supportive leadership style, the participative leadership style and the achievement-orientated leadership styles of principals. (Similar frequency tables that report the response patterns of teachers, and separately, the response patterns of principals are presented in Appendix D. Composite one-way frequency tables on the subsets of the path-goal questionnaire questions were calculated to obtain a general impression of how teachers and principals generally perceived the various aspects of the four leadership styles. In other words, Tables 5.5 to 5.8 report the aspects (five) of each of the four leadership styles of *supportive, directive, participative* and *achievement-orientated* leadership approaches. The table supplies the detail of how teachers perceived these styles to be exercised by their principals and how the principals themselves experienced that they present with these styles. Separate tables of response patterns for the principals and teachers are presented in Tables 51 – 58 of Appendix D).

Comment on Tables 5.5 to 5.8

Note that on the path-goal leadership questionnaire, questions 7, 11, 16 and 18 are stated negatively (for example, question 18 for teachers states: "The principal only gives a vague explanation of what he/ she expects of teachers") for quality control purposes. The path-goal protocol indicates that responses to these questions should be inverted when analyses are conducted (a response of "1" is substituted with a "5" response; "2" with a "4" response and a "3" response remains coded as a "3"). In the reported results, the formulation of these questions is also changed to their positive counterparts to indicate compliance with the path-goal protocol.

Tables 5.5 to 5.8 presented below report the frequency response patterns of the five aspects that constitute the four leadership styles (directive, supportive, participative and achievement-oriented leadership styles). A brief discussion of the general interpretation of the frequency table of each leadership style follows directly below

each table. A way of interpreting these subsets of response patterns for a particular leadership style is to examine the last row of each table - the row of total responses. By comparing the percentage of total "positive" (*often, usually, always*) responses reported to the percentage of total "negative" (*never, hardly ever, seldom*) responses reported for a particular leadership style it can be deduced whether the majority of participants were generally positively or negatively inclined with regard to a specific leadership style. This will then serve as a first general indication of whether a particular style was perceived to be present in principals' interactions with staff in primary schools. A comparative summary of the leadership styles will then be presented in Table 5.9, the last table of this paragraph.

Each table also reports the results of a chi-square test performed on the frequencies of each table. These chi-square tests evaluate whether the response patterns of some questions in a subgroup of questions (for example, the directive style) differs statistically significantly from the others, for example, if most response patterns for the five aspects of the directive-style exhibits a positive response pattern (a majority *often, usually, always* response) while others suggest a negative response pattern (a majority *never, hardly, seldom* response). This is true when significance is indicated on the 0.1% (***); 1% (**); or 5% (*) levels of significance. The chi-square test in this sense assists in determining which specific aspects of a leadership style are perceived differently from the other aspects of that particular leadership style.

Directive leadership style questionnaire-questions

Table 5. 5: All the staff: Response distribution of the five attributes of the style								
Attributes of the directive style	Frequency of responses to each of the seven occurrence-rating level (1-7)							
Frequency Row Percentage	never	hardly ever	seldo m	occasio nally	often	usually	always	Total
1: I let my staff know what is expected of them	7 1.12	11 1.76	31 4.97	61 9.78	205 32.85	246 39.42	63 10.10	624
5: I inform my teachers about what needs to be done	1 0.16	12 1.92	28 4.49	85 13.62	217 34.78	200 32.05	81 12.98	624
9: I ask my teachers to follow standard rules	12 1.93	8 1.28	28 4.49	63 10.11	156 25.04	224 35.96	132 21.19	623
14: I explain the level of performance that is expected	11 1.77	23 3.69	61 9.79	92 14.77	169 27.13	206 33.07	61 9.79	623
18: I give a vague explanation of what is expected of teachers	10 1.60	38 6.09	66 10.58	51 8.17	74 11.86	140 22.44	245 39.26	624
Total	41	92	214	352	821	1016	582	3118
The probability of the Chi-square statistic assuming a value of 407.30 under the null hypothesis of similar response patterns for the set of questionnaire questions is <0.0001, which is highly significant								

Deductions

The percentage of total "negative" responses reported for the directive style is 11.13% (41+92+214 of 3118 responses), compared to the 77.58% "positive" responses (821+1016+582 of 3118). This strongly suggests that the directive leadership style did present in the principals.

Supportive leadership style questionnaire questions

Table 5. 6: All the staff: Response distribution of the five attributes of the style								
Supportive style attributes	**Frequency of responses to each of the seven occurrence-rating level (1-7)**							
Frequency **Row percentage**	**never**	**hardly ever**	**seldom**	**occasio nally**	**often**	**usuall y**	**alway s**	**Total**
2: I maintain a friendly working relationship	8 1.28	14 2.24	34 5.45	60 9.62	206 33.01	220 35.26	82 13.14	624
8: I do little things to make group pleasant	67 10.74	130 20.83	127 20.35	126 20.19	108 17.31	50 8.01	16 2.56	624
11: I say hurtful things to subordinates	12 1.92	31 4.97	61 9.78	50 8.01	79 12.66	158 25.32	233 37.34	624
15: I assist with problems that hinder performance	29 4.65	31 4.97	69 11.06	84 13.46	209 33.49	176 28.21	26 4.17	624
20: I behave in a thoughtful manner towards subordinates	41 6.57	34 5.45	93 14.90	97 15.54	177 28.37	158 25.32	24 3.85	624
Total	157	240	384	417	779	762	381	3120
The probability of the Chi-square statistic assuming a value of 993.33 under the null hypothesis of similar response patterns for the set of questionnaire questions is <0.0001, which is highly significant								

Deductions

The percentage of total "negative" responses reported for the supportive style is 25.03% (157+240+348 of 3120 responses), compared to the 61.60% "positive response (779+762+381 of 3120 responses). This strongly suggests that it is perceived that the supportive leadership style does present in principals.

Participative leadership style questionnaire questions

Table 5. 7: All the staff: Response distribution of the five attributes of the style								
Participative style attributes	**Frequency of responses to each of the seven-occurrence rating level (1-7)**							
Frequency **Row Percentage**	**never**	**hardly ever**	**seldom**	**occasio nally**	**often**	**usually**	**alway s**	**Tota l**
3: I consult with my subordinates	6 0.96	13 2.08	65 10.42	93 14.90	193 30.93	175 28.04	79 12.66	624
4: Listen receptively to my subordinates	7 1.12	22 3.53	65 10.42	121 19.39	168 26.92	168 26.92	73 11.70	624
7: I act with consulting teachers	12 1.92	36 5.77	94 15.06	82 13.14	117 18.75	126 20.19	157 25.16	624
12: I ask subordinates suggestions regarding doing assignments	23 3.69	35 5.61	114 18.27	152 24.36	202 32.37	81 12.98	17 2.72	624
17: I ask suggestions about which assignments should be set	17 2.72	22 3.53	67 10.74	112 17.95	211 33.81	160 25.64	35 5.61	624
Total	65	128	405	560	891	710	361	3120
The probability of the Chi-square statistic assuming a value of 317.35 under the null hypothesis of similar response patterns for the set of questionnaire questions is <0.0001, which is highly significant								

Deductions

The percentage of total "negative" responses reported for the participative style is 19.20% (65+128+405 of 3120 responses), compared to the 62.89% "positive" responses (891+710+361 of 3120). This strongly suggests that the participative style is perceived to be present among primary school teachers.

Table 5. 8: All staff: Response distribution of the five attributes of the style								
Achievement-orientated style attributes	**Frequency of responses to each of the seven occurrence-rating level (1-7)**							
Frequency **Row Percentage**	**never**	**hardly ever**	**seldom**	**occasio nally**	**often**	**usuall y**	**alway s**	**Total**
6: I convey to my subordinates that they should perform at the best level	10 1.60	11 1.76	44 7.05	53 8.49	209 33.49	213 34.13	84 13.46	624
10: I set challenging performance goals for my subordinates	41 6.57	51 8.17	95 15.22	102 16.35	145 23.24	127 20.35	63 10.10	624
13: I encourage continual performance improvement	19 3.04	27 4.33	36 5.77	78 12.50	204 32.69	196 31.41	64 10.26	624
16: I show doubt in my subordinates' performance	14 2.24	113 18.11	157 25.16	111 17.79	82 13.14	79 12.66	68 10.90	624
19: I set challenging goals for my subordinates	8 1.28	43 6.89	93 14.90	105 16.83	195 31.25	167 26.76	13 2.08	624
Total	92	245	425	449	835	782	292	3120
The probability of the Chi-square statistic assuming a value of 492.78 under the null hypothesis of similar response patterns for the set of questionnaire questions is <0.0001, which is highly significant								

Achievement-orientated style questionnaire questions
Deductions

The percentage of total "negative" responses reported for the achievement-orientated style is 24.42% (92+245+425 of the 3120 responses), compared to the 61.19% "positive" responses (835+782+292 of 3120 responses). This strongly suggests that the achievement orientated style is perceived to be present in primary school principals.

Table 5.9 presented below summarises and compares participants' perceptions of how the four leadership styles were perceived to present in primary school principals. Similar to Tables 5.5 to 5.8 above, this table was compiled by comparing the proportion (%) of total positive responses (*often, usually, always)* to the proportion (%) of total negative responses (*never, hardly ever, seldom)* for each

style. The higher of the positive or negative proportion for each leadership style would then suggest the perceived presence or absence of the particular style in principals' interactions with the staff. This was done jointly for all the participants, as well as separately for the principal and teacher group. (Note that leadership pairs of positive and negative proportions do not add to 100% because the proportion of "occasional" rating responses ("3") was not brought into consideration in this comparison).

Table 5. 9: Comparison of the proportion (%) of positive (more frequent occurrence) and negative (less frequent) responses of experienced presence of leadership styles of principals (Calculated for each instance of leadership style and group)						
	All staff		Principals		Teachers	
	negative	positive	Negative	positive	negative	positive
Directive	11.13	77.58	8.96	80.18	12.00	76.54
Supportive	25.03	61.60	21.56	66.15	26.43	59.77
Participative	19.17	62.89	15.31	68.94	20.72	60.45
Achievement	24.42	61.19	21.89	64.47	25.44	59.89

Interpretation of Table 5.9

Table 5.9 indicates that the teachers and principals (the staff) had observed the following leadership styles during their principals' interactions with the staff: directive (78%), supportive (62%), participative (63%) and achievement-oriented (61%). This agrees with research findings of Tolbert and Hall (2009:94) who observe that individuals can exercise different types of leadership styles. It can be argued that the staff had a positive perception of all the path-goal leadership styles because the leadership styles all meet the needs of the teachers and principals. This suggestion is confirmed by the focus group interview. The interviewees observed that all the leadership styles are used in primary schools (see Appendix E). Evidence supporting the current finding is noted by House (1971:321-339) who states that positive perceptions of the path-goal leadership styles of employees increase when there is good leadership in the organisation.

The results create the impression that all the path-goal leadership styles are important to the staff. This finding is consistent with the findings of House and

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Mitchell (1974) who report that the directive leader gives specific guidance to staff to accomplish their desired expectations, the supportive leader demonstrates respect for subordinates, the participative leader solicits subordinates for suggestions and the achievement oriented leader expects subordinates to perform their tasks at the highest level.

Moreover, this finding also corresponds with the findings of Edgerson and Kritsonis (2006:2-5) who state that principals can improve the perceptions of teachers by having a good relationship with teachers. As was indicated in Tables 5.5 to 5.8, the perceptions of teachers and principals regarding the occurrence of these leadership styles, (directive, supportive, participative and achievement-oriented) were positive and the principals' perceptions of their leadership styles as well. These positive perceptions of teachers and principals imply that there was agreement on how they preceived the presence of leadership styles manifest under principals in primary schools in the Tigray region. Edgerson and Kritsonis (2006:2-5) indicate that exposure to different leadership styles assist staff to function effectively in the classroom and build their own self-esteem. It furthermore enables teachers to view principals as supporters and facilitators who help to make teachers effective in the classroom. Davis and Wilson (2000:349-350) point out that if a supportive and facilitating environment is experienced teachers will try hard to accept the leadership of their principals. In addition, Wahlstrom and Louis (2008: 469-483) state that an "important component of working relationships is trust, which assists principals and teachers to make certain greater success in the school environment".

This initial overview compared the proportion of "positive" (*often, usually, always)* to "negative" (*seldom, hardly ever, never)* total responses for each of the leadership styles (*supportive, directive, participative, achievement orientated*) and in this way reported the experienced or observed presence of these leadership styles (Table 5.15). However, to determine the experienced dominance of each leadership style a quantitative measure of each respondent's perceptions of the experienced presence of a specific style is required (*supportive, directive, participative, achievement orientated*). Therefore, against this stated background of the perceived presence of

leadership styles, the researcher argued that further analysis had to determine whether reliable, more exact perception measures could be derived from the leadership style responses reported in these composite tables. To address this argument, the internal consistency reliability of such measures for the leadership concepts is investigated in the next paragraph (before leadership style perceptions measures are calculated).

5.4.1. Internal consistency reliability of the path-goal leadership style constructs

Scale reliability testing and the calculation of the Cronbach alpha coefficients were done to verify the internal consistency reliability of the four path-goal leadership style constructs. This type of analysis is conducted to verify whether the responses to a subset of questions that evaluates a leadership style (for example, the five questions that evaluate the *participative* style), all contribute towards describing the specific construct. This technique, referred to as the *scale reliability testing,* evaluates the inter-correlation between a subset of rating responses of questionnaire-questions (for example, the responses of the five *participative* leadership style questions) and calculates a test statistic, the Cronbach alpha coefficient that serves as a measure of the internal consistency reliability of a construct (for example, the directive leadership style). The value of the Cronbach alpha coefficient can vary between 0 and 1. A value of 0.7, or greater, serves as an indicator of internal consistency reliability (Huang *et.al.* 2004:17-25). For exploratory work (such as the research done for this thesis), a lower value of Cronbach alpha – in the region of 0.6 or higher is regarded as an indicator of reliability (Flynn, Schroeder, & Sakakibara, 1994; Hair, Black, Barbir, Anderson & Tatham 2006:102; Vinzi, Chin, Henser & Wang, 2010:696; Cortina, 1993:98, and *Huang et at,* 2004:17-25).

Table 5.10 below reports on the scale reliability tests performed on the four subsets of questionnaire responses for the four constructs of the *directive, supportive, participative and achievement* orientated leadership styles. The table reports the subsets of questionnaire responses tested in each analysis (column 2);

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questionnaire item responses inverted or removed from the analysis to improve the internal consistency reliability (as indicated by the analysis output in column 3); the standardised Cronbach alpha coefficient (column 4); the mean leadership-style score (column 5) and the standard deviations of the four leadership-style constructs (columns 6). These will be elaborated on further on.

It is noted that the responses to questions 18, 11, 7 and 16 were reversed according to the path-goal protocol (refer to Appendix D). (The labels of these inverted response variables are suffixed with an "n" in the third column of the results table).

Constructs	Item included	Items reversed "n"	Standardised Cronbach alpha	Mean construct score	Score standard deviation
Table 5. 10: Results of the scale reliability tests to validate the internal consistency reliability of the leadership constructs (1 – 4)					
The column of the Cronbach alpha coefficients reports the alpha value for the total sample of 624 respondents (and separately for the 179 principals and 445 teachers)					
1. Directive	q1, 5, 9, 14, 18	q18n	0.63 (0.64; 0.62)	26.52	4.18
2. Supportive	q2, 8, 11, 15, 20	q11n	0.50 (0.40; 0.41)	23.38	3.97
3. Participative	q3, 4, 7, 12, 17	q7n	0.60 (0.54; 0.62)	24.07	4.14
4. Achievement	q6, 10, 13, 16, 19	q16n	0.64 (0.64; 0.63)	23.34	3.46

Deductions derived from Table 5.10:

The Cronbach alpha values reported in Table 5.10 are all in the region of 0.6 or greater than 0.6 (except for the *supportive leadership* style construct). This implies that, for an exploratory study such as this thesis, the internal consistency reliability of the other three leadership-style constructs can be regarded as verified. The internal consistency of the *supportive leadership*-style construct does not seem strong, and interpretation of this construct in further discussions should be considered carefully (should this style prove to be influential in advanced analyses). It was, however, decided to retain this leadership style construct in further analyses and interpret it with caution rather than ignoring the style altogether.

Once the reliability of these constructs was verified, research could proceed to calculate perception measures ("scores") for each participant for each leadership

style construct. These scores reflect how participants perceived the different leadership styles to manifest in their principals (and how the principals themselves perceived they exhibit these styles).

5.4.2 Calculation and classification of the four leadership style measures

With internal consistency reliability verified, the perception measure of each style was calculated for each participant. It was calculated as the sum of:

- q1, 5, 9, 14,18 for the directive leadership style.
- q2, 8, 11, 15, 20 for the supportive leadership style.
- q3, 4, 7, 12, 17 for the participative style.
- q6, 10, 13, 16, 19 for the achievement leadership style (where the responses to q7, 11, 16, 18 were inverted).

These measures (with values ranging from 5-35) were used to classify the calculated leadership style scores of participants as "high", "medium", or "low" to indicate perceived occurrence of each leadership style according to the measurement protocol set by the path-goal questionnaire developers (Indvik, 1985:55), namely:

- Directive: 5-17; 18-28; 29-35
- Supportive: 5-22; 23-33; 34-35;
- Participative 5-15; 16-26; 27-35
- Achievement orientated: 5-13; 14-24; 25-35

This classification is used to indicate how strongly the respondents perceived the styles to present in their schools. It is presented in Tables 5.11 to 5.13 of this paragraph and indicates how the calculated leadership-style measurements of the four styles distribute over the *low, moderate and high* perception-categories. These tables indicate how participants experienced the dominance or presence of the four styles (the principals and the teachers). Table 5.11 reports the principals' perceptions of the occurrence of the four leadership styles. In turn, Table 5.12

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presents the perceptions of the teachers, while Table 5.13 presents the perception-distribution of both the teachers and principals (staff) on the leadership style-dominance in the Tigray primary schools.

Table 5. 11: Principals' perceptions of leadership styles used/ that present in their interactions with staff								
Frequency distributions of the four sets of leadership style measures classified into categories that express extent of presence of a leadership style								
	Directive		Supportive		Participative		Achievement driven	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Low	1	0.56	0	0.00	2	1.12	0	0.00
Moderate	102	56.98	52	29.05	109	60.89	110	61.45
High	76	42.46	127	70.95	68	37.99	69	38.55

Table 5. 12: Teachers' perceptions of leadership styles used/ that present in their interactions with staff								
Frequency distributions of the four sets of leadership style measures classified into categories that express extent of presence of a leadership style								
	Directive		Supportive		Participative		Achievement driven	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Low	11	2.47	0	0.00	19	4.27	6	1.35
Moderate	290	65.17	170	38.20	312	70.11	273	61.35
High	144	32.36	275	61.80	114	25.62	166	37.30

Table 5. 13 staff' perceptions of leadership styles used that present in their interactions with staff								
Frequency distributions of the four sets of leadership style measures classified into categories that express extent of presence of a leadership style								
	Directive		Supportive		Participative		Achievement driven	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Low	12	1.92	0	0.00	21	3.37	6	0.96
Moderate	392	62.82	222	35.58	421	67.47	383	61.38
High	220	35.26	402	64.42	182	29.17	235	37.66

Deductions derived from Tables 5.11 to 5.13

Tables 5.11 to 5.13 indicate that principals, teachers, and all the staff combined perceived the most dominant leadership style of principals to be the *supportive* leadership style with a *high* rating frequency of 70.95%, 61.80% and 64.42% respectively reported for principals, teachers and all the staff. The figure of 70.95% reported for the principals seems to indicate that principals tended to rate

themselves somewhat higher on the *supportive s*tyle than did the teachers. On this issue, interviewees of the focus group agreed that both the participative and supportive leadership styles benefitted the teachers more than the directive and achievement oriented leadership styles (see Appendix E). Overall, however, the most frequently occurring or dominant style reported was the *supportive style.* It will be indicated in paragraph 5.6.2.1 (Table 5.33) that the effect of the presence of the participative leadership style under principals significantly affects the perceptions of teacher performance – which verifies the interview findings.

House (1996:326-327) explains that a supportive leadership style is used when a leader takes the needs of the subordinates into account, showing concern for their welfare and creating a friendly working environment. According to House (1996:326-327), the benefit of this style is that it increases the followers' self-esteem and makes the jobs assigned to the followers more interesting. This approach is most effective when work is either stressful or boring. Moreover, supportive leadership is important to increase the self-confidence of subordinates and reduce any negative aspects (See Chapter 2, paragraph 2.4.2). Kim and Brymer (2011:1020-1026) and War (1998:183-218) also confirm that "increasing the job satisfaction of a person can lead to improved job performance."

As can be seen in Tables 5.11 to 5.13, the supportive leadership style is the style that was observed most frequently. However, this does not mean that the supportive leadership style was the only leadership style perceived to be used/ needed/ present in the primary schools studied (Refer to the paragraph still to be discussed, paragraph 5.6.2.1 and Table 5.33, which indicates to the influential role of the experienced presence of the participative leadership style). For the other leadership styles, the percentages of occurrence (*low, medium and high)* per response group (the principal, teachers, and all the staff combined) were reported as 61%, 70%, 67% respectively for the participative style; 61%, 61%, 61% for the achievement orientated style and 57%, 65%, 63% for the directive leadership style.

Differences between the preferred and experienced leadership styles (Table 5.14 to 5.15)

The question that might well be asked at this stage is how the participants' perceptions of their preference of the principals' leadership style and principals' leadership styles that manifest in the primary school environment differ. [Please note that a distinction is made between "preferred leadership styles of principals / or leadership styles of preference for principals" (as measured in question D1 of the questionnaire) and "experienced leadership style/s of principals/ or leadership style/s that present in the interaction of principals with their staff" (as measured in the Path-goal leadership questionnaire): a preferred and an experienced leadership style of principals.].

Deductions from Tables 5.14 and 5.15 regarding the preferred and experienced leadership styles

Tables 5.14 and 5.15 illustrate these differences and present the frequencies, row percentages and rankings (printed in bold in the two tables) of the four leadership styles in terms of preferences (queried in question D1) and observed/ or experienced leadership styles (derived from questions qB1-qB20) respectively. In this way, Tables 5.14 and 5.15 illustrate the preferred and experienced differences: In Table 5.14, which indicates the preferred leadership style, it is shown that both the principals and teachers ranked the participative and supportive styles first or second, and, the directive and achievement-oriented third and fourth. In contrast, Table 5.15, which resports on the experienced leadership styles, shows that the supportive leadership style is ranked first and the participative last, with the directive and achievement orietated styles assigned either rank two or three. This seems to indicate a discrepancy between the *expected* and the *experienced* leadership styles. This apparent discrepancy is further discussed in paragraph 5.6.2.1 and Table 5.33 where a regression model for the perceived teacher performance is developed and the role of the experienced participative (and experienced supportive) leadership styles are explained.

Table 5. 14: Frequency tables of leadership style preference (qD.1) indicated by the principals, teachers and all the staff. The ranking preference for each group is indicated in bold following the row % for each of the three groups					
	Style: respondent preferences (qD.1)				
Frequency Row %	Directive	Supportive	Participative	Achievement-Orientated	Total
Principal	**4** 8 (4.47)	**2** 59 (32.96)	**1** 95 (53.07)	**3** 17 (9.50)	179
Teacher	**3** 53 (11.91)	**1** 190 (42.70)	**2** 165 (37.08)	**4** 37 (8.31)	445
All staff	**3** 61 (9.78)	**2** 249 (39.90)	**1** 260 (41.67)	**4** 54 (8.65)	624

Table 5. 15: Ranking of the observed/ perceived leadership styles experienced (measured via the path goal) by the principals, teachers and all the staff. The ranks for each group are indicated in bold. (The "high"-category is considered as strongly/ dominantly exhibiting the specific style)					
	Styles used in primary school leadership-teacher interaction (4c)				
Frequency row %	Directive	Supportive	Participative	Achievement-orientated	Result
Principal	2 (22.35%)	1 (37.35%)	4 (20.0%)	3 (20.29%)	vary
Teacher	3 (20.60%)	1 (39.34%)	4 (16.31%)	2 (23.75%)	vary
All staff	3(21.17%)	1(38.69%)	4(17.52%)	2(22.62%)	vary

Tables 5.14 and 5.15 therefore suggest that a discrepancy might exist between the leadership style the participants preferred and the leadership style/s participants perceived to manifest in the primary school environment. This can be explained with reference to Adeyemi (2010:84) who states that employees behave differently in different situations. The discrepancy could possibly be attributed to the fact that a situational leader is a leader who will try to meet the needs of a particular situation (Rowland, 2008:10-12; See chapter 2, paragraph 2.2.3).

As reflected in Tables 5.14 and 5.15 above, all the leadership styles were perceived to manifest even if not to the same extent for groups and leadership styles. This indicates that all the path-goal leadership styles are employed. Bolden *et al.* (2003:7-8) observe that there is no best style of leadership that is suitable in all situations and Ricketts (2009:4-7) points out that leaders choose all the appropriate leadership styles that apply in specific situations. This means that factors such as the followers' maturity levels and the management philosophy of the leader and other factors impact on the situation (such as the characteristics of the leader, the followers and

the situation itself). Hoy and Miskel (2001:6-7; Van Niekerk 2013:283-292; Van Niekerk 2012:292-324) further state that effectual leadership considers goals of the organisation in the long term when deciding on a leadership style appropriate for an organisation and situation. Moreover, it has been stated that most of the principals of primary schools in the Tigray region were diploma holders in other fields of study, rather than in educational planning and management or educational leadership (See Table 5.2), which may explain why the supportive leadership style is practised the most as perceived by both the teachers and the principals. It is interesting to note that although the principals preferred the participative leadership style (Table 5.14), the one perceived by teachers as their preferred leadership style is the supportive leadership style (Table 5.14). This perception of teachers correlates with their perception of experienced leadership style in Table 5.15.

5.4.3 Summary of leadership style deductions

- The *supportive leadership* style was the style most often perceived to be present (principals' interactions with staff).

- Although all the groups agreed that the *supportive* leadership style was the style most often present, it appears that principals rated the frequency of use of this style somewhat higher than teachers did. The reason for this may be that principals were aware of the fact that they had to apply leadership styles that were appropriate to a situation and in this process unconsciously favoured the supportive leadership style.

- Because of the role that preference for a particular leadership style; and perceived presence/ experience of a leadership style play in further analyses, it is again mentioned at this stage that Tables 5.14 and 5.15 show that the response pattern of preference for a leadership style; and experience of the presence of specific leadership styles under staff seemed similar when it came to the *supportive* leadership style, but that preference for, and, perceived presence of the *participative s*tyle in principals seemed to differ

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under staff (indications are that the respondents indicated a high preference for this style while, in practice, the frequency of use of this style by principals was perceived to be lower amongst all the staff). This is also affirmed by the interviewees who indicated that most of the teachers were happy with the supportive leadership style (see Appendix E), but also felt the need for participative leadership from their principals (Refer to the deduction-discussion below Table 5.11 to 5.13, the first paragraph).

The reason for this suggested difference could be that a participative leadership style gives the respondents an opportunity to feel ownership and to make decisions that should have been applied in the school (House 1997:326-327; Dirks & Ferrin 2002:614). The principals however, preferred the participative (or democratic) leadership styles the most. However, these last-mentioned styles apply to individuals who have a great deal of experience of its application (according to Adeyemi 2010:90). Adeyemi explains that any person who wants to participate in meetings (a participative approach) needs to create new ideas, have the ability to work with others and also pay attention to what is communicated. A participative leadership style encourages and fosters the engagement of group members in the organisational process and enables them to feel more motivated and creative (Goleman 2007:20-63). It is often the case that a participative leadership style is used by mature and experienced people. However, we note that the majority of the respondents in this study were young and therefore needed support and encouragment to improve their job performance as shown in Table 5.1. Table 5.2 moreover, indicates that many teachers only had qualifications in fields other than education, and therefore, may need the supportive leadership style the most. Importantly, the supportive style increases the followers' self-esteem and makes the jobs assigned to the followers more interesting (House 1997:326-327). It is natural that what some preferred, might be different from what was actually applied at ground level. This was corroborated by the focus group interview with supervisors who stated that there were employees who could not apply practically what they planned due to inadequate pedagogical training. (See Appendix E, question one).

As mentioned above, the interviewees stated that the style the principal applied should depend on the situation.

This seeming discrepency between the experienced presence of the supportive leadership style and interviewees' comments on the need for a participative leadership style of their principals is captured in the regression model of teachers' performance in paragraph 5.6.2 (still to come), where the significance of the effect of the participative leadership style of principals on teacher performance is indicated.

5.5 MEASUREMENT OF TEACHER PERFORMANCE

Composite one-way tables of the participant responses to subsets of the questionnaire questions that evaluated teachers' performance according to the principals,' teachers' and all the respondents' perceptions of teacher performance in specific performance areas (planning, organising, monitoring and evaluation, the classroom atmosphere and discipline, and leadership) are reported in this paragraph in Tables 5.16 to 5.18.

The following diagram, Figure 5.2, illustrates the performance components (and the relevant question numbers of the "C" section of the questionnaire) that evaluate teacher performance. The figure indicates that, in paragraph C of the questionnaire, 34 questions probed the five constructs of performance, namely planning, organising, monitoring and evaluation, classroom atmosphere and discipline, and leadership. Each component has seven items, except organising which has six items.

Planning		Organising		Monitoring and evaluation
Q5, 14, 21, 24, 27, 31 and 32		Q1, 6, 10, 22, 28, and 33		Q3, 7, 12, 16, 18, 23, and 29

Teachers' performance components and the number of items in each component

Classroom atmosphere and discipline	Leadership
Q2, 8, 11, 19, 25, 30 and 34	Q4, 9, 13, 15, 17, 20, and 26
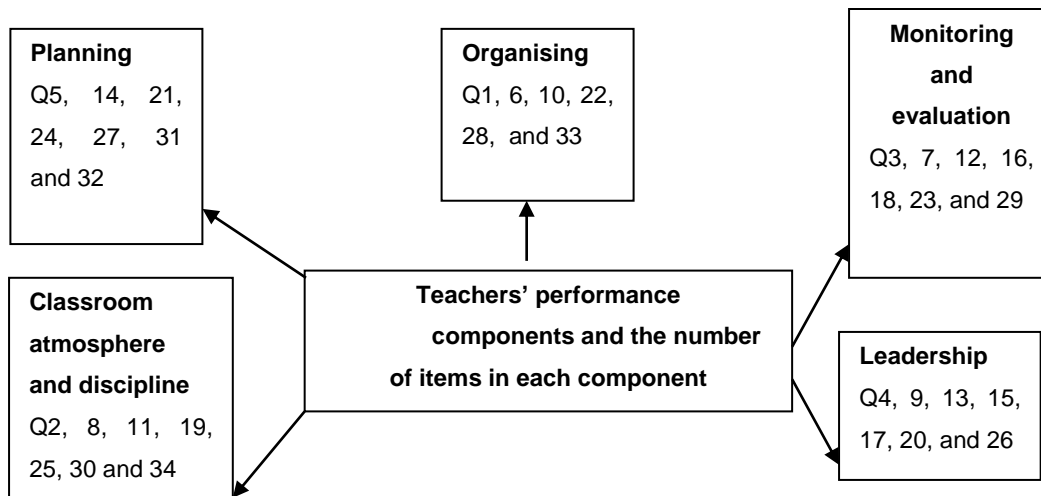
Figure 5. 2: Performance components

Although the five performance constructs were listed in previous paragraphs (paragraphs 3.4.1 to 3.4.5 and 5.1.2.1, this paragraph will only discuss a general teacher-performance construct. This general construct encompasses the five previously listed constructs. The reason for this approach is explained in the next subparagraph where it is indicated that internal consistency reliability could not be established for all the listed performance components. However, the internal consistency reliability for a general performance construct (a composition of the five components) could be established (Refer to Table 5.19 in paragraph 5.5.4.). Therefore, performance analysis and results are reported for the general performance construct and not for the performance components initially introduced.

Composite one-way frequency Tables 5.16 to 5.18 in this subsection, report the response patterns of all the staff, principals and teachers to the subset of questionnaire questions that described the general *teacher performance* construct. To save space, the row percentages are not included in these tables. The identical tables – with row percentages included are attached in Appendix A, Tables 37 - 39.

5.5.1 Teacher performance: response patterns of the evaluation of teacher performance by all staff

Table, 5.16 below details the response-patterns to the 34 questions of the questionnaire on teachers' performance. Table 5.16 reports the frequency responses per agreement level for each question for all participants/staff (where a rating of "1" indicated strong disagreement; "2" "disagreement; up to "5" indicating "strong agreement"). Likewise, Tables 5.17 and 5.18 report the response patterns, per teacher-performance question, for the principals and teacher response-groups, respectively.

General impressions of how the three response groups perceived teacher performance are discussed in the deductions section that follows Tables 5.16 to 5.18. The interpretation is again based on the comparison of the proportion of total positive responses (strongly agree and agree responses) to the proportion of total negative responses (strongly disagree and disagree responses) reported in each table (the mentioned totals in the last row of each table).

questions	rating levels					
Frequency	dis-agree++	disagree	neutral	agree	agree++	Total

Table 5. 16: Response patterns of all participants to the performance questions that describe the teacher-performance construct

questions	rating levels					
Frequency	**dis-agree++**	**disagree**	**neutral**	**agree**	**agree++**	**Total**
1:Assessment is done according to the assessment policy	9	29	45	346	195	624
2: Conduct is professional	1	34	43	338	208	624
3:Regularly mark work books	57	176	161	205	25	624
4: Have positive influence on learners	26	38	67	316	177	624
5:Teachers prepare well for lessons	14	60	102	292	156	624
6: Seating according to purpose lesson	76	204	128	181	35	624
7:Workbooks signed by teacher and parent	138	221	165	94	6	624
8: Manage class in a disciplined way	5	13	65	345	196	624
9:Know the vision, mission of school	14	80	76	286	168	624
10: Assessment done according to schedule	14	71	62	278	199	624
11:Classrooms are clean and decorated	64	219	129	183	29	624
12:Teachers check that learners master work	14	92	140	287	91	624
13:Have high, realistic learner expectations	6	59	102	295	162	624
14: Enrich curriculum by visits	57	164	166	186	51	624
16:Use assessment data, improve teaching	11	65	44	327	177	624
17: Use learner leaders to manage class	10	47	47	240	280	624
18:Test immediately after unit work	47	215	87	225	50	624
19: Love working with children	9	66	100	312	137	624
20: Promote healthy classroom culture	11	81	70	282	180	624
21:Teach at learners competence levels	12	78	75	300	159	624
22:Promote learner participation, group work	7	74	79	280	184	624
23: Keep a record of marks, monitor progress	21	89	65	257	192	624
24: Use teaching media, planned	58	123	92	264	87	624
25:Communicate in an appropriate way	10	79	57	336	141	623
26: Teach learners how to learn	23	100	55	301	145	624
27:Planning consider learner diversity	19	77	69	299	160	624
28:Teachers work according structured schemes	21	102	82	286	133	624
29:Check school attendance, not fall behind	23	104	75	259	163	624
30:Create non-threatening class atmosphere	26	103	76	289	130	624
31: Provide opportunities, competent learners	14	108	59	291	152	624
32: Plan so as to engage learners in class	11	110	58	294	151	624
33: Use teaching time effectively	17	80	66	246	215	624
34: Effective classroom discipline policy	17	88	66	280	173	624
Total	862	3249	2773	9000	4707	20591
Chi-square = 3645.93; Probability (Chi-square statistic assumes this value under H0 of response patterns not differing) <.0001						

5.5.2 Teacher performance: response patterns of the evaluation of teacher performance by principals

Table 5. 17: Response patterns of all principal-participants to the performance questions that describe the teacher-performance construct

questions	rating levels					
Frequency	disagree++	disagree	neutral	agree	agree++	Total
1:Assessment is done according to the assessment policy	1	5	11	100	62	179
2: Conduct Is professional	1	10	10	106	52	179
3:Regularly mark workbooks	16	48	41	70	4	179
4: Have a positive influence on learners	6	11	21	89	52	179
5:Teachers prepare well for lessons	3	17	29	86	44	179
6: Seating according to the purpose lesson	19	57	34	60	9	179
7:Workbooks signed by teacher, parent	23	56	59	37	4	179
8: Manage class in a disciplined way	1	4	16	101	57	179
9:Know the vision and the mission of school	7	24	26	84	38	179
10: Assessment done according to a schedule	5	26	18	74	56	179
11:Classroom is clean and decorated	13	52	39	63	12	179
12:Teachers check that learners master the work	4	23	49	85	18	179
13:Have high, realistic expectations of learners	2	18	24	94	41	179
14: Enrich curriculum through visits	9	50	52	50	18	179
16:Use assessment data to improve teaching	2	22	13	96	46	179
17: Use learner leaders to manage the class	3	18	8	67	83	179
18:Test immediately after unit work	11	60	29	69	10	179
19: Love working with children	0	19	39	86	35	179
20: Promote a healthy classroom culture	5	18	21	93	42	179
21Teach at learners competence levels	3	27	19	87	43	179
22:Promote learner participation via group work	1	17	16	85	60	179
23: Keep a record of marks, monitor progress	2	25	14	71	67	179
24: Use teaching media, planned	15	27	26	80	31	179
25:Communicate in an appropriate way	2	21	16	98	42	179
26: Teach learners how to learn	7	27	14	84	47	179
27:Planning considers learner diversity	7	24	16	73	59	179
28:Teachers work according structured schemes	7	25	18	85	44	179
29:Check school attendance, not fall behind	6	31	20	68	54	179
30: Create non-threatening class atmosphere	9	29	13	93	35	179
31: Provide opportunities, competent learners	2	24	13	92	48	179
32: Plan to engage learners in class	6	30	20	76	47	179
33: Use teaching time effectively	2	27	18	74	58	179
34: An effective classroom discipline policy	6	24	21	77	51	179
Total	206	896	783	2653	1369	5907
Chi-square =997.20; Probability (Chi-square statistic assumes this value under H0 of response patterns not differing) <.0001						

5.5.3 Teacher performance: response patterns of the evaluation of teacher performance by teachers themselves

questions	rating levels					
Table 5. 18: Response patterns of all teacher-participants to the performance questions that describe the teacher-performance construct						
Frequency	disagree++	disagree	neutral	agree	agree++	Total
1:Assessment done according to the assessment policy	8	24	34	246	133	445
2: Conduct is professional	0	24	33	232	156	445
3:Regularly mark work books	41	128	120	135	21	445
4: Have a positive influence on learners	20	27	46	227	125	445
5:Teachers prepare well for lessons	11	43	73	206	112	445
6 Seating according to purpose lesson	57	147	94	121	26	445
7:Workbooks signed by teacher and parent	115	165	106	57	2	445
8:Manage class in a disciplined way	4	9	49	244	139	445
9:Know the vision, and mission of school	7	56	50	202	130	445
10:Assessment is done according to schedule	9	45	44	204	143	445
11Classroom is clean and decorated	51	167	90	120	17	445
12:Teachers check that learners master their work	10	69	91	202	73	445
13: Have high, realistic expectations of learners	4	41	78	201	121	445
14: Enrich the curriculum by visits	48	114	114	136	33	445
16:Use assessment data, improve teaching	9	43	31	231	131	445
17: Use learner leaders to manage the class	7	29	39	173	197	445
18:Test immediately after a unit's work	36	155	58	156	40	445
19: Love working with children	9	47	61	226	102	445
20: Promote a healthy classroom culture	6	63	49	189	138	445
21:Teach at learners' competence levels	9	51	56	213	116	445
22:Promore learner participation via group work	6	57	63	195	124	445
23: Keeping of marks, monitoring the progress	19	64	51	186	125	445
24: Use teaching media, planned	43	96	66	184	56	445
25:Communicate in an appropriate way	8	58	41	238	99	444
26: Teach learners how to learn	16	73	41	217	98	445
27:Planning consider learner diversity	12	53	53	226	101	445
28:Teachers work according to structured schemes	14	77	64	201	89	445
29:Check school attendance, that learners do not fall behind	17	73	55	191	109	445
30:Create a non-threatening class atmosphere	17	74	63	196	95	445
31: Provide opportunities to develop competent learners	12	84	46	199	104	445
32: Plan so as to engage learners in class	5	80	38	218	104	445
33: Use teaching time effectively	15	53	48	172	157	445
34:Develop an effective classroom discipline policy	11	64	45	203	122	445
Total	656	2353	1990	6347	3338	14684
Chi-square = 2817.0897; ; Probability (Chi-square statistic assumes this value under H_0 of response patterns not differing) **<.0001**						

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Deductions derived from tables 5.16 to 5.18:

The last row in each of Tables 5.16 to 5.18, the row of column totals, indicates that the total *strongly agree and agree* responses (the positive responses) form the majority of responses for each of the three tables (calculated as 66.57%, 68.09%, and 65.95% respectively).

It can, therefore, be deduced that teacher performance is perceived in a positive light (at a satisfactory level) by all the staff combined, the principals and the teachers. The data gathered using the focus group interview reflected a similar pattern. The comments from the interviewees suggested that the teachers' performance was evaluated positively (See relevant questions, Appendix E). Although generally positive, not all the performance issues of the teachers were perceived as equally positive. This is deduced from the fact that the probabilities attached to the three chi-square statistics calculated for each of the three frequency tables are statistically significant on the 0.1% level of significance – which implies that for a specific table some response patterns differ significantly from other response patterns (chi-square statistics of respectively 3645.93; 997.20; 2817.09 reported). For example, in Table 5.16, teacher performance assessed by all the staff indicates that the response trends to questions 6, 7, 11 (in other words, how the staff perceived these aspects of performance) are more negative/or not as agreeable as the response trends to the other performance-questions (negative total responses to mentioned three questions were 55%, 57% and 46% respectively – refer to Appendix A, Tables 37 – 39 in this regard).

Suggestions for reasons why some performance aspects were perceived more negatively by the response groups are discussed below (Tables 5.15 to 5.18 indicate that especially questions 6, 7, and 11 were perceived more negatively). The principals' and teachers' response groups also rated question 18 negatively.

Q6 - A possible explanation for this finding of a more negative perception might be attributed to the fact that some primary schools had fixed seats that could not be

moved easily from one place to another. Another explanation might be the fact that the teachers and principals were not trained about the importance of face-to-face interactions. As indicated in Table 5.2 (qA6) most of them were from another field of study.

Q7- Question 7 was perceived negatively by all three response groups (all the staff, principals and teachers). A possible explanation for this negative perception might be attributed to teachers and principals not realising the importance of a good relationship with parents ("working relationships") to ensure that teachers and principals work more effectively (Keyes 2001:156-164).

Q11- A possible reason for the more negative perception of the performance aspect of decorated classrooms could be ascribed to the fact that at some schools students were taught in the open air. The other possible explanation could be that a shortage of materials often existed with regard to decorating classrooms. However, it is possible to decorate the classroom using local materials that can serve as teaching aids for the subject matter the students are learning. The most probable explanation for the negative perceptions could be the lack of pedagogical knowledge similar to what has been mentioned with regard to question 6 above. Teachers need to think differently about how learners can develop their capacity, for example, by displaying different materials on the walls of the classrooms. Learners learn more from teaching assistants using tools than they do from teachers who use lectures as teaching methods (Boumova, 2008:57-61; Piccinin, 2003:36-38).

Q18. The perception of teachers and principals concerning question 18 was that most primary schools did not have computers and printers at their disposal to prepare tests immediately after completion of each learning unit. Writing tests on the chalkboard with the students in the classroom needs the support of another teacher who controls the students while writing their own answers to the questions being written on the board.

According to the focus group interview, the reasons why some questions in Tables 5.16, 5.17 and 5.18 were answered negatively could be that there were teachers in schools who teach without a pedagogical training background or without adequate knowledge of different teaching methods (see Appendix E). In addition, most of the principals in the primary schools of Tigray had diplomas in other fields of study and not in Educational Planning and Management or Educational Leadership (see Table 5.2).

In general, it can be stated that teacher performance was evaluated positively by all the response groups. This can be interpreted as an initial perception of "satisfactory to above satisfactory" teacher performance. The extent of "good teacher performance" and additional factors that affect the "good" performance will be evaluated and detailed by means of stepwise regression analyses and the Bonferroni multiple comparisons of means tests that follow in paragraph 5.6. However, for the moment, the focus has to fall on the question of the internal consistency reliability of the teacher performance construct. Can a reliable measure of teacher performance be derived from the subset of questionnaire responses to questions that describe teacher performance? This is discussed in paragraph 5.5.4.

5.5.4 Scale reliability testing to verify the internal consistency reliability of the teacher performance construct

As indicated in the previous paragraph, internal consistency reliability for the general performance construct (described by the 34 performance questions of the questionnaire - refer to Appendix F), had to be established before a perception measure of performance could be calculated for each participant. Such a measure then assessed how each participant perceived teacher performance. This reliable performance measure could then be used in further analyses to determine the relationship between perceived teacher performance and the leadership styles of principals.

Similar to the layout of the internal consistency reliability table used to report the leadership styles (Table 5.10), Table 5.19 reports on the internal consistency reliability of the five constructs of performance areas of teachers; the three constructs defined in the interim phase of analyses; and the general teacher-performance construct eventually defined for this study (please refer to paragraph (c), the second bullet of paragraph 5.1.2.1 of this chapter). In this table, the various performance-perception constructs are indicated in column 1; the questionnaire questions that describe each construct are listed in column 2; the standardised Cronbach alpha coefficients in column 3 and the mean and standard deviation of the sets of perception scores for the various constructs in columns 5 and 6 (the means and standard deviations are included if internal consistency reliability for a particular construct can be verified).

Construct scores for each performance aspect for each respondent are calculated as the mean rating response of participant-responses to the subset of questions that describe a performance concept. For example, the perception score for the general teacher performance construct for each participant, is calculated as the mean rating response of questionnaire questions qC1- qC34 (excluding qC15) for a particular participant.

Table 5. 19: Results of the scale reliability tests to determine the internal consistency reliability of the final-, interim- and initially defined performance constructs (4 – 8) and redefined constructs (1 – 3) The column of Cronbach alpha coefficients reports the alpha value for the total sample of 624 respondents (and separately for the 179 principals and 445 teachers)				
Constructs	**Item included**	**Standardised Cronbach alpha**	**Mean construct score**	**Score standard deviation**
Finally defined general performance construct				
1. Teacher performance	q1-q14 q16-q34	0.75	3.65	0.34
Interim defined performance constructs				
1. Monitor & control	q5, 10, 14, 16, 21, 24, 27, 32, 1, 11, 28	0.55 (0.60; 0.53)	3.64	0.45
2. Tuition planning, development, implementation	q3, 7, 12, 18, 23, 29, 6, 22, 34, 16	0.54 (0.50; 0.55)	3.39	0.47
3. Create positive class atmosphere through professional leadership	q2, 9, 8, 13, 19, 14, 30, 4, 33, 20, 26, 31	0.57 (0.58; 0.57)	3.80	0.42
Initially defined performance constructs				
1.				
2. Plan	q5, 14, 21, 24, 27, (31)[#], 32	0.48 (0.51; 0.46)	-	-
3. Organise	q1, 6, (10)[#], 22, 28, 33	0.25 (0.20; 0.23)	-	-
4. Control	q3, 7, 12, (16)[#], 18, 23, 29	0.49 (0.44; 0.50)	-	-
5. Classroom atmosphere	q2, 8, (11)[#], 19, 25, 30, 34	0.38 (0.39; 0.39)	-	-
6. Leadership	q4, 9, (13)[#], 15, (17)[#], 20, 26	0.33 (0.41; 0.31)	-	-
Legend, performance rating (interpretation of performance scores): '1': strong disagreement; '2': disagreement; '3' undecided; '4': agreement; '5' : strong agreement [#] Comment: Scale reliability testing-analyses indicated that the Cronbach-alpha coefficient improved somewhat if the questionnaire item in parentheses were excluded from the subset of items that describe a particular performance construct				

Deductions derived from Table 5.19

The results indicate that internal consistency reliability could not be established for the five original performance-area constructs (entries 5 to 9 in Table 5.19). The Cronbach alpha values in these instances varied between 0.28 and 0.49. As indicated in the summary of the analysis strategy in paragraph 5.1.2.1 (c) of this chapter, the three performance constructs that were subsequently defined in the interim stage of analyses also proved to exhibit unsatisfactory internal consistency reliability (Cronbach alpha values ranged between 0.54 and 0.57, which was an improvement on the initial analyses, but still not satisfactory). Therefore, the general concept of teacher performance - consisting of the 33 (excluding qC15) performance questionnaire items – was evaluated for internal consistency reliability and a Cronbach alpha value of 0.75 is reported. This value confirms the internal

consistency reliability for the general teacher performance construct (entry 1 in Table 5.19). Huang *et.al.* (2004:17-25) support such decisions and recommend a single unified construct if the reliability of the components are low. The measure (scores) calculated for the *general teachers' performance construct* are therefore regarded as a reliable perception measure of teacher performance in further analyses and the original five performance-area concepts, as wel as the three interm-defined perfromance constructs, were not investigated further (for more detail on original constructs, refer to Appendix B, Tables 40-48).

5.5.5 Calculating the participant performance construct scores

With the internal consistency reliability verified, the analyses could proceed by calculating the general *teacher performance* construct score for each participant as the mean participant-rating response a particular participant awarded the subset of questionnaire items that described *teacher performance* (qC1-14, qC16-34). From the set of perception scores, the overall mean construct score for teacher performance was calculated as 3.65 (approximately 4 in Table 5.19). Bearing in mind that a score of "1" indicates "strong disagreement, "2" "disagreement," "3," indecision, "4" agreement and "5" strong agreement, the overall mean score indicates that teacher performance is generally perceived as satisfactory. This, then served as a first indication of the status of perceived teacher performance, which speaks to the research question of the status of teacher performance.

A set of mean perception scores for teacher performance, calculated according to the categories of the four leadership styles (with categories of low, moderate or high) for all staff, details the status of teacher performance evaluated against leadership styles. These tables (Tables 5.20 to 5.23) provide initial indications of the impact of leadership styles on teacher performance and suggest that perceived performance differs for the different leadership styles. (These initial impressions are statistically verified or negated in paragraphs 5.5 and 5.5.2). Table 5.24, in turn, reports the

mean perception scores of teacher-performance according to the leadership style of preference of the participants.

Table 5. 20: All the staff: Mean teacher performance scores classified according to (I) *the achievement orientated* leadership style						
Achievement	N Obs	N	Mean	Std Dev	Minimum	Maximum
Low	6	6	3.5555556	0.4179915	3.0303030	4.0606061
Moderate	383	383	3.6148182	0.3511639	2.2121212	4.4242424
High	235	235	3.7170858	0.3174900	2.7272727	4.4545455
Table 5. 21: (ii) the directive leadership style						
Low	12	12	3.4823232	0.5745904	2.2121212	4.0606061
moderate	392	392	3.6054180	0.3430042	2.6060606	4.4545455
High	220	220	3.7464187	0.3048869	2.7272727	4.4545455
Table 5. 22:(iii) the supportive leadership style						
Low	222	222	3.5838111	0.3639180	2.2121212	4.4545455
moderate	402	402	3.6908403	0.3245606	2.6969697	4.4545455
Table 5. 23:(iv) the participative leadership style						
Low	21	21	3.4343434	0.4998929	2.2121212	4.0606061
moderate	421	421	3.6133799	0.3186853	2.6363636	4.4242424
High	182	182	3.7690643	0.3436735	2.6060606	4.4545455
Table 5. 24:Perceived leadership means scores for preferred style categories (qD1)						
directive	61	61	3.4545455	0.3294540	2.7575758	4.1818182
supportive	249	249	3.6482521	0.3579535	2.2121212	4.4545455
participative	260	260	3.6890443	0.3193023	2.6363636	4.4545455
achievement-orientated	54	54	3.7227834	0.3205030	2.9090909	4.4242424

Deductions derived from Tables 5.20 to 5.23:

The means reported above in Tables 5.20 to 5.23 suggest that perceptions of performance increased as certain leadership styles became more pronounced. This apparent trend is also noticeable for the participative leadership style. These suggestions are consistent with the findings of House and Mitchell (1975) who mention that leadership styles are important for good performance. (See Chapter 2 paragraph. 2.2.3, paragraph 2.3 and paragraph 2.4, and Chapter 3 paragraph 3.3).

Table 5.24 suggests that the perceptions of teacher performance seem to vary according to principals' preference for specific leadership styles. This suggests a relationship between the perceived teacher performance and leadership style of preference. These suggestions are further investigated in paragraph 5.6.

The next set of mean perception scores of teachers' performance, presented for the categories of the biographical properties of the participants, details the possible effects of biographical properties on the perceptions of teacher performance (statistical significance / non-significance of these effects are verified in paragraph 5.6). Tables 5.25 to 5.31 display these mean perception scores of teacher performance for age, qualifications, experience, additional responsibilities and gender.

Table 5. 25: Additional responsibilities						
Variable levels/ categories	N Obs	N	Mean	Std Dev	Minimum	Maximum
Yes	255	255	3.6622698	0.3414535	2.6060606	4.4545455
No	367	367	3.6473196	0.3440810	2.2121212	4.4545455
Table 5. 26:The teachers and principals' mean perceptions of teacher performance						
Principal group	179	179	3.6912138	0.3474696	2.6969697	4.4545455
Teacher group	445	445	3.6372957	0.3398661	2.2121212	4.4545455
Table 5. 27:Age of staff						
<30	200	200	3.6188920	0.3275264	2.2121212	4.4242424
30-39	293	293	3.6504292	0.3561693	2.6363636	4.4545455
40-49	95	95	3.7272727	0.3218222	2.6060606	4.4545455
50-59	35	35	3.6632035	0.3539845	2.9090909	4.1818182
Table 5. 28:Gender						
Male	431	431	3.6631512	0.3379721	2.6060606	4.4545455
Female	193	193	3.6295631	0.3526739	2.2121212	4.4545455
Table 5. 29:Qualifications						
TTI/DiplEdu Plan/Management	16	16	3.7821970	0.5173712	2.2121212	4.4242424
Dipl other field	336	336	3.6583412	0.3153537	2.6060606	4.4545455
B degree Edu Plan &Management	107	107	3.6292835	0.3662612	2.7575758	4.4242424
B degree other	164	164	3.6472653	0.3587056	2.6363636	4.4545455
Table 5. 30:Previous experience						
< 1 year	118	118	3.6055470	0.3523675	2.7272727	4.4545455
1-2 years	77	77	3.6312475	0.3958487	2.2121212	4.2727273
3-5 years	194	194	3.6814570	0.3355757	2.6363636	4.4545455
6-10 years	175	175	3.6498701	0.3272717	2.6060606	4.3333333
11-15 years	50	50	3.6769697	0.3225971	2.6969697	4.4242424
> 15 years	10	10	3.7484848	0.2710574	3.3030303	4.1818182
Table 5. 31:Current experience						
< 1 year	20	20	3.5803030	0.3184703	2.9090909	4.1515152
1-2 years	73	73	3.6059309	0.3385011	2.2121212	4.4242424
3-5 years	219	219	3.6078594	0.3383144	2.6060606	4.3030303
6-10 years	171	171	3.6893496	0.3572991	2.6363636	4.4242424
11-15 years	101	101	3.7011701	0.3219269	2.6969697	4.4545455
> 15 years	40	40	3.7416667	0.3383453	2.7575758	4.4545455

Deductions derived from Tables 5.25 to 5.31

Table 5.25 Responsibilities

The presence or absence of additional responsibilities associated with a teaching position does not seem to affect perceptions of teachers' performance. The means of "Yes" and "No" additional-responsibility-categories are 3.7 and 3.6 respectively (approximated). Stated differently, the perceptions of how teachers performed in primary schools did not seem to be influenced by the additional responsibilities of participants. This suggestion is verified in the regression analyses, which follow in paragraph 5.6.

Tables 5.26 to 5.30: Teacher and principal groups, age, gender, qualifications and previous experience

Table 5.26 suggests that the principal and teacher groups perceived teacher performance in a similar fashion (the mean scores of respectively 3.69 and 3.64). Furthermore, the mean perception scores for age groups are very similar (with means of 3/62, 3.65, 3.75 and 3.66) which suggests that age did not have an influential effect on the perceptions of teacher performance. The same reasoning applies to gender with mean perceptions scores of 3.66 and 3.63 for male and female groups respectively. These tables, therefore, suggest that the biographical properties of participant groups, age and gender, did not appear to influence the perceptions of teacher performance. It can be reported that with respect to gender, Owolabi and Adedayo (2012:72) came to the same conclusion.

Table 5.31 Current experience:

Table 5.31 indicates that the mean perception scores of teachers' performance do not vary greatly with respect to the experience-categories of the participants. In further analyses (involving an analysis of variance using a linear regression approach and investigated in the next paragraph 5.6), the possible significance of

experience as an influential factor on performance-perceptions – in conjunction with leadership-style effect – was further investigated**.**

5.6 THE IMPACT OF LEADERSHIP STYLES ON TEACHER PERFORMANCE: A STEPWISE LINEAR REGRESSION APPROACH TO ANALYSIS OF VARIANCE

The impact of the leadership styles employed by principals of primary schools on the job performance of teachers was evaluated in three different step-wise linear regressions discussed in this paragraph.

5.6.1. Three separate regressions analyses: A regression approach to the analysis of variance: stepwise general linear regression modelling (GLM) using backwards elimination on the construct scores of the *teacher performance* perception measure

As explained in the introduction part of this chapter and discussed in the analysis strategy paragraph of Chapter 4, a stepwise regression analysis was conducted on *teacher performance* scores. In this analysis, the performance scores were treated as the dependent variable. The four leadership style variables (*directive, supportive, achievement, participative*); the biographical variables (*age, qualifications, experience, employment status, responsibilities*); the *type of participant (principal or teacher* - labelled "prin" in the output); the *preferred leadership style (labelled "style", qD1); and qD4, a specific leadership-role-is-supportive-of-promotion,* were treated as independent variables.

The method of backwards elimination regression starts off with all independent variables included in the regression model. In a step-wise fashion independent variables that do not contribute meaningfully towards explaining the variation in the *teachers' performance data,* are then eliminated from the model. Because of the fact that strong interdependency between the independent variables (multi-collinearity) may affect analysis results, independent variables that showed such interdependencies (identified by means of correlation matrices, Appendix C) were

not entered into the initial regression model. This was the case for variables, qA3 (*contract*) and *qA8 (current experience)*.

The variables entered into the initial model of the backwards elimination analyses are summarised in Table 5.32.

The analysis of the variance table, Table 5.33, indicates which leadership style variables and which biographical variables (column 1 of the table) proved to have a statistically significant impact on perceptions of *teacher performance*. The statistical significance of these effects is evaluated against an F-probability associated with the F statistic calculated for each effect (the last two columns of Table 5.33, namely the F value column and the Pr>F column). If the probability (Pr>F column) associated with an F statistic is less than 0.001; (or, alternatively, less than 0.01; or alternatively less than 0.05), statistical significance of the effect is established on the 0.1%; (or 1%, or 5%) levels of significance and the significance level is then indicated by ***; (or **; or *) in the table. If an effect is identified as significant, it implies that the perceptions of teacher performance (the mean performance scores) over the categories of the identified effect differed statistically significantly.

5.6.2 Teacher performance construct

As mentioned earlier, the influence of leadership style on perceived teachers' performance is reported in Tables 5.32 and 5.33 below.

5.6.2.1 *Regression analysis (backwards elimination and final regression model)*

Table 5.32 shows the independent variables that were entered into the stepwise regression (backwards elimination). Table 5.33 depicts the final analysis step of the backwards elimination process. Table 5.33 identifies the effects of statistically significant influence perceptions on teachers' performance.

Table 5. 32:GLM stepwise linear regression

Independent variables entered into the model with teacher performance as dependent variable (Number of observations read and used = 624)

Class	Levels	Values
Gender	2	female –male
Age	4	<30, 30-39 40-49 50-59
Qualification	4	B degree; Edu Plan &Management B degree; other Dipl another field; TTI/Dipl Edu Plan &Management
Style	4	achievement-orientated directive participative supportive
Experience	6	< 1 year, 1-2 years 3-5 years 6-10 years 11-15 years >15 years
Supportive	2	low moderate
Achievement	3	high low-moderate
Participative	3	high low-moderate
Participant group	2	Principals teachers
Directive	3	high low-moderate

Table 5. 33: ANOVA results of GLM backwards elimination regression approach

Dependent variable: Planning & organising the performance score
Independent variables selected into the model: participative leadership style, preferred leadership style, age, qualifications

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	25	12.39651196	0.49586048	4.89	<.0001***
Style (preferred leader-style)	3	1.01517702	0.33839234	3.34	0.0192*
Qualification	3	0.41157979	0.13719326	1.35	0.2565
Directive (experienced presence)	2	0.50828155	0.25414077	2.50	0.0825
Supportive (experienced presence)	1	0.25292512	0.25292512	2.49	0.1149
Achievement (experienced presence)	2	0.32307476	0.16153738	1.59	0.2043
Participative (experienced presence)	2	2.19695567	1.09847784	10.83	<.0001***
Style*participative	6	1.90207485	0.31701247	3.12	0.0051**
Qualification*participative	6	2.22633381	0.37105563	3.66	0.0014**
Error	596	60.46825437	0.10145680		
Corrected Total	621	72.86476633			
R-square = 0.17; mean performance construct score = 3.65					

Deductions derived from Table 5.33

The significance levels in column six of the table identifies the independent variables of the preferred leadership style (styles); the experienced participative leadership style; the interaction effect of the experienced participative- and preferred leadership style; and the interaction effect of the experienced participative leadership style and qualifications as effects/ or factors that impact on the teachers' performance

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(respectively on the 5%, 0.1%, 1% and 1% significance levels). These findings also concur with research by Yousef (2000:6-24) who indicates that the relationship between the participative leadership style and perceived teacher performance is high, and Somech (2006:132-152), who suggests that the participative leadership style has a positive effect on perceived teacher performance.

Two points of importance to note at this stage are that (i) participant-groups (principals or teachers, please refer to Table 5.33) was not indicated as a statistically significant effect on perceptions of teacher performance in Table 5.33: this effect was taken into consideration during the initial model selection process, and the participant-group was not selected as a significant effect in the teacher performance model in further steps of the step-wise regression. This implies that the perceptions of teachers and principals were not statistically significantly different from one another. This explains why further analyses were conducted on the entire dataset and not separately on the principals' and teachers' responses.

(ii) Although the supportive leadership style of principals was indicated as the most commonly experienced leadership style in the explanatory analysis (Table 5.15), the regression analysis identifies the influential effect of the participative style of principals on teachers' performance. The next question to be answered is how the effects indicated as significant in Table 5.33 impact perceptions of teachers' performance. By conducting Bonferroni multiple comparisons of means tests on the performance scores calculated for the categories of each significant effect, deductions on how the identified significant effects (identified in Table 5.33) impact on the perceptions of *teacher performance* can be made – this is discussed in the next subparagraph, namely 5.6.2.2 and illustrated in paragraph 5.6.2.3.

5.6.2.2 How the identified significant effects impact perceptions of teachers' performance

Bonferroni multiple comparisons of the means test for each significant effect were carried out. As noted in the last sentence of the previous paragraph, deductions of

how effects indicated as significant impact the perceptions of performance, can be made comparing the performance mean scores calculated per category of a significant effect (for example, the preferred leadership style). Tables 5.34 to 5.36 report the results of such Bonferroni multiple comparisons of means tests for the significant effects of the preferred leadership style ("styles"); the experienced presence of the participative leadership style ("participative"); the interaction between the preferred style and the experienced participative style ("style*participative"); as well as the qualifications and the experienced participative leadership style ("qualifications*participative"). These four effects were identified as statistically significant effects in Table 5.33.

Tables 5.34 reports the category performance means in column 2 of each table; the number of respondents in each category, in column 3 of the mentioned tables; and the labels of the categories (for example, the preferred leadership style) in the last column, namely, column 4. The statistic, *the least significant difference* ("lsd"), for each test (used to decide which category means in a group of category differs statistically significantly from the other category means) is also indicated in the heading of the last column of each table.

Table 5. 34: Bonferroni multiple comparisons of means tables			
(Means with the same letter prefixed (column 1) do not differ statistically significantly) The effect of preferred leadership style ("style").			
Bon Grou ping	**Performance Mean**	**N**	**preferred leadership style (lsd = 0.12)**
a	3.72278	54	Achievement-orientated
a	3.69133	258	Participative
a	3.64825	249	Supportive
b	3.45455	61	Directive
The effect of the presence of the participative leadership style ("participative").			
Bon Grou ping	**Performance Mean**	**N**	**Extent of presence** lsd=0.14
a	3.76963	181	High
b	3.61455	420	Moderate
c	3.43434	21	Low

Deductions derived from Table 5.34

(*a*) ***The effect of preferred leadership style on perceptions of teachers' performance (Table 5.34)***

For the preferred leadership style effect, the performance means scores for the four leadership style categories indicate that the directive leadership style mean differs statistically significantly from the other mean scores, (because a different letter is indicated for the directive style than for the other three styles in column 1). This implies that the performance mean score of the directive style, namely 3.45 is statistically significantly lower than the mean performance scores of the other styles. This result implies that if preference is given to the directive leadership style (qD.1), it will impact negatively on perceptions of teachers' performance because a lower level of agreement is indicated in this instance. A value of 3.45 falls exactly between "3", (a neutral feeling), and "4" (a perception of agreement), where the other preferred leadership style scores to "4," which indicates a perception of agreement.

*(b) **Extent of the presence of the participative leadership style on teachers' performance***

Furthermore, the higher dominance/ or "presence" of the participative leadership in primary schools has a positive impact on perceptions of teacher performance – a mean performance score of 3.77 (which signifies "agreement") is reported when a high participative dominance/ or high presence is reported; whereas, a mean perception score of performance of 3.43 is reported for a low participative dominance or presence (rounded to "3," this score signifies "poorer" or "neutral" perceptions of teachers' performance). The box plots (Figure 5.3 and 5.4) in paragraph 5.6.2.3 illustrate this tendency.

The nature of the significant interaction effect of the participative and preferred styles and the interaction effect of the participative style and qualifications - also identified in the regression analysis results reported as significant - are explained by means of Bonferroni multiple comparisons of means test results reported in Tables 5.35 and 5.36. These tables are interpreted in the same way as explained for Table 5.33.

Bonferroni groups	Teacher performance LSMEAN	Style (Preferred leadership style)	Extent of experienced presence of participative style	LSMEAN Number
Ad	3.9654896	**Achievement-orientated**	**high**	1
Ac	3.8229794	**Supportive**	**high**	10
D	3.8076989	**Participative**	**high**	7
B	3.6261834	**Participative**	**moderate**	9
Acd	3.6001202	**Achievement-orientated**	**moderate**	3
B	3.5829963	**Supportive**	**moderate**	12
Bcd	3.5231596	**Directive**	**high**	4
F	3.5228084	**Directive**	**low**	5
F	3.4739875	**Supportive**	**low**	11
E	3.4147642	**Directive**	**moderate**	6
F	3.3262732	**Achievement-orientated**	**low**	2
Bcdef	2.8336404	**Participative**	**low**	8

Table 5. 35: Bonferroni multiple comparison of means test results for the interaction effect of preferred leadership style and extent of presence of the participative style.

(Comparison indicated for least squares means of style*participative)

LS-means with the same letter are not significantly different.

The LINES displayed above does not reflect all significant comparisons. The following additional pairs are significantly different: (1,9) (1,12) (1,4) (1,6) (10,12) (10,6) (7,12) (7,6) (9,6) – this has been incorporated into the Bonferroni groupings in this table
Performance rating legend (interpretation of score means):
'1' : strongly disagree; '2': disagree; '3': undecided; '4':agree; '5':strongly agree

(c) *The impact of the joint effect of preferred leadership style and presence of the participative leadership style on perceptions of teachers' performance*

The table of interaction means (Table 5.35) indicates how the joint effect of the preferred leadership style and the "high", "medium" or "low" presence of the participative leadership style impacts on the perceptions of teacher performance. A more dominant presence of the participative leadership style ("high" or "medium" presence) and the preference for leadership styles that exclude the directive style as the preferred style resulted in higher teacher performance evaluations (the entries marked with an "a" in Table 5.35 above).

Furthermore, from the last line in Table 5.35, it is apparent that the achievement orientated preference/ high participative presence – least square mean number "1" - (with a mean perception score of 3.97) also differs significantly from the preferred participative/ moderate presence – the least square mean number "9" - (with a mean

perception score of 3.63), the preferred supportive/ moderate participative presence – mean nr "12" - (with a mean perception score of 3.58) and the preferred directive/ high and moderate participative presence – the least square mean number "4", "6" (with a means of 3.52 and 3.41).

The preferred supportive/ high participative presence – mean nr "10" - (with a mean of 3.82) also shows a significant statistical difference from the preferred supportive/moderate participative presence – mean nr. "12"- with a mean of 3.58, and the preferred directive/ moderate participative presence – mean no 6 - (with a mean of 3.42).

The table indicates that the perceptions of teacher performance are statistically significantly lower if a "low" and in one incident, a "moderate" extent of the participative presence is experienced by the staff (with mean perceptions of 3.52 and less) – especially if combined with preference for the achievement orientated – or the directive leadership style (with mean perception scores of 3.41 and 3.33). This is in agreement with findings by House (See Chapter 2, paragraph, 2.2.3) This is also true for Kahai, Sosik, and Avolio (2004:97-105).

Table 5.36 presents the results of a Bonferroni multiple comparisons of means test that was executed on the interaction effect of qualifications and participative-style-presence. The table presents the combinations of levels of presence of the participative style (low, medium, high) and qualification (TTI, Diploma in Educational Planning and Management, a BA degree in another field, a Diploma in another field and a Degree in Educational Planning and Management). This interaction effect indicated a statistically significant effect in Table 5.33.

Bon-ferroni grouping	performance LSMEAN	Qualification	Extent of experienced presence of participative style	LSMEAN Number
C	4.1525203	**TTI/DiplEdu Plan &Management**	**high**	10
Abc	3.7142284	**B degree other**	**low**	5
Abc	3.6571823	**Dipl other field**	**high**	7
Abc	3.6554010	**B degree Edu Plan &Management**	**high**	1
Abc	3.6542238	**B degree other**	**high**	4
Abc	3.6398748	**TTI/DiplEdu Plan &Management**	**moderate**	12
Ab	3.5736669	**Dipl other field**	**moderate**	9
Ab	3.5171841	**B degree other**	**moderate**	6
Ab	3.4933384	**B degree Edu Plan &Management**	**moderate**	3
Abc	3.4401881	**Dipl other field**	**low**	8
Abc	3.1946258	**B degree Edu Plan &Management**	**low**	2
B	2.8076672	**TTI/DiplEdu Plan &Management**	**low**	11

Table 5. 36: Bonferroni multiple comparison test: reporting the least squares means (teacher performance) of the joint effect of qualifications and experienced participative leadership style on teacher performance

(qualification*participant in Table 5.33)

LS-means with the same letter are not significantly different.

The LINES display does not reflect all significant comparisons. The following additional pairs are significantly different: (10,9) (10,6) (10,3) – these have been incorporated into the Bonferroni grouping-column of this table

Performance rating legend (interpretation of score means):
'1' : strongly disagree; '2': disagree; '3': undecided; '4':agree; '5':strongly agree

(d) *The* impact *of the joint effect of preferred leadership style and qualifications of staff on perceptions of teachers' performance*

Deductions derived from Table 5.36: Preferred style and qualifications

The interaction Table 5.36 above indicates how the joint effect of the presence of the participative style and qualifications impact perceptions of teacher performance.

The performance perceptions of participants with *TTI/DiplEdu Plan & Management* qualifications that coincide with the high presence/ dominance of the participative leadership style are statistically and significantly higher ("c") than that of participants with *TTI/Dipl Edu Plan & Management* qualifications that coincide with a low participative leadership style or presence ("b"). In this instance, the respective

performance scores-means of 4.15 and 2.80 signifies "agreement-towards-strong agreement" and "neutral-to-almost-disagreement" perceptions of the style.

Furthermore, the qualification categories of: a diploma in another field; a BA degree in another field; a BA degree in Edu Plan & Management along with the moderate presence of the participative style (depicted in Table 5.36) also differs statistically significantly from theTTI/ DiplEdu Plan & Management/ with a high presence or dominance of the participative leadership (in other words, the means of 3.57; 3.52; 3.49 and 2.81 reveal a statistically significant difference of 4.15).

The high presence of the participative leadership style and the TTI diploma/ Educational Planning and Management combination (with a mean of 4.15) reflects a statistically significant difference from other combinations of qualifications and participative presence-levels. This shows that the appropriate qualifications, in conjunction with a participative presence (high or moderate) positively affect perceptions of teachers' performance (Table 5.36) (refer also to Appendix C). Sheppard (1996:325-344) confirms that the most important task of a leader is to enhance his/her teachers' professional development at all levels of education (interpreted in this instance as appropriate qualifications), and this is also affirmed by Guskey (2002:381-391). Moreover, the findings of Turner and Muller (2005:55) also suggest that there is a correlation between leadership styles, competence and job performance. According to the Ministry of Education of Ethiopia, it is compulsory for principals to have a BA degree in Educational Planning and Management or Educational leadership to manage the school resources in primary schools (MOE 2008:10-18). One of the characteristics that makes educational institutions different from the business organisations is that educational institutions require different leadership skills according to the level of education of the followers (Awan, Zaidi & Bigger 2008:30). Darling-Hammond, (2000:166-173) and Kukla-Acevedo, (2009:49-57) agree with this finding.

5.6.2.3 A visualisation of how the significant main effects impact on the perceptions of performance: Box plots of the statistically significant main effects

The box plots presented below illustrate some of the effects discussed in subparagraph 5.6.2.2. The two box plots visualise the main-effects of the preferred leadership style and the experienced participative leadership presence-levels on the perceptions of teacher performance.

Figure 5.3 visualises the four mean teacher-performance perception scores (3.71; 3.69. 3.65 and 3.45) for the preferred achievement, participative, supportive and directive response-groups. (Table 5.34 indicates that the preferred directive style response group is statistically significantly lower than the perception rating of teacher performance of the other response groups. Figure 5.3 illustrates this trend).

Figure 5.4 visualises the three mean teacher-performance perception scores (3.77; 3.61; 3.43) for the experienced presence-levels of the participative leadership style. (Table 5.34 indicates that the three mean teacher performance scores differed statistically significant from one another. Figure 5.4 illustrates these differences).
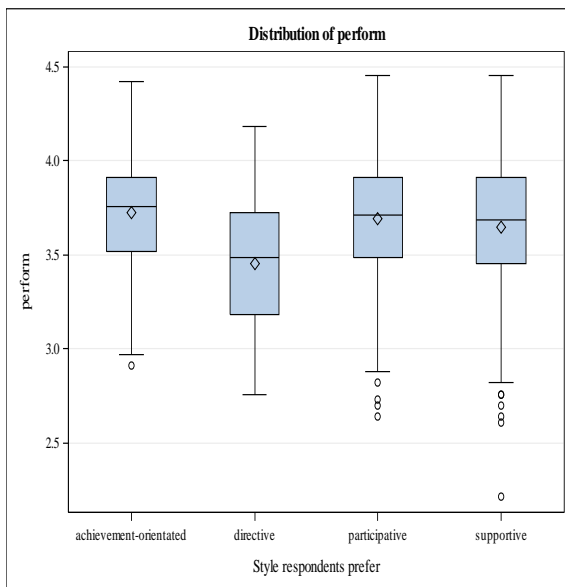
Figure 5. 3 : preferred leadership style (qD.1)   **Figure 5. 4: Participative leadership style**
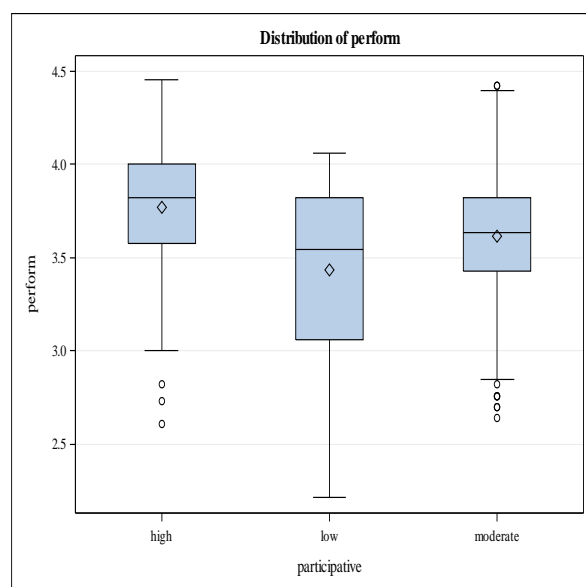
5.7 FINAL DEDUCTIONS AND FINDINGS DERIVED FROM THE QUANTITATIVE ANALYSIS OF PARAGRAPH 5.2 TO 5.6

The following deductions can be made regarding the quantitative analyses conducted in paragraphs 5.2 to 5.6:

- The leadership-style concepts pertaining to the directive, participative and achievement orientated leadership styles proved to be reliable measures of the leadership style for the exploratory study. (Verified by means of scale reliability tests, Table 5.10). However, it was noted, that if significant findings were derived for the supportive leadership style in advanced analyses, these findings should be viewed with some caution, since the internal consistency reliability of this specific construct was not good with a Cronbach alpha value of 0.5. The advanced analysis, paragraph 5.6.2, however, did not indicate that the supportive leadership style featured prominently.

- With regard to the perceptions of the performance of teachers, the internal consistency reliability of the comprehensive *teacher performance* concept could be validated (Table 5.19).

- The fact that the internal consistency reliability of the experienced *leadership styles* concepts, and, the single *teacher performance* concept could be verified, opened up the way to use these concepts as measurements of participants' perceptions of the experienced presence of principals' leadership styles and staffs' perceptions of teachers' performance.

- The leadership and performance measures could thus be calculated and used in further analysis to determine how the observed presence of leadership styles of principals – in conjunction with the specific biographical properties of participants – affect/ or influence the perceptions of teacher performance.

- The regression analyses and Bonferroni multiple comparisons of means tests proved that the perceptions of teacher performance are statistically significantly influenced by:

  o The experienced presence of *the participative leadership style of principals.*
  o The *leadership style that participants prefer (qD.1).*
  o The interaction effect of *preferred leadership style and the extent of presence of the participative leadership style.*
  o The interaction effect of the extent of *presence of the participative leadership style and qualifications* (q.6).

- The Bonferroni multiple comparisons of means tests furthermore explain the nature of mentioned effects on perceptions of teachers' performance and indicate that:

  o When the *directive style* is the preferred leadership style for principals, perceived *teacher performance* is significantly lower (with a means of 3.45); as opposed to means of 3.67, 3.70 and 3.72, which approximates an "agree/ satisfactory" rating for the supportive, participative or achievement orientated preferred styles. This finding implies that the directive style impacts negatively on teacher performance.
  o The experienced presence of the participative leadership style: Higher participative presence coincides with a higher perceived teacher performance. This is a gradually increasing trend: for the three levels of participative presence (*high; moderate; low*), perceived *teacher performance* increases significantly (means of 3.43; 3.61; and 3.77 which differ statistically significantly from one another).
  o The joint effect of qualifications and the presence of the participative leadership *style: The results indicate that* when a high presence of the participative style is combined with a TTI/ Diploma in Educational Planning and Management qualification perceptions of teachers' performance differs statistically significantly from the same qualifications but with a lower

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experienced participative presence (a mean of 4.15 compared to a mean of 2.81). This again confirms the positive effect of the participative style). Furthermore, the high presence of the participative style and the TTI/ Diploma in Educational Planning and Management and qualification combination (with a mean of 4.15) differs statistically significantly from the other qualification-combinations and a moderate presence of the participative leadership style (with means of 3.57; 3.52 and 3.49). In summary, it can be deduced that although qualifications contribute towards the perceptions of teacher performance, the contribution of the extent of the presence of the participative leadership style co-explains and impacts on the perceived teacher performance. It should be noted that the TTI/ Diploma in Educational Planning and Management is regarded as an appropriate qualification for primary school staff in the Tigray region.

o The joint effect of the preferred leadership style (qD.1) and the presence of the participative leadership style further details the main effects of the preferred leadership style and the presence of the participative style discussed under the first two bullets of this paragraph: in instances where preference for the *achievement orientated leadership style in principals coincide with a high participative presence* in principals, this resulted in teacher performance that is perceived statistically significantly higher than for a preferred participative leadership style and low participative presence in principals (a mean of 3.67 compared to a performance mean of 2.83). Furthermore, in instances where preference for *an achievement-orietated leadership style* coincide with a *high participative presence in principals*, perceptions of teacher performance are also statistically significantly higher than when preference *for either the participative/ or supportive/ or directive style* coincide with a *moderate participative presence* (a performance mean of 3.67 compared to either 3.63; 3.58; 3.41). These perceptions of teachers' performance also differ from instances where preference for the *directive style* coincide with a *high participative presence* (mean of 3.52). These findings not only indicate the negative impact of preference for the directive leadership

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style, but also the positive impact of a strong participative presence, and the positive impact of preference for the achievement orientated leadership style.

The statistically significant difference between the combination of preference for a *supportive* leadership style and a high experienced *participative* presence (with a mean of 3.82) and either the combinations of *moderate participatory presence and preference for the supportive* leadership style, or the *directive* leadership style (with performance means of 3.58 and 3.42) again stress the impact of the *participative-presence role.*

This discussion is concluded by stating that the impact of the directive style was experienced by participants as negative with regard to the perceptions of teacher performance, while the impact of the experienced participative presence, especially, followed by the achievement orientated and supportive presence was rated as positive effects with regard to perceptions of teachers' performance. The observed presence of the supportive leadership style in the context of this study (Table 5.15), therefore fits in neatly with the deductions derived from Table 5.35, the second entry in the table.

5.8   HOW DO THE QUALITATIVE INTERVIEW DATA CORRESPOND WITH THE QUANTITATIVE DATA?

Throughout this chapter, the researcher referred to the findings derived from the qualitative data (that is, the focus group interview and the open-ended questions in the questionnaire). This enabled the researcher to triangulate the findings of the quantitative research using qualitative findings (as stated in Chapter 4).

The researcher classified the large volume of raw interview data regarding the leadership styles of principals and job performance of the teachers gathered through the focus group interview and open-ended questions into homogeneous groups to derive meaningful opinion trends.   The final findings from the qualitative data indicate that interviewees are of the opinion that:

- The participative and supportive leadership styles were frequently preferred by staff at schools of the Tigray region.

- The participative and supportive leadership styles benefitted teachers to a greater extent than do the other leadership styles (directive and achievement-oriented). This agrees with the quantitative findings.

- The experienced presence of leadership styles had an impact on perceptions of teachers' performance.

- Most of the teachers' and principals' level of performance fell into the highly accomplished category (This corresponds with the quantitative data that indicate a general mean teachers' performance perception of 3.65, which approximates a rating score of '4, or a positive 'agreement' perception, Table 5.19). The interviewees perceived teachers' performance positively. They were therefore, satisfied with the job performance of the teachers.

- The interviewees stated that most of the teachers and principals had a positive perception of all the leadership styles used by the principals in different schools (although there were some teachers who had problems with practical implementation). There were some teachers who started teaching without pedagogical training, particularly those who had come from another field of study and who had not studied education. (The quantitative results indicated that teachers with qualifications in other fields formed part of the sample, Table 5.2).

- The leadership styles employed by the principals enabled teachers to maintain good relations with colleagues and principals and created a good working climate in schools.

- The leadership style staff perceived principals to employ enabled teachers to improve their job performance by creating close relationships among the staff, solving any problems faced by the staff by discussing them and motivating the staff by using different methods to achieve the objectives of the schools already set. (This corresponds with the need expressed for a participative leadership presence in the regression model of the quantitative analysis, Table 5.33).

The comparison between the qualitative and quantitative findings uniquely explains the findings of the regression models and opinions expressed by interviewees on teacher performance.

5.9 CONCLUSION

This chapter reported on the results of the qualitative and quantitative analyses that were conducted. Chapter five started off by stating the research question of the study. This was done to remind the reader of the focus of interest of the study and motivate why specific analyses techniques were used in the planning of an analysis strategy for the study: to answer to the research questions in the most appropriate and reliable way.

Initially, the frequency distributions of the biographical properties of participants were presented. These served to contextualise the study: forthcoming findings could then be interpreted against the background of this research context: the participants were young, mostly males, with permanent appointments and mostly in possession of a diploma and not necessarily trained in Educational Planning and Management. The sampled participants presented a picture of young participants and with less than ten years' experience on average.

The results of the exploratory analyses were discussed in a next step and described the general perceptions of the participants (teachers and principals) regarding the preferred and experienced leadership styles of principals (the directive, participative, achievement orientated and supportive leadership styles). The analysis results indicated that the participants preferred the participative and supportive leadership styles somewhat more than they did the achievement-orientated or directive leadership styles. Furthermore, the participants indicated that they perceived all four leadership styles to be present in the conduct of their principals (tables 5.11). Reliable measures (perception scores) could be calculated for experienced presence of leadership style constructs (Table 5.10, participative, directive, performance-orientated styles).

Armed with the measures (scores) of the perceived presence of the four leadership styles, the attention shifted to the evaluation of the perceptions of teacher performance. Exploratory analyses indicated a positive perception of teacher performance (Tables 5.16 - 5.18) and furthermore reliable measures of teacher performance could also be verified and calculated (Table 5.19).

These measures of the presence of leadership styles; preference for the leadership style of principals; biographical attributes; and a general perception measure of teacher performance – allowed the regression analysis technique to investigate the relationship between leadership styles and the perceptions of teacher performance (Tables 5.32 and 5.33). The results of the backwards step-wise regression analysis indicated that:

- The perceptions of participants regarding teachers' performance were statistically significantly influenced by the participants' *preference of leadership styles for principals*; the experienced *presence of the participative leadership style in principals*; *qualifications*; the joint effect of *qualifications and experienced presence of the participative leadership in principal*s; and the joint effect of the *experienced participative leadership of principals*
- All in all, an experienced *participative* leadership presence in the principals, along with a staff *preference for either the supportive-, or participative-, or achievement-orientated leadership style* and an *appropriate qualification* positively impacted perceptions of teacher performance.

This chapter concludes by stating that reliable measures of the *experienced presence of a leadership style* and the *general perception of teacher performance* (as well as a measure of a *preferred leadership style*) could be verified to enable this research to investigate the effect of an experienced leadership style on perceptions of teacher performance further by means of a regression analysis. The original analysis strategy, set out in chapter four, thus greatly assisted with the logical

analysis of the data and helped the researcher to provide a description of the dependency between the leadership style and teacher performance.

In the following chapter, the conclusions, recommendations and limitations of this study will be discussed.

CHAPTER SIX

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter, an overview of the findings and conclusions are discussed including those which were the result of the data analysed and interpreted in chapter five. In addition, recommendations for the enhancement of primary school teachers' job performance and what research should be conducted in the future, the limitations and the contribution of this study are also presented.

6.2   A BRIEF OVERVIEW OF THE STUDY

Chapter one highlighted the background of the investigation, the research problem, the aim and objective of the research and the reason why the researcher was motivated to conduct this study. It also discussed the delimitation of the study and how the researcher undertook the study by stating which methods and research design were used.

Chapter two paid attention to principals' leadership styles considering particularly the path-goal leadership styles which were used as a theoretical framework in this study. It highlighted how the leadership styles such as the directive, supportive, participative and achievement-oriented leadership styles, the environment contingency factors and the subordinate contingency factors, together, affect the performance of teachers. The chapter also shows that the path-goal leadership style is used to design the way in which the leader can motivate and satisfy the needs of the employees to improve their performance and how the effect of leadership styles are perceived by teachers. It also discussed how each leadership style can be used in accordance with the needs, interests and maturity levels of the employees and the situation or working conditions of the organisation. In this chapter it also emanated that there is no one best style that can always be used. The directive leadership

style is used when there are teachers who are new to the teaching and learning process or for inexperienced teachers who need to be guided regarding how to perform the activities assigned to them, while the supportive leadership style is employed to motivate the teachers and satisfy their needs to achieve the objectives of the school. On the other hand, the participative and achievement-oriented leadership styles are respectively applied to increase the involvement of workers in decision-making by sharing ideas or opinions, and to increase the working levels of the employees by making the objectives more challenging. It was also stated that principals who made an important contribution to the success of their employees can lead their schools effectively and have the ability to improve themselves and their staff. In addition, chapter two discussed the roles of principals as administrative and instructional leaders.

Chapter three discussed the performance of teachers which is determined by many factors such as their level of dedication, professional growth, the environment of the school, the existing school culture, the innovation ability of teachers and the level of principals' experience. In addition, it was indicated that performance would not be developed naturally on account of the workers' inborn natural aspirations to execute the tasks assigned. Furthermore, this chapter discussed that it is obligatory to facilitate and cultivate the desire of workers to perform their work to attain the objectives of the schools. It also discussed the characteristics of teachers such as their personality, values, ability and skills that should be considered in order to enhance their performance. Performance criteria used in the performance management of teachers were introduced. Finally, this chapter ends by stating that both the performance and participation of teachers should be examined in the day-to-day activities at a school, as teachers behave differently in different situations.

In chapter four, the researcher mapped out how he went about doing the research. The researcher started by stating the basic research questions in order to describe the perspective and context regarding the issues impacting on this research. The researcher also indicated how the sampling and selection of participants were undertaken and indicated how data were to be collected using questionnaires and a

focus-group interview. The chapter furthermore described the design of a questionnaire and an interview schedule to collect appropriate data to inform the research questions. An analysis strategy - to be performed on the collected quantitative component of the data, was also discussed in the chapter. The purpose of an analysis strategy was to ensure that appropriate statistical techniques were performed to answer to the research questions of the study. Appropriate technique would furthermore ensure that research findings were valid and reliable. Finally, the researcher complied with the ethical requirements of research by acknowledging and respecting the rights of the respondents regarding their understanding of the purpose and aim of the research; their choice of freedom to partake in the study; and their right to participate or withdraw from the study at any time without penalty. The chapter also indicates that the required ethical clearance was obtained from UNISA.

Chapter five reports on the implemented quantitative and qualitative analysis strategy of the study; the results obtained from these analyses; and how the findings were interpreted. For the quantitative data these analyses contextualised the study; established how the staff perceived the four leadership styles to manifest in their principals; identified the most prominent leadership style/s of principals; reported on how principals and staff perceived teachers' performance; and identified the relationship between perceptions of teacher performance and the leadership style/s principals apply in their interactions with staff. Furthermore, the qualitative interview-data was used to support the quantitative findings.

Chapter six provides a synthesis of the findings, conclusions, and recommendations based on the quantitative and qualitative analyses.

An overview of the research questions, the specific objectives of the study and the chapters where they were addressed are provided next.

The main research question was: "Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the

performance of teachers?" (See chap. 1 paragraph. 1.3.1 and Chapter 5 paragraph 5.1.1)

The sub-questions derived from the main general question are (see Chapter 1 paragraphs 1.3.1.1, Chapter 4, paragraph 4.2; Chapter 5 paragraph 5.1.1)

- Which leadership styles do the staff members (teachers and principals) of the primary schools in the Tigray region (most commonly) observe in their principals? (See Chapter 1 paragraph 1.3.1.1, Chapter 4 paragraph 4.2.1 and Chapter 5 paragraph 5.1.1).
- How do the principals (and staff) of primary schools in the Tigray region perceive the performance of their teachers? (See Chapter 1 paragraph 1.3.1.1, Chapter 4 paragraph 4.2.2, and Chapter 5 paragraph 5.1.1).
- How do teachers perceive the effect of the leadership styles adopted by their school leaders on their performance? (See Chapter 1 paragraph 1.3.1.1, Chapter 4 paragraph 4.2.3, and Chapter 5 paragraph 5.1.1).
- Which leadership styles have a positive effect on teacher performance in primary schools in the Tigray region? (See Chapter 1 paragraph 1.3.1.1, Chapter 4 paragraph 4.2.4, and Chapter 5 paragraph 5.1.1).

The aims of the study are (see Chapter 1, paragraph 1.3.2):

- Assess the leadership styles adopted by the school principals.
- Assess the perceived level of performance of primary school teachers in the Tigray region.
- Examine the effect of the styles adopted by school leaders on the performance of teachers.

The sub-questions regarding the types of leadership styles used by principals; teachers' performance and how staff experience leadership styles to impact their performance were reviewed in the literature study presented in chapter two - particularly in Chapter 2 paragraphs 2.2.3, 2.3 and 2.4. Chapter 2 indicates that independent research found that leadership styles of principals impact teacher

performance. Chapter 2 elucidates the path-goal leadership model as the theoretical framework of the study and also acts as an instrument in evaluating how leadership styles affect perceptions of teachers' performance. The Chapter 2 review therefore served as background knowledge to assist in interpreting the quantitative path-goal analysis results of Chapter 5: the relationship between leadership styles and teacher performance.

Chapter 3 provided a conceptual analysis for understanding and interpreting teacher performance that not only provided required background knowledge on sub-question 2, but also assisted the researcher in constructing a questionnaire as measuring instrument to measure teacher performance. Having provided a framework in chapters 2 and 3 for understanding the research questions, and having devised the methodology for executing the study in chapter 4, it was possible to do the analysis of the gathered empirical data on the research questions in chapter 5.

By answering the sub-questions mentioned, the main problem of the research was addressed, namely: "Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the performance of teachers?" From the above, it can be derived that the main question of the study was presented and discussed in terms of how different leadership styles contributed to the enhancement of teachers' performance.

6.3 FINDINGS AND CONCLUSIONS

This study used the path-goal leadership style as theoretical model. The path-goal leadership styles are styles that strive to remove obstacles in the paths of employees to enable them to perform their tasks successfully (See Chapter 1 paragraph 1.6, Chapter 2 paragraph 2.2.3, 2.4.1, 2.4.2, 2.4.3 and 2.4.4). This means that leaders can function well if they use the path-goal leadership styles that suit the situation at hand. The path-goal leadership theory was used to design the way in which leaders can motivate and help their employees to achieve a goal already set

by clarifying the path that the employees should follow. Importantly, leadership refers to the ability of leaders to inspire confidence and engender support among the members of a group to achieve goals. In addition, it is also the process or ability to influence the behaviour of others and to motivate and mobilise them to work together and achieve a common goal (See Chapter 2 paragraph 2.7). Moreover, leadership can be understood as the process of guiding people's behaviour and is seen as a vigorous and interactive process. As mentioned in different chapters of this study, the literature indicates that educational leadership styles have an impact on teachers' performance (See Chapter 3 paragraph 3.3). The path-goal leadership styles are the directive, supportive, participative and achievement-oriented styles (Chapter 1 paragraph 1.6 and Chapter 2 paragraph 2.4), while aspects of teachers' performance measured in this study include planning, organising, monitoring and evaluation, classroom atmosphere and discipline, and leadership (Chapter 5 paragraph 5.5). It was however indicated in the analysis results of Chapter 5 that, in the advanced analyses of this study only a single, general performance construct was used to assess teacher performance. The reason for this decision was based on the fact that internal consistency reliability could be established for the general teacher performance construct, but not for the five individual performance constructs (See Chapter 5 paragraph 5.5.4 and Table 5.19).

The findings of this study consist of the integration of the qualitative interview results and the quantitative path-goal questionnaire results: the context of the study derived from the biographical properties of the participants (chapter 5 paragraph 5.2); the perception of the respondents on the leadership styles employed by their principals (Chapter 5 paragraph 5.4); staff perceptions of the performance of teachers (Chapter 5 paragraph 5.5); and the effect of the leadership styles on teachers' performance (Chapter 5 paragraph 5.6). A summary of the critical findings and main conclusions derived from these findings are presented below in accordance with the basic research questions listed above in paragraph 6.2.

6.3.1 The experienced presence of the path-goal leadership styles in principals of primary schools in the Tigray region (Sub-research question 1)

6.3.1.1 The experienced presence of several path-goal leadership styles

One way frequency tables of the experienced presence of the four leadership styles presented (Chapter 5, Tables 5.5 to 5.8) indicated how principals' leadership styles were perceived by the staff (a combination of teachers and principals), and, individually by teachers and principals (Appendix D, Tables 51 to 58). The frequency of occurrence of the incidents in these tables indicates that the staff experienced that their principals exhibited all four path-goal leadership styles in their interaction with their staff to a certain extent. The perceived extent of the use/ or occurrence of the styles is reported as:

- Directive leadership (a 77.58% *often* or *more often* occurrence of the style)
- Participative style (a 62.89% *often* or *more often* occurrence of the style).
- Supportive leadership (a 61.60% *often* or *more often* occurrence of the style).
- Achievement orientated leadership (a 61.19% *often* or *more often* occurrence of the style).

The conclusion from the above is that the four leadership styles, namely, the directive, supportive, participative and achievement-oriented styles are perceived by all staff to manifest in the conduct of their principals. What is indeed noteworthy, is that this study supports the idea propounded in the literature study that directive leadership gives specific guidance to staff to accomplish desired expectations; the supportive leader demonstrates respect for his/her subordinates' needs and preferences; the participative leader solicits subordinates for suggestions and participation; and the achievement oriented leader expects subordinates to perform their tasks at the highest level. This is evidenced in the fact that the sets of questionnaire statements that evaluated each leadership style queried the absence or presence of mentioned properties of each style in the conduct of principals, and, that favourable responses were reported to these properties (See Chapter 5,

paragraph 5.4 and tables 5.5 to 5.8, as well as Chapter 2 paragraphs 2.2.3 and 2.4.1; 2.4.2; 2.4.3 and 2.4.4). These styles emanate from the prevailing leadership needs that teachers experience in their schools as suggested by the path-goal theory (House & Michell, 1974, in House, 1996:326-327).

The crux of the findings regarding the observed leadership styles of principals therefore is that staff of primary schools in the Tigray region experienced all four leadership styles in interaction with their principals at their schools.

The positive perceptions of both teachers and principals (Appendix D, Tables 51 - 58) to the relevant sets of path-goal questionnaire questions imply that there is agreement between the two groups on which leadership styles present in the actions of principals. The path-goal theory states that if staff experience that their leader applies a particular leadership style when the leader intends to use that particular style (in other words agreement on a specific style), teachers will perceive that the leadership style of the principal (both teachers' and principals' perceptions) supports the advancement of teachers' level-promotions. In addition, path-goal leadership styles assist teachers' and principals' efficacy in carrying out tasks cooperatively, increasing the level of satisfaction experienced, encouraging the promotion of a positive environment in the school, assisting staff to achieve set goals and guiding the staff with regard to how they should perform the tasks assigned to them (See Chapter 2 paragraph 2.4; Chapter 5 paragraph 5.2.1).

In addition, the path-goal theory states that a positive perception shows that teachers view principals as supporters and facilitators with regard to efficiency in their classrooms (Chapter 5 paragraph 5.2.1).

These findings therefore, answer the sub research question of which leadership styles are observed/ or experienced under principals of primary schools in the Tigray region: all four path-goal leadership styles were experienced to be present.

6.3.1.2 The extent of the experienced presence (dominance) of a leadership style in principals' conduct

The previous section answered to the question of whether the four leadership styles presented in principals' interaction with staff. In Chapter 5, paragraph 5.4, the calculation of leadership scores for each leadership style and participant enabled this research to detail and measure to what extent (low, moderate, high*)* staff experienced the various path-goal leadership styles to be present in their principals' conduct*.* Analyses (Chapter 5, Table 5.15) indicated that:

- The general perception (of all the staff, the principals' group and the teachers' group) was that the *supportive style* was the style most often used by principals and the *participative style* least often (although all the styles were perceived to present to a reasonable extent).

- Furthermore, when the participants reported on the leadership style they perceive *their principals prefer to apply* (This was an additional variable also probed in the questionnaire; Chapter 5 Table 5.14) preference was given to either the *participative* or *supportive* leadership styles*.*

- Although the *participative style* was reported as the least observed leadership style by principals, the results indicated that the *participative style* was regarded as the style of preference (next to the supportive style) by the staff. This pointed to a possible contradiction between the experienced and preferred leadership styles.

Based on the findings stated above, it can be argued that the apparent discrepancy between the preferred and observed/ experienced leadership styles can be attributed to the fact that the majority of the respondents in this study were young and therefore, needed support and encouragement to improve their job performance (refer to Chapter 5, Tables 5.1 and 5.2). Moreover, the study indicated that many teachers have qualifications in fields other than education (see Chapter 5, Table 5.2) – the portrait of an "inexperienced" group that needs a supportive leadership approach. (The interviewees in the focus group agreed that the supportive and participative styles benefit their group of teachers (See Appendix E). The literature suggests that the supportive style increases the followers' confidence

and makes the jobs assigned to the followers more interesting and pushes them to perform the activities in a better way (See Chapter 2, paragraph 2.4.2). In addittion, the literature also states that supportive leadership decreases the burden of the principal, since employees can learn to work alone without the help or support of principals or other experienced teachers at the stage when they are confident about their abilities (see chapter 2 paragraph 2.4.2).

The fact that the supportive leadership style was identified as the most experienced/ observed leadership style among principals in the Tigray region does not imply that the other leadership styles were not observed in the principals' interaction with their staff (refer to Chapter 5, Table 5.15). This finding agrees with the literature that all four path-goal leadership styles are experienced in the work place and have a role to play in teacher performance: the supportive leadership style cannot alone improve the performance of all teachers: if principals employ different leadership styles in accordance with the interest, experience, maturity of employees, and the situation prevailing in an organisation, teachers and work performance can benefit (See Chapter 2, paragraph 2.7.1 and Chapter 5, paragraph 5.2.1). For example, a leader who spends time explaining tasks that are already clear to employees, and where employees have the ability and experience to perform tasks, is likely to bore employees with unnecessary details (directive behaviour), as they are details which they might consider redundant or even insulting. Likewise, the supportive leadership style does not benefit those who are already satisfied and familiar with their job. According to the path-goal leadership theory, the choice of which leadership style to apply depends on specific circumstances.

6.3.2 Perceived performance of teachers and the impact of leadership styles on performance (sub-research questions 2 and 3).

The perceptions of teacher performance were evaluated against a general teacher performance construct. An overall mean performance score for all the staff, namely 3.65 (which approximates a "4"/ or "agreement" rating), established that teachers' performance in primary schools in the Tigray region was generally perceived as

satisfactory (Chapter 5, Table 5.19). The calculation of scores that evaluate teachers' performance therefore aided in answering the second sub-research question on the status of teacher performance.

The perceptions of the staff regarding teachers' performance (participants' individual scores) were furthermore grouped into *low-, moderate- and high-leadership-presence* classes for the four leadership styles. This was done to initially explore the relationship between the extent-of-the-presence-of-leadership-styles and the perceived teacher performance (refer Chapter 5, Tables 5.20 to 5.23), as well as how the various styles impacted on performance perceptions. The performance mean scores seemed to increase over the extent-of-the-presence categories (Tables 5.20 to 5.23) which strongly suggested that perceptions of teachers' performance are dependent on extent-of-leadership-style-presence. The results (refer to Chapter 5, Table 5.24) also suggested that the style staff indicated as the *leadership style of preference of their principals* impacted on their perceptions of teacher performance.

These initial exploratory findings were verified in a linear step-wise regression analysis where the results identified the following effects as effects that statistically significantly influenced the perceptions of teachers' performance (Chapter 5, paragraph 5.6 and Table 5.33), namely:

- The preferred leadership style (significant on the 5% significance level).
- The participative leadership style (significant on the 0.1% significance level).
- The interaction effect of the participative style and preferred leadership style (significant on the 1% significance level).
- The interaction effect of the participative style and qualifications (significant on the 1% significance level).

The crux of the above-mentioned findings is that the participative leadership style in conjunction with either the qualifications of teachers or the leadership style principals preferred to use impacted on the perceptions of how teachers performed. Therefore, a relationship between the leadership style and teacher performance was

established. These results answered the sub-research questions regarding whether a relationship between experienced leadership style/s and teacher performance existed and also how the leadership style impacted on the perceptions of the performance (Chapter 5, Tables 5.34 to 5.36). An example is for instance that the high-presence of the participative leadership style coinciding with the preference for any leadership style in principals, except the directive leadership style, yields positive agreement perceptions of teachers' performance. Likewise, the high presence of the participative leadership style and an appropriate TTI qualification resulted in positive perceptions of teacher performance as opposed to the low-presence of the participative leadership style and an appropriate TTI qualification (a mean score of 4.15 compared to 2.81, Chapter 5, Table 5.36), which resulted in a less favourable evaluation of performance.

Furthermore, the logic of the above model falls into place if the context of the study is considered along with the significant effects identified in the regression model of the teachers' performance (bulleted above and derived from Chapter 5, Table 5.33): the response group in the study consisted mostly of young teachers with qualifications in diverse fields (the qualifications-effect in the above model) and, furthermore, a participative leadership style (identified in the above model) describes a style where ideas, opinions and experience are shared with others. The model therefore suggests that, in the current context of the study teachers' performance will depend/ improve under a participative leadership style that supports teachers who are young and in a sense, inexperienced (measured against reported qualifications).

In conjunction with the above, the discussion in the next section will indicate how the issue (factor) of the preferred principal's leadership style (bulleted as a significant effect) also expresses the need of participants in the context of this study to improve the performance of the leaders.

6.3.3 Detailing the nature of the effect of the participative leadership style, in conjunction with qualifications and preferred leadership style, on perceptions of teacher performance (sub-research questions three and four)

6.3.3.1 The impact of the joint effects of the *participative leadership style and the preferred leadership styles* (Chapter 5, Table 5.33 and Table 5.35) on the perceptions of teacher performance:

The main conclusions derived from Table 5.35 of Chapter 5, concerning the impact of a preferred leadership style and the extent-of-presence of the participative leadership style on the perceived teacher performance is that:

- If dominance of the participative leadership style was observed in principals along with the reported preference for either the achievement orientated, supportive or participative leadership styles – the performance of teachers was perceived to be the most positive.
- if, in contrast, the participative style was not perceived to be dominant in principals (low) and the participative leadership style is the style of preference, then the teacher performance was perceived to be poor (Chapter 5, Table 5.35)

6.3.3.2 The impact of the joint effect of the *participative leadership style and qualifications* (Chapter 5, Table 5.33 and Table 5.36) on the perceptions of teacher performance:

The main conclusions derived from Table 5.36 of Chapter 5 regarding the impact of qualifications and the extent-of-presence of the participative leadership style on the perceived teacher performance is that:

- If a high presence of the participative leadership style was observed in principals - along with qualifications that include a diploma in another field, or a BA degree

in either Educational Planning or another Bachelor's degree – the performance of teachers were perceived to be the most positive.

- If, in contrast, the participative style was not perceived to be dominant among principals (low) and the participants report a TTI/ or a Diploma in Educational Planning and Management as qualifications, teacher performance is then perceived to be poor (Chapter 5, Table 5.36)

These findings not only indicated the positive impact of a strong participative presence, but also the positive impact of a strong participative presence combined with preference for either the achievement orientated, or supportive, or participative leadership styles. (Therefore, these combinations impacted positively on teacher performance). The impact of preference for the directive leadership style, in conjunction with a low presence of the participative style was experienced by participants as negative with regard to performance. This means that the expressed preference for the path-goal leadership styles (participative, supportive and achievement-oriented), along with a participative presence, has the power to influence the job performance of teachers in the context of this study.

6.4 RECOMMENDATIONS

Based on the findings, the following recommendations are made for the Tigray Regional Educational Office, WEOs and the principals of primary schools.

6.4.1 Recommendations for the enhancement of the primary school teachers' job performance

Armed with the knowledge that (i) the supportive leadership style was most often experienced to be present among the principals in the Tigray region; (ii) and that a high presence of the participative leadership style – along with the appropriate qualifications and preference for specific leadership styles – impact positively on the perceptions of teacher performance, certain recommendations can be made to

assist these principals with regard to managing their staff with regard to improved teacher performance. Therefore, the recommendations for the Tigray Region Educational Bureau and the WEOs and the principals of primary schools include the following:

Recommendation one: Path-goal leadership training for principals

It is advisable for the TREB to understand that leaders, who can apply the path-goal leadership styles by paying particular attention to the specific situation, can improve the performance of teachers. The findings have shown that a supportive leadership style is a style frequently used because of the need of teachers to be supported; while regression results have shown the positive impact of the participative leadership style and qualifications, and the more negative influential effect of the directive style on teachers' performance in Tigray primary schools.

Therefore, it is suggested that:

(i) The TREB provides opportunities for principals of primary schools to attend educational leadership courses that promote the path-goal leadership styles as in-service training through the relevant educational bodies such as the Ministry of Education and the universities in the Tigray region. Currently, three universities offer leadership courses through in-service training. Such training will equip principals to distinguish between these four leadership styles; create an awareness of the fact that certain styles are more effective in certain situations; and also serve to sensitise principals to the needs of teachers (for example, inexperience); and to the fact that conditions and situations vary from school to school and staff-group to staff-group, and ask for application of different leadership approaches.

(ii) The TREB provides opportunities for principals of primary schools to study and improve their qualifications in the field of educational planning and management or educational leadership since appropriate qualifications also proved to have a positive effect on teacher performance.

(iii) Furthermore, it is recommended that whenever the TREB wants to recruit new principals, the bureau should recruit principals who have a first degree in educational planning and management or educational leadership.

Recommendation two: Exposure to practical leadership style application

As part of the WEO's responsibility to inspect the application of the in-service training programmes in schools, WEOs can design a programme that supports the principals of different primary schools in the Tigray region to meet on a regular basis and share ideas and experiences on how principals can improve the performance of the teachers using different path-goal leadership styles.

Recommendation three: Support services for principals

It is reasoned that principals are not always fully aware of the leadership style they portray to their staff. If a measuring instrument is availed to principals to evaluate their application of leadership styles (a 360 degree evaluation by staff), principals are placed in a position where their leadership style is assessed objectively by the staff, which enables such principals to adjust and improve with regard to leadership. Improved leadership will impact teacher performance.

6.5 LIMITATIONS OF THE STUDY

This study was limited to primary schools in the Tigray region, that is, the northern part of Ethiopia. Because the study did not include a sample of teachers and principals across the country, the findings of this study can only be generalised to schools within this region. However, the results cannot be generalised to all the primary schools of the Tigray region, since the study was conducted in complete primary schools (Grades 1 to 8) in the Tigray region and as there are many primary schools with only Grades 1 to 4.

Another limitation of this study was that the study only assessed the views of teachers and principals on issues influencing their job performance, while the views and reflections of supervisors or parent teachers associations on issues influencing teachers' job performace, using the questionnaire, were not done.

6.6 IMPLICATIONS FOR FUTURE RESEACH

The findings of the study and the limitations of this study have led the researcher to make the following recommendations for further research.

- This study provides information about the impact of leadership style on teachers' performance in primary schools in the Tigray region. To the researcher's knowledge, no research has been conducted in other parts of the country using the same methodology. Therefore, it is recommended that this study be repeated in other parts of the country. As this study focussed on complete primary school teachers in the Tigray region, similar studies should also be done with secondary school teachers in the same or a different location, using a large sample size.

- This study showed the views of complete primary school *teachers* in the Tigray region regarding the leadership styles influencing their job performance. Future research could include the views and understanding of education leaders at the woreda, the regional and/or ministry levels regarding the performance of teachers at both primary and secondary school levels.

6.7 THEORETICAL FRAMEWORK REVISITED

This study utilised the path-goal leadership theory, which was developed in 1991 and then redefined and updated in 1996 by Robert House. The theory in this regard states that supervisors of individuals who require support in improving their performance towards goal achievement should take the following into account (see Chapter 2, paragraph 2.4).

- Assist these individuals/ workers to identify and achieve their goals.

- Clear away obstacles that impede the individual's efforts in improving performance.
- Offer workers appropriate rewards along the way by alternating between the four leadership styles researched in this study in appropriate situations.

This means that before selecting and applying a selected style or styles, the needs of the workers and the current situation of the organisation should be considered. As indicated in Figure 1.2, Chapter one, the model adapted by Robert House indicates that the path-goal leadership styles (the directive, the supportive, the participative and the achievement-oriented styles), as well as environment contingency, namely, the task structure, the work group, and the subordinate contingency, such as the locus of control and experience, together affect the performance of the workers (See Chapter 1 paragraph 1.6, Chapter 2 paragraph 2.2.3). One of the objectives of the path-goal leadership style is that the leadership styles will aid leaders in inspiring teachers to work towards improving their performance, which, in turn is essential for schools to achieve their pre-set goals.

The path-goal leadership model in this study assisted to indicate which leadership styles are dominant, and to assess the effect of the path-goal leadership styles on the performance of teachers. Leadership style is one of the ingredients to improve the performance of teachers. It was indicated in paragraphs 5.4.2, 5.5 and 5.5.2.2 that the supportive leadership was the dominant style, and that the achievement-oriented, participative and supportive leadership styles had an effect on the perception of performance of teachers. In addition, the path-goal theory clarified how different leadership styles interact with subordinates' characteristics and how the work situation affects employees' performance.

The path-goal leadership theory was found to be useful and appropriate in answering the basic research questions and achieving the objectives of the study. Thus, all the basic questions (see paragraph 1.3.1) were answered, and the objectives (see paragraph 1.3.2) achieved. The application of this theory in this

study highlighted the importance of a leader's ability to alternate between leadership styles depending on the circumstances.

6.8 CONCLUSION

The purpose of this study was to probe the leadership styles that influence the job performance of complete primary school teachers in the Tigray region in Ethiopia. The main research question that guided this study that asked:

> "*Which leadership styles are most commonly used by primary school principals in the Tigray region and what is their effect on the performance of teachers?*"

could be answered by the findings of this research on the sub-research questions. In summary the findings state that:

- Participants preferred the *participative and supportive leadership* styles somewhat more in their principals than they did the *achievement-orientated or directive leadership* styles. Furthermore, the participants perceived all four leadership styles to be present in the conduct of their principals.

- A positive perception of overall *teacher performance* was reported, and

- There was a significant relationship between *leadership style and teacher performance. Teachers' performance* were statistically significantly influenced by a number of factors which include: preference for specific principal leadership style; experienced presence of the *participative leadership* style in principals; *qualifications* of participants; as well as the joint effect of *qualifications and experienced presence of the participative* leadership style; and the joint effect of the *experienced participative leadership and the leadership style staff would prefer principals* to use.

- All in all, an *experienced participative leadership presence* in principals, along with a staff *preference for the supportive-, or participative-, or achievement-orientated leadership* style; and an *appropriate qualification* positively impact *teacher performance.*

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APPENDICES

APPENDIX A

Teacher performance: frequency tables (3) of 33 questions of the questionnaire (frequencies and row percentages included)

Table 37: All staff (1)Table of item by performance						
Item	**Performance**					
Frequency	**disagree**					
Row Pct	**++**	**disagree**	**neutral**	**agree**	**agree++**	**Total**
1:Assessment done according to the assessment policy	9 1.44	29 4.65	45 7.21	346 55.45	195 31.25	624
2: Conduct is professional	1 0.16	34 5.45	43 6.89	338 54.17	208 33.33	624
3:Regularly mark workbooks	57 9.13	176 28.21	161 25.80	205 32.85	25 4.01	624
4: Have a positive influence on learners	26 4.17	38 6.09	67 10.74	316 50.64	177 28.37	624
5:Teachers prepare well for lessons	14 2.24	60 9.62	102 16.35	292 46.79	156 25.00	624
6: Seating done according to purpose lesson	76 12.18	204 32.69	128 20.51	181 29.01	35 5.61	624
7:Workbooks are signed by teachers and parents	138 22.12	221 35.42	165 26.44	94 15.06	6 0.96	624
8: Manage class in a disciplined way	5 0.80	13 2.08	65 10.42	345 55.29	196 31.41	624
9:Know the vision and mission of the school	14 2.24	80 12.82	76 12.18	286 45.83	168 26.92	624
10: Assessment is done according to a schedule	14 2.24	71 11.38	62 9.94	278 44.55	199 31.89	624
11:Classrooms are clean and decorated	64 10.26	219 35.10	129 20.67	183 29.33	29 4.65	624
12:Teachers check that learners master the work	14 2.24	92 14.74	140 22.44	287 45.99	91 14.58	624
13: Have high, realistic expectations of learners	6 0.96	59 9.46	102 16.35	295 47.28	162 25.96	624
14: Enrich the curriculum with visits	57 9.13	164 26.28	166 26.60	186 29.81	51 8.17	624
16:Use assessment data to improve teaching	11 1.76	65 10.42	44 7.05	327 52.40	177 28.37	624
17: Use learner leaders to manage the class	10 1.60	47 7.53	47 7.53	240 38.46	280 44.87	624
18:Test immediately after unit work is completed.	47 7.53	215 34.46	87 13.94	225 36.06	50 8.01	624
19: Love working with children	9 1.44	66 10.58	100 16.03	312 50.00	137 21.96	624
20: Promote a healthy classroom culture	11 1.76	81 12.98	70 11.22	282 45.19	180 28.85	624
21:Teach at learners' competence levels	12 1.92	78 12.50	75 12.02	300 48.08	159 25.48	624
22:Promore learner participation via group work	7 1.12	74 11.86	79 12.66	280 44.87	184 29.49	624
23: Keep a record of marks and monitor the progress of learners	21 3.37	89 14.26	65 10.42	257 41.19	192 30.77	624
24: Use teaching media, planned	58 9.29	123 19.71	92 14.74	264 42.31	87 13.94	624
25:Communicate in an appropriate way	10 1.61	79 12.68	57 9.15	336 53.93	141 22.63	623
26: Teach learners how to learn	23 3.69	100 16.03	55 8.81	301 48.24	145 23.24	624
27:Planning consider learner diversity	19 3.04	77 12.34	69 11.06	299 47.92	160 25.64	624
28:Teachers work according structured schemes	21 3.37	102 16.35	82 13.14	286 45.83	133 21.31	624
29:Check school attendance, not fall behind	23 3.69	104 16.67	75 12.02	259 41.51	163 26.12	624
30:Create a non-threatening class atmosphere	26 4.17	103 16.51	76 12.18	289 46.31	130 20.83	624
31: Provide opportunities, competent learners	14 2.24	108 17.31	59 9.46	291 46.63	152 24.36	624
32: Plan to engage learners in class	11 1.76	110 17.63	58 9.29	294 47.12	151 24.20	624
33: Use teaching time effectively	17 2.72	80 12.82	66 10.58	246 39.42	215 34.46	624
34 There is an effective classroom discipline policy	17 2.72	88 14.10	66 10.58	280 44.87	173 27.72	624
Total	862	3249	2773	9000	4707	20591

Principals (2)

Table 38: Principals: performance						
Item	performance					
Frequency **Row Pct**	disagree++	disagree	neutral	agree	agree++	Total
1:Assessment done according to assessment policy	1 0.56	5 2.79	11 6.15	100 55.87	62 34.64	179
2: Conduct is professional	1 0.56	10 5.59	10 5.59	106 59.22	52 29.05	179
3:Regularly mark work books	16 8.94	48 26.82	41 22.91	70 39.11	4 2.23	179
4: Have a positive influence on learners	6 3.35	11 6.15	21 11.73	89 49.72	52 29.05	179
5:Teachers prepare well for lessons	3 1.68	17 9.50	29 16.20	86 48.04	44 24.58	179
6: Seating according to purpose lesson	19 10.61	57 31.84	34 18.99	60 33.52	9 5.03	179
7:Workbooks signed by teachers and parents	23 12.85	56 31.28	59 32.96	37 20.67	4 2.23	179
8: Manage class in a disciplined way	1 0.56	4 2.23	16 8.94	101 56.42	57 31.84	179
9: Know the vision and mission of school	7 3.91	24 13.41	26 14.53	84 46.93	38 21.23	179
10: Assessment done according to schedule	5 2.79	26 14.53	18 10.06	74 41.34	56 31.28	179
11:Classrooms clean, decorated	13 7.26	52 29.05	39 21.79	63 35.20	12 6.70	179
12:Teachers check learners master work	4 2.23	23 12.85	49 27.37	85 47.49	18 10.06	179
13: Have high, realistic expectations of learners	2 1.12	18 10.06	24 13.41	94 52.51	41 22.91	179
14: Enrich curriculum by visits	9 5.03	50 27.93	52 29.05	50 27.93	18 10.06	179
16: Use assessment data, improve teaching	2 1.12	22 12.29	13 7.26	96 53.63	46 25.70	179
17: Use learner leaders to manage class	3 1.68	18 10.06	8 4.47	67 37.43	83 46.37	179
18: Test immediately after unit work is completed	11 6.15	60 33.52	29 16.20	69 38.55	10 5.59	179
19: Love working with children	0 0.00	19 10.61	39 21.79	86 48.04	35 19.55	179
20: Promote healthy classroom culture	5 2.79	18 10.06	21 11.73	93 51.96	42 23.46	179
21: Teach at learners' competence levels	3 1.68	27 15.08	19 10.61	87 48.60	43 24.02	179
22: Promote learner participation via group work	1 0.56	17 9.50	16 8.94	85 47.49	60 33.52	179
23: Keep record of marks, monitor progress	2 1.12	25 13.97	14 7.82	71 39.66	67 37.43	179
24: Use teaching media, planned	15 8.38	27 15.08	26 14.53	80 44.69	31 17.32	179
25: Communicate in an appropriate way	2 1.12	21 11.73	16 8.94	98 54.75	42 23.46	179
26: Teach learners how to learn	7 3.91	27 15.08	14 7.82	84 46.93	47 26.26	179
27: Planning consider learner diversity	7 3.91	24 13.41	16 8.94	73 40.78	59 32.96	179
28: Teachers work according structured schemes	7 3.91	25 13.97	18 10.06	85 47.49	44 24.58	179
29: Check school attendance, not fall behind	6 3.35	31 17.32	20 11.17	68 37.99	54 30.17	179
30: Create a non-threatening class atmosphere	9 5.03	29 16.20	13 7.26	93 51.96	35 19.55	179
31: Provide opportunities, competent learners	2 1.12	24 13.41	13 7.26	92 51.40	48 26.82	179
32: Plan so as to engage learners in class	6 3.35	30 16.76	20 11.17	76 42.46	47 26.26	179
33: Use teach time effectively	2 1.12	27 15.08	18 10.06	74 41.34	58 32.40	179
34: Effective classroom discipline policy	6 3.35	24 13.41	21 11.73	77 43.02	51 28.49	179
Total	206	896	783	2653	1369	5907

Teachers (3)

Table 39: Teachers' perceptions of teacher performance						
Item	**perform**					
Frequency **Row Pct**	**disagree++**	**disagree**	**neutral**	**agree**	**agree++**	**Total**
1:Assessment done according to assessment policy	8 1.80	24 5.39	34 7.64	246 55.28	133 29.89	445
2: Conduct is professional	0 0.00	24 5.39	33 7.42	232 52.13	156 35.06	445
3 Regularly mark work books	41 9.21	128 28.76	120 26.97	135 30.34	21 4.72	445
4: Have positive influence on learners	20 4.49	27 6.07	46 10.34	227 51.01	125 28.09	445
5:Teachers prepare well for lessons	11 2.47	43 9.66	73 16.40	206 46.29	112 25.17	445
6: Seating according to purpose lesson	57 12.81	147 33.03	94 21.12	121 27.19	26 5.84	445
7:Workbooks are signed by teachers and parents	115 25.84	165 37.08	106 23.82	57 12.81	2 0.45	445
8: Manage class in disciplined way	4 0.90	9 2.02	49 11.01	244 54.83	139 31.24	445
9:Know vision, mission of school	7 1.57	56 12.58	50 11.24	202 45.39	130 29.21	445
10: Assessment done according to schedule	9 2.02	45 10.11	44 9.89	204 45.84	143 32.13	445
11:Classrooms clean, decorated	51 11.46	167 37.53	90 20.22	120 26.97	17 3.82	445
12:Teachers check learners master work	10 2.25	69 15.51	91 20.45	202 45.39	73 16.40	445
13: Have high, realistic expectations of learners	4 0.90	41 9.21	78 17.53	201 45.17	121 27.19	445
14: Enrich curriculum by visits	48 10.79	114 25.62	114 25.62	136 30.56	33 7.42	445
16:Use assessment data, improve teaching	9 2.02	43 9.66	31 6.97	231 51.91	131 29.44	445
17: Use learner leaders to manage class	7 1.57	29 6.52	39 8.76	173 38.88	197 44.27	445
18:Test immediately after unit work	36 8.09	155 34.83	58 13.03	156 35.06	40 8.99	445
19: Love working with children	9 2.02	47 10.56	61 13.71	226 50.79	102 22.92	445
20: Promote healthy classroom culture	6 1.35	63 14.16	49 11.01	189 42.47	138 31.01	445
21:Teach at learners' competence levels	9 2.02	51 11.46	56 12.58	213 47.87	116 26.07	445
22:Promore learner participation via group work	6 1.35	57 12.81	63 14.16	195 43.82	124 27.87	445
23: Keep record of marks, monitor progress	19 4.27	64 14.38	51 11.46	186 41.80	125 28.09	445
24: Use teaching media, planned	43 9.66	96 21.57	66 14.83	184 41.35	56 12.58	445
25:Communicate in an appropriate way	8 1.80	58 13.06	41 9.23	238 53.60	99 22.30	444
26: Teach learners how to learn	16 3.60	73 16.40	41 9.21	217 48.76	98 22.02	445
27:Planning consider learner diversity	12 2.70	53 11.91	53 11.91	226 50.79	101 22.70	445
28:Teachers work according structured schemes	14 3.15	77 17.30	64 14.38	201 45.17	89 20.00	445
29:Check school attendance, not fall behind	17 3.82	73 16.40	55 12.36	191 42.92	109 24.49	445
30:Create non-threatening class atmosphere	17 3.82	74 16.63	63 14.16	196 44.04	95 21.35	445
31: Provide opportunities, competent learners	12 2.70	84 18.88	46 10.34	199 44.72	104 23.37	445
32: Plan so as to engage learners in class	5 1.12	80 17.98	38 8.54	218 48.99	104 23.37	445
33: Use teach time effectively	15 3.37	53 11.91	48 10.79	172 38.65	157 35.28	445
34: Effective classroom discipline policy	11 2.47	64 14.38	45 10.11	203 45.62	122 27.42	445
Total	656	2353	1990	6347	3338	14684

APPENDIX B

The three performance constructs evaluated in the interim phase of scale reliability tests for performance

Table 40: Control						
All staff: frequency response patterns for the properties of the performance construct						
Performance construct criteria	**Response frequencies for rating levels**					
Frequency **Row Percentage**	**strongly** **disagree**	**disagree**	**undecided**	**agree**	**agree** **strongly**	**Total**
3:Regularly mark workbooks	57 9.13	176 28.21	161 25.80	205 32.85	25 4.01	624
6: Seating according to the purpose of the lesson	138 22.12	221 35.42	165 26.44	94 15.06	6 0.96	624
7:Workbooks signed, teacher, parent	14 2.24	92 14.74	140 22.44	287 45.99	91 14.58	624
12:Teachers check that learners master the work	47 7.53	215 34.46	87 13.94	225 36.06	50 8.01	624
16:Use assessment data, improve teaching	21 3.37	89 14.26	65 10.42	257 41.19	192 30.77	624
18:Test immediately after the unit's work	23 3.69	104 16.67	75 12.02	259 41.51	163 26.12	624
22:Promote learner participation through group work	76 12.18	204 32.69	128 20.51	181 29.01	35 5.61	624
23: Keep a record of marks, monitor learners' progress	7 1.12	74 11.86	79 12.66	280 44.87	184 29.49	624
29:Check school attendance, and that learners do not fall behind	17 2.72	88 14.10	66 10.58	280 44.87	173 27.72	624
34: An effective classroom discipline policy	11 1.76	65 10.42	44 7.05	327 52.40	177 28.37	624
Total	411	1328	1010	2395	1096	6240
The probability associated with the chi-square statistic of 1437.59, is <0.0001***						

Table 41: Control						
Principals: frequency response patterns for the properties of the performance construct						
Performance construct criteria	**Response frequencies for rating levels**					
Frequency **Row Percentage**	**strongly** **disagree**	**Disagree**	**undecided**	**agree**	**agree** **strongly**	**Total**
3:Regularly mark workbooks	16 8.94	48 26.82	41 22.91	70 39.11	4 2.23	179
6: Seating according to the purpose of the lesson	23 12.85	56 31.28	59 32.96	37 20.67	4 2.23	179
7:Workbooks signed by the teacher and parent	4 2.23	23 12.85	49 27.37	85 47.49	18 10.06	179
12:Teachers check that learners master the work	11 6.15	60 33.52	29 16.20	69 38.55	10 5.59	179
16:Use assessment data to improve the teaching	2 1.12	25 13.97	14 7.82	71 39.66	67 37.43	179
18:Test immediately after the unit's work	6 3.35	31 17.32	20 11.17	68 37.99	54 30.17	179
22:Promore learner participation through group work	19 10.61	57 31.84	34 18.99	60 33.52	9 5.03	179
23: Keep a record of the marks, and monitor the progress of the learners	1 0.56	17 9.50	16 8.94	85 47.49	60 33.52	179
29:Check school attendance and that learners do not fall behind	6 3.35	24 13.41	21 11.73	77 43.02	51 28.49	179
34: An effective classroom discipline policy	2 1.12	22 12.29	13 7.26	96 53.63	46 25.70	179
Total	90	363	296	718	323	1790
The probability associated with the chi-square statistic of 421.82, is <0.0001						

Table 42: Control Teachers: Frequency response patterns for the properties of the performance construct						
Performance construct criteria	Response frequencies for rating levels					
Frequency Row Percentage	strongly disagree	disagree	undecided	agree	agree strongly	Total
3:Regularly mark workbooks	41 9.21	128 28.76	120 26.97	135 30.34	21 4.72	445
6: Seating according to the purpose of the lesson	115 25.84	165 37.08	106 23.82	57 12.81	2 0.45	445
7:Workbooks are signed by teachers and parents	10 2.25	69 15.51	91 20.45	202 45.39	73 16.40	445
12:Teachers check that learners master the work	36 8.09	155 34.83	58 13.03	156 35.06	40 8.99	445
16:Use the assessment data to improve the teaching	19 4.27	64 14.38	51 11.46	186 41.80	125 28.09	445
18:Test immediately after the unit's work	17 3.82	73 16.40	55 12.36	191 42.92	109 24.49	445
22:Promote learner participation through group work	57 12.81	147 33.03	94 21.12	121 27.19	26 5.84	445
23: Keep a record of marks, and monitor learners' progress	6 1.35	57 12.81	63 14.16	195 43.82	124 27.87	445
29:Check school attendance and that learners do not fall behind	11 2.47	64 14.38	45 10.11	203 45.62	122 27.42	445
34: An effective classroom discipline policy	9 2.02	43 9.66	31 6.97	231 51.91	131 29.44	445
Total	321	965	714	1677	773	4450
The probability associated with the chi-square statistic of 1067.64, is<0.0001***						

Table 43: Planning and organisation All staff: frequency response patterns for the properties of the performance construct						
Performance construct criteria	Response frequencies for rating levels					
Frequency Row Percentage	strongly disagree	disagree	undecided	agree	agree strongly	Total
1:Assessment done according to the assessment policy	14 2.24	60 9.62	102 16.35	292 46.79	156 25.00	624
5:Teachers prepare well for lessons	14 2.24	71 11.38	62 9.94	278 44.55	199 31.89	624
10: Assessment done according to the schedule	57 9.13	164 26.28	166 26.60	186 29.81	51 8.17	624
11:Classrooms clean and decorated	11 1.76	65 10.42	44 7.05	327 52.40	177 28.37	624
14: Enrich the curriculum by visits	12 1.92	78 12.50	75 12.02	300 48.08	159 25.48	624
16:Use assessment data, improve teaching	58 9.29	123 19.71	92 14.74	264 42.31	87 13.94	624
21:Teach at learners' competence levels	19 3.04	77 12.34	69 11.06	299 47.92	160 25.64	624
24: Use teaching media and plan well	11 1.76	110 17.63	58 9.29	294 47.12	151 24.20	624
27:When planning consider learner diversity	9 1.44	29 4.65	45 7.21	346 55.45	195 31.25	624
28:Teachers work according to structured schemes	64 10.26	219 35.10	129 20.67	183 29.33	29 4.65	624
Total	269	996	842	2769	1364	6240
The probability associated with the chi-square statistic of **952.93, is<0.0001*****						

Table 44: Planning and organisation Principals: frequency response patterns for the properties of the performance construct						
Performance construct criteria	**Response frequencies for rating levels**					
Frequency **Row Percentage**	**strongly disagree**	**disagree**	**undecided**	**agree**	**agree strongly**	**Total**
5:Teachers prepare well for lessons	5 2.79	26 14.53	18 10.06	74 41.34	56 31.28	179
10: Assessment done according to the schedule	9 5.03	50 27.93	52 29.05	50 27.93	18 10.06	179
11:Classrooms clean and decorated	2 1.12	22 12.29	13 7.26	96 53.63	46 25.70	179
14: Enrich curriculum through visits	3 1.68	27 15.08	19 10.61	87 48.60	43 24.02	179
16:Use the assessment data, improve teaching	15 8.38	27 15.08	26 14.53	80 44.69	31 17.32	179
21:Teach at learners" competence levels	7 3.91	24 13.41	16 8.94	73 40.78	59 32.96	179
24: Use teaching media and plan well	6 3.35	30 16.76	20 11.17	76 42.46	47 26.26	179
27:When planning, consider learner diversity	1 0.56	5 2.79	11 6.15	100 55.87	62 34.64	179
28:Teachers work according to structured schemes	13 7.26	52 29.05	39 21.79	63 35.20	12 6.70	179
Total	61	263	214	699	374	1611
The probability associated with the chi-square statistic of **229.88, is <0.0001*****						

Table 45: Planning and organisation Teachers: frequency response patterns for the properties of the performance construct						
Performance construct criteria	**Response frequencies for rating levels**					
Frequency **Row Percentage**	**strongly disagree**	**Disagreed**	**undecided**	**agree**	**agree strongly**	**Total**
5:Teachers prepare well for lessons	9 2.02	45 10.11	44 9.89	204 45.84	143 32.13	445
10: Assessment done according to the schedule	48 10.79	114 25.62	114 25.62	136 30.56	33 7.42	445
11:Classrooms clean and decorated	9 2.02	43 9.66	31 6.97	231 51.91	131 29.44	445
14: Enrich curriculum through visits	9 2.02	51 11.46	56 12.58	213 47.87	116 26.07	445
16:Use assessment data to improve teaching	43 9.66	96 21.57	66 14.83	184 41.35	56 12.58	445
21:Teach at learners' competence levels	12 2.70	53 11.91	53 11.91	226 50.79	101 22.70	445
24: Use teaching media and plan well	5 1.12	80 17.98	38 8.54	218 48.99	104 23.37	445
27:When planning, consider learner diversity	8 1.80	24 5.39	34 7.64	246 55.28	133 29.89	445
28:Teachers work according to structured schemes	51 11.46	167 37.53	90 20.22	120 26.97	17 3.82	445
Total	194	673	526	1778	834	4005
The probability associated with the chi-square statistic of **720.32, is <0.0001*****						

Table 46: Atmosphere and leadership						
All staff : frequency response patterns for the properties of the performance construct						
Performance construct criteria	Response frequencies for rating levels					
Frequency Row Percentage	strongly disagree	disagree	undecided	agree	agree strongly	Total
2: Conduct is professional	1	34	43	338	208	624
	0.16	5.45	6.89	54.17	33.33	
4: Have a positive influence on learners	14	80	76	286	168	624
	2.24	12.82	12.18	45.83	26.92	
8: Manage class in a disciplined way	5	13	65	345	196	624
	0.80	2.08	10.42	55.29	31.41	
9:Know vision, mission of school	6	59	102	295	162	624
	0.96	9.46	16.35	47.28	25.96	
13: Have high, realistic expectations of learners	9	66	100	312	137	624
	1.44	10.58	16.03	50.00	21.96	
14: Enrich the curriculum through planned visits	57	164	166	186	51	624
	9.13	26.28	26.60	29.81	8.17	
19: Love working with children	26	103	76	289	130	624
	4.17	16.51	12.18	46.31	20.83	
20: Promote a healthy classroom culture	26	38	67	316	177	624
	4.17	6.09	10.74	50.64	28.37	
26: Teach learners how to learn	17	80	66	246	215	624
	2.72	12.82	10.58	39.42	34.46	
30:Create a non-threatening class atmosphere	11	81	70	282	180	624
	1.76	12.98	11.22	45.19	28.85	
Total	172	718	831	2895	1624	6240
The probability associated with the chi-square statistic of **678.30, is <0.0001*****						

Table 47: Atmosphere and leadership						
Principals: frequency response patterns for the properties of the performance construct						
Performance construct criteria	Response frequencies for rating levels					
Frequency Row Percentage	strongly disagree	Disagree	undecided	agree	agree strongly	Total
2: Conduct is professional	1	10	10	106	52	179
	0.56	5.59	5.59	59.22	29.05	
4: Have a positive influence on learners	7	24	26	84	38	179
	3.91	13.41	14.53	46.93	21.23	
8: Manage the class in disciplined way	1	4	16	101	57	179
	0.56	2.23	8.94	56.42	31.84	
9:Know the vision and mission of the school	2	18	24	94	41	179
	1.12	10.06	13.41	52.51	22.91	
13: Have high, realistic expectations of learners	0	19	39	86	35	179
	0.00	10.61	21.79	48.04	19.55	
14: Enrich the curriculum through planned visits	9	50	52	50	18	179
	5.03	27.93	29.05	27.93	10.06	
19: Love working with children	9	29	13	93	35	179
	5.03	16.20	7.26	51.96	19.55	
20: Promote a healthy classroom culture	6	11	21	89	52	179
	3.35	6.15	11.73	49.72	29.05	
26: Teach learners how to learn	2	27	18	74	58	179
	1.12	15.08	10.06	41.34	32.40	
30:Create a non-threatening class atmosphere	5	18	21	93	42	179
	2.79	10.06	11.73	51.96	23.46	
Total	42	210	240	870	428	1790
The probability associated with the chi-square statistic of **213.59, is < 0.0001*****						

Table 48: Atmosphere and leadership Teachers: frequency response patterns for the properties of the performance construct						
Performance construct criteria	Response frequencies for rating levels					
Frequency row percentage	Strongly disagree	Disagree	Undecided	Agree	Agree strongly	Total
2: Conduct is professional	0 (0.00)	24 (5.39)	33 (7.42)	232 (52.13)	156 (35.06)	445
4: Have a positive influence on learners	7 (1.57)	56 (12.58)	50 (11.24)	202 (45.39)	130 (29.21)	445
8: Manage the class in a disciplined way	4 (0.90)	9 (2.02)	49 (11.01)	244 (54.83)	139 (31.24)	445
9:Know the vision and mission of the school	4 (0.90)	41 (9.21)	78 (17.53)	201 (45.17)	121 (27.19)	445
13: Have a high, realistic expectations of learners	9 (2.02)	47 (10.56)	61 (13.71)	226 (50.79)	102 (22.92)	445
14: Enrich the curriculum through planned visits	48 (10.79)	114 (25.62)	114 (25.62)	136 (30.56)	33 (7.42)	445
19: Love working with children	17 (3.82)	74 (16.63)	63 (14.16)	196 (44.04)	95 (21.35)	445
20: Promote a healthy classroom culture	20 (4.49)	27 (6.07)	46 (10.34)	227 (51.01)	125 (28.09)	445
26: Teach learners how to learn	15 (3.37)	53 (11.91)	48 (10.79)	172 (38.65)	157 (35.28)	445
30:Create a non-threatening class atmosphere	6 (1.35)	63 (14.16)	49 (11.01)	189 (42.47)	138 (31.01)	445
Total	130	508	591	2025	1196	4450
The probability associated with the chi-square statistic of **512.45, is <0.0001*****						

APPENDIX C

Table 49:Spearnman's correlation matrix for the "independent variables"

	Spearman Correlation Coefficients Prob > |r| under H0: Rho=0 Number of Observations							
	responsibility	perform	prin	age	gender	Status	contract	Qualificat ion
Responsibilit y Responsibility	1.00000 622	-0.02279 0.5704 622	-0.19772 <.0001 622	0.02912 0.4689 621	-0.04859 0.2263 622	0.06595 0.1003 622	-0.01475 0.7154 614	0.06338 0.1146 621
Perform	-0.02279 0.5704 622	1.00000 624	-0.07012 0.0801 624	0.10082 0.0118 623	-0.04795 0.2317 624	0.00684 0.8646 624	0.00923 0.8191 616	-0.02898 0.4703 623
Prin	-0.19772 <.0001 622	-0.07012 0.0801 624	1.00000 624	-0.16973 <.0001 623	0.09478 0.0179 624	-0.02281 0.5695 624	-0.08280 0.0399 616	-0.28825 <.0001 623
Age Age	0.02912 0.4689 621	0.10082 0.0118 623	-0.16973 <.0001 623	1.00000 623	-0.14227 0.0004 623	-0.04289 0.2851 623	0.00989 0.8066 615	0.11222 0.0051 622
Gender Gender	-0.04859 0.2263 622	-0.04795 0.2317 624	0.09478 0.0179 624	-0.14227 0.0004 623	1.00000 624	-0.01501 0.7082 624	0.03387 0.4014 616	-0.10766 0.0072 623
Status Status	0.06595 0.1003 622	0.00684 0.8646 624	-0.02281 0.5695 624	-0.04289 0.2851 623	-0.01501 0.7082 624	1.00000 624	0.74714 <.0001 616	-0.00294 0.9417 623
Contract Contract	-0.01475 0.7154 614	0.00923 0.8191 616	-0.08280 0.0399 616	0.00989 0.8066 615	0.03387 0.4014 616	0.74714 <.0001 616	1.00000 616	0.03591 0.3740 615
Qualification Qualification	0.06338 0.1146 621	-0.02898 0.4703 623	-0.28825 <.0001 623	0.11222 0.0051 622	-0.10766 0.0072 623	-0.00294 0.9417 623	0.03591 0.3740 615	1.00000 623
Experience Experience	-0.12306 0.0021 622	0.05874 0.1427 624	0.23310 <.0001 624	0.15994 <.0001 623	-0.00749 0.8519 624	-0.06199 0.1219 624	0.01885 0.6405 616	0.01142 0.7761 623
Current_Exp Current Exp	-0.12144 0.0024 622	0.13848 0.0005 624	-0.17219 <.0001 624	0.43275 <.0001 623	-0.04605 0.2507 624	-0.03612 0.3677 624	-0.00673 0.8677 616	0.06814 0.0893 623
Style Style respondents prefer	-0.01378 0.7316 622	0.15375 0.0001 624	-0.15439 0.0001 624	0.18335 <.0001 623	-0.15290 0.0001 624	-0.09928 0.0131 624	-0.03061 0.4482 616	0.09486 0.0179 623
Participative	-0.05548 0.1670 622	0.22697 <.0001 624	-0.13598 0.0007 624	0.10408 0.0093 623	-0.01559 0.6975 624	-0.05420 0.1763 624	-0.04453 0.2698 616	0.07067 0.0780 623
Supportive	0.00552 0.8908 622	0.12321 0.0020 624	-0.08646 0.0308 624	0.00433 0.9141 623	0.03377 0.3997 624	-0.06351 0.1130 624	-0.02443 0.5451 616	0.06972 0.0821 623
Directive	-0.06707 0.0947 622	0.19911 <.0001 624	-0.10373 0.0095 624	0.01930 0.6306 623	0.00997 0.8037 624	-0.09704 0.0153 624	-0.05593 0.1656 616	0.02194 0.5847 623
Achieve	-0.04315 0.2827 622	0.16748 <.0001 624	-0.08645 0.0308 624	0.06429 0.1089 623	0.01414 0.7244 624	-0.00198 0.9606 624	0.02635 0.5139 616	-0.00808 0.8404 623

Table 50: Spearman Correlation Coefficients
Prob > |r| under H0: Rho=0
Number of Observations

	experience	current_exp	style	participative	supportive	directive	achieve
Responsibility	-0.12306 0.0021 622	-0.12144 0.0024 622	-0.01378 0.7316 622	-0.05548 0.1670 622	0.00552 0.8908 622	-0.06707 0.0947 622	-0.04315 0.2827 622
Perform	0.05874 0.1427 624	0.13848 0.0005 624	0.15375 0.0001 624	0.22697 <.0001 624	0.12321 0.0020 624	0.19911 <.0001 624	0.16748 <.0001 624
Prin	0.23310 <.0001 624	-0.17219 <.0001 624	-0.15439 0.0001 624	-0.13598 0.0007 624	-0.08646 0.0308 624	-0.10373 0.0095 624	-0.08645 0.0308 624
Age Age	0.15994 <.0001 623	0.43275 <.0001 623	0.18335 <.0001 623	0.10408 0.0093 623	0.00433 0.9141 623	0.01930 0.6306 623	0.06429 0.1089 623
Gender Gender	-0.00749 0.8519 624	-0.04605 0.2507 624	-0.15290 0.0001 624	-0.01559 0.6975 624	0.03377 0.3997 624	0.00997 0.8037 624	0.01414 0.7244 624
Status Status	-0.06199 0.1219 624	-0.03612 0.3677 624	-0.09928 0.0131 624	-0.05420 0.1763 624	-0.06351 0.1130 624	-0.09704 0.0153 624	-0.00198 0.9606 624
Contract Contract	0.01885 0.6405 616	-0.00673 0.8677 616	-0.03061 0.4482 616	-0.04453 0.2698 616	-0.02443 0.5451 616	-0.05593 0.1656 616	0.02635 0.5139 616
Qualification Qualification	0.01142 0.7761 623	0.06814 0.0893 623	0.09486 0.0179 623	0.07067 0.0780 623	0.06972 0.0821 623	0.02194 0.5847 623	-0.00808 0.8404 623
Experience Experience	1.00000 624	0.11922 0.0029 624	0.06735 0.0928 624	-0.02265 0.5723 624	0.02907 0.4686 624	0.03387 0.3984 624	-0.01143 0.7756 624
Current_exp current exp	0.11922 0.0029 624	1.00000 624	0.21557 <.0001 624	0.19676 <.0001 624	-0.01387 0.7294 624	0.14096 0.0004 624	0.11332 0.0046 624
Style Style respondents prefer	0.06735 0.0928 624	0.21557 <.0001 624	1.00000 624	0.12375 0.0020 624	0.10438 0.0091 624	0.16156 <.0001 624	0.09109 0.0229 624
Participative	-0.02265 0.5723 624	0.19676 <.0001 624	0.12375 0.0020 624	1.00000 624	0.26506 <.0001 624	0.35913 <.0001 624	0.27096 <.0001 624
Supportive	0.02907 0.4686 624	-0.01387 0.7294 624	0.10438 0.0091 624	0.26506 <.0001 624	1.00000 624	0.21198 <.0001 624	0.22214 <.0001 624
Directive	0.03387 0.3984 624	0.14096 0.0004 624	0.16156 <.0001 624	0.35913 <.0001 624	0.21198 <.0001 624	1.00000 624	0.35784 <.0001 624
Achieve	-0.01143 0.7756 624	0.11332 0.0046 624	0.09109 0.0229 624	0.27096 <.0001 624	0.22214 <.0001 624	0.35784 <.0001 624	1.00000 624

APPENDIX D

Composite frequency tables that report the response patterns of (i) principals, and (ii) teachers as to the perceived presence of traits of four leadership styles in the conduct of primary school principals in the Tigray region

Table 51 Principals: Response distribution of the five attributes of the style								
Directive style attributes								
Frequency Row Percentage	never	hardly ever	seldom	occasio nally	often	usually	always	Total
1: I let my staff know what is expected of them	0 0.00	1 0.56	10 5.59	11 6.15	61 34.08	77 43.02	19 10.61	179
5: I inform my teachers about what needs to be done...	0 0.00	0 0.00	6 3.35	30 16.76	58 32.40	53 29.61	32 17.88	179
9: I ask my teachers to follow standard rules and regulations	4 2.25	1 0.56	8 4.49	22 12.36	46 25.84	59 33.15	38 21.35	178
14: I explain the level of performance that is expected of my teachers.	3 1.69	4 2.25	15 8.43	24 13.48	45 25.28	64 35.96	23 12.92	178
18: I give vague explanations of what is expected of my teachers on the job	4 2.23	10 5.59	14 7.82	10 5.59	19 10.61	38 21.23	84 46.93	179
Total	11	16	53	97	229	291	196	893
Probability (Chi-square statistic under Ho assumes a value of 157.04) < 0.0001 ***								

According to the path-goal questionnaire protocol, question q18 included in this set of questions that evaluate the directive style, is stated negatively in the questionnaire (see Appendix F) and has to be reversed. To achieve this, the reported responses of "1" are coded as "7," "2" as "6," "3" as "5" and responses to "4" remain "4."

The same applies to questions 11, 7, and 16 for the supportive-; participative-; and achievement orientated styles respectively.

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Table 52 Teachers: Response distribution of the five attributes of the style								
Directive style attributes	direct							
Frequency Row Percentage	**never**	**hardly ever**	**seldom**	**occasio nally**	**often**	**usually**	**always**	**Total**
1: I let my staff know what is expected of them	7	10	21	50	144	169	44	445
	1.57	2.25	4.72	11.24	32.36	37.98	9.89	
5: I inform my teachers about what needs to be done.	1	12	22	55	159	147	49	445
	0.22	2.70	4.94	12.36	35.73	33.03	11.01	
9: I ask my teachers to follow standard rules and regulations.	8	7	20	41	110	165	94	445
	1.80	1.57	4.49	9.21	24.72	37.08	21.12	
14: I explain the level of performance that is expected of my teachers.	8	19	46	68	124	142	38	445
	1.80	4.27	10.34	15.28	27.87	31.91	8.54	
18: I give vague explanations of what is expected of my teachers on the job.	6	28	52	41	55	102	161	445
	1.35	6.29	11.69	9.21	12.36	22.92	36.18	
Total	30	76	161	255	592	725	386	2225
The probability associated with the Chi-square statistic of 276.97, is <0.0001***								

Table 53 Principals: Response distribution of the five attributes of the style								
Supportive style attributes								
Frequency Row Percentage	**never**	**hardly ever**	**seldom**	**occasi onally**	**often**	**usually**	**always**	**Total**
2: Maintain a friendly working relationship	1	0	8	13	58	58	41	179
	0.56	0.00	4.47	7.26	32.40	32.40	22.91	
8: Do little things to make the group pleasant	21	36	41	39	30	8	4	179
	11.73	20.11	22.91	21.79	16.76	4.47	2.23	
11: Do not say hurtful things to the subordinates	2	8	11	15	22	49	72	179
	1.12	4.47	6.15	8.38	12.29	27.37	40.22	
15: Assist with problems that hinder performance	2	3	19	19	71	58	7	179
	1.12	1.68	10.61	10.61	39.66	32.40	3.91	
20: Behave in a thoughtful manner to subordinates	9	7	25	24	54	50	10	179
	5.03	3.91	13.97	13.41	30.17	27.93	5.59	
Total	35	54	104	110	235	223	134	895
Chi-sq statistic = 373.71; Probability (chi-square statistic assumes this value under H_0 of response patterns not differing) <0.0001***								

Table 54 Teachers: Response distribution of the five attributes of the style								
Supportive style attributes								
Frequency Row Pct	**never**	**hardly ever**	**seldom**	**occasi onally**	**often**	**usually**	**alway s**	**Total**
2: Maintain a friendly working relationship	7	14	26	47	148	162	41	445
	1.57	3.15	5.84	10.56	33.26	36.40	9.21	
8: Do little things to make the group pleasant	46	94	86	87	78	42	12	445
	10.34	21.12	19.33	19.55	17.53	9.44	2.70	
11: Do not say hurtful things to subordinates	10	23	50	35	57	109	161	445
	2.25	5.17	11.24	7.87	12.81	24.49	36.18	
15: Assist with problems that hinder performance	27	28	50	65	138	118	19	445
	6.07	6.29	11.24	14.61	31.01	26.52	4.27	
20: Behave in a thoughtful manner to subordinates	32	27	68	73	123	108	14	445
	7.19	6.07	15.28	16.40	27.64	24.27	3.15	
Total	122	186	280	307	544	539	247	2225
Probability(of a chi-square statistic being 669.69) under H_0 of no difference between response patterns) < 0.0001***								

"

<table>
<tr><td colspan="9">**Table 55**
Principals: Response distribution of the five attributes of the style</td></tr>
</table>

Participative style attributes								
Frequency Row Percentage	never	hardly ever	seldom	occa siona lly	often	usually	alway s	Total
3: I consult with my subordinates	1 0.56	1 0.56	21 11.73	27 15.08	50 27.93	59 32.96	20 11.17	179
4: Listen receptively to my subordinates	1 0.56	4 2.23	9 5.03	21 11.73	44 24.58	56 31.28	44 24.58	179
7:I act with my subordinates and consult them	5 2.79	10 5.59	16 8.94	21 11.73	39 21.79	41 22.91	47 26.26	179
12: I ask my subordinates for suggestions regarding assignments	2 1.12	7 3.91	42 23.46	45 25.14	55 30.73	26 14.53	2 1.12	179
17:I ask for suggestions about which assignments should be set	2 1.12	2 1.12	14 7.82	27 15.08	66 36.87	59 32.96	9 5.03	179
Total	11	24	102	141	254	241	122	895
Chi-square = 156.04 ; Probability (chi-square statistic assumes this value under H_0 of response patterns not differing) <0.0001***								

<table>
<tr><td colspan="9">**Table 56**
Teachers: Response distribution of the five attributes of the style</td></tr>
</table>

Participative style attributes								
Frequency Row Percentage	never	hardly ever	seldom	occasio nally	often	usuall y	always	Tota l
3: I consult with my subordinates	5 1.12	12 2.70	44 9.89	66 14.83	143 32.13	116 26.07	59 13.26	445
4: I listen receptively to my subordinates	6 1.35	18 4.04	56 12.58	100 22.47	124 27.87	112 25.17	29 6.52	445
7:I act with my subordinates and consult them.	7 1.57	26 5.84	78 17.53	61 13.71	78 17.53	85 19.10	110 24.72	445
12: I ask subordinates to make suggestions about assignments	21 4.72	28 6.29	72 16.18	107 24.04	147 33.03	55 12.36	15 3.37	445
17:I ask for suggestions regarding which assignments should be set	15 3.37	20 4.49	53 11.91	85 19.10	145 32.58	101 22.70	26 5.84	445
Total	54	104	303	419	637	469	239	2225
Chi-square = 234.54; Probability (chi-square statistic assumes this value under H_0 of response patterns not differing) <0.0001***								

<table>
<tr><td colspan="9">**Table 57**
Principals: Response distribution of the five attributes of the style</td></tr>
</table>

Achievement orientated leadership style attributes								
Frequency Row Percentage	neve r	hardly ever	seldom	occasi onally	often	usuall y	always	Tot al
6: Convey to my subordinates that they should perform at their best level	1 0.56	2 1.12	12 6.70	13 7.26	65 36.31	58 32.40	28 15.64	179
10: Set challenging performance goals for my subordinates	8 4.47	8 4.47	26 14.53	27 15.08	43 24.02	39 21.79	28 15.64	179
13: Encourage continual performance improvement	2 1.12	3 1.68	4 2.23	20 11.17	54 30.17	75 41.90	21 11.73	179
16:Do not show doubt regarding my subordinates' performance	4 2.23	43 24.02	57 31.84	23 12.85	23 12.85	19 10.61	10 5.59	179
19:Set challenging goals for my subordinates	1 0.56	6 3.35	19 10.61	39 21.79	65 36.31	44 24.58	5 2.79	179
Total	16	62	118	122	250	235	92	895
Probability (of chi-square statistic being 279.05) is<0.0001***								

Achievement orientated leadership style characteristics								
Table 58 **Teachers: Response distribution of the five attributes of the style**								
Frequency **Row Percentage**	**never**	**hardly ever**	**seldom**	**occasion ally**	**often**	**usually**	**always**	**Total**
6: Encourage my subordinates to perform at their best level	9 2.02	9 2.02	32 7.19	40 8.99	144 32.36	155 34.83	56 12.58	445
10: Set challenging performance goals for my subordinates	33 7.42	43 9.66	69 15.51	75 16.85	102 22.92	88 19.78	35 7.87	445
13: Encourage continual performance improvement	17 3.82	24 5.39	32 7.19	58 13.03	150 33.71	121 27.19	43 9.66	445
16:Do not show doubt about my subordinates' performance	10 2.25	70 15.73	100 22.47	88 19.78	59 13.26	60 13.48	58 13.03	445
19:Set challenging goals for my subordinates	7 1.57	37 8.31	74 16.63	66 14.83	130 29.21	123 27.64	8 1.80	445
Total	76	183	307	327	585	547	200	2225
Chi-square = 299.45; Probability (chi-square statistic assumes this value under H_0 of response patterns not differing) <0.0001***								

APPENDIX E

Focus Group Interview Schedule

Introduction:

- **Thanking the participants for their willingness to participate in the research**
- **Reminding them of the purposes and procedures of the study, importance of their participation to the study and their rights.**
- **Asking their permission to audio-tape their responses**

Background Information

- **What is the name of the Woreda you come from?**
- **How long have you served as principal in the Woreda?**

Main Questions

The focus group interview items were presented to the group of individuals in the same order as indicated below.

1. Which leadership style is frequently used by the school leaders?

2. What effect does the leadership style of your school leaders have on teachers' job performance?

3. Which of the leadership styles do you think are the most beneficial with regard to helping teachers improve their teaching performance? Why?

4. What are the indicators in the school that help you to know whether there are improvements in the job performance of teachers?

5. Which main factors affect the job performance of teachers in the school?

6. If you claim that there is an improvement in your teachers' performance, what evidence can you provide?

7. Which factor(s) enable teachers to proceed to the next professional level, for example, from the graduate teacher level to the proficient teacher level or from the proficient teacher level to the highly accomplished level and so on?

APPENDIX F

Questionnaire for Principals and Teachers

Questionnaire for principals

Dear Respondents

This questionnaire forms part of my doctoral research entitled *Principals' leadership styles and their effects on teachers' performance in the Tigray region of Ethiopia* for at the University of South Africa. You have been selected by a stratified sampling strategy from a population of 2198.

Hence, I invite you to take part in this survey.

The aim of this study is to investigate which leadership styles have an effect on teachers' performance. The findings of the study will benefit the educational leaders.

You are kindly requested to complete the survey questionnaire, comprising four sections, as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately thirty minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position, amongst others, will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, a soft copy of the findings of research will be made available to you on request.

Permission to undertake this survey has been granted by the College of Education and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: Ayene Tamrat Atsebeha, Mekelle University, Department of Educational Planning and Management, cell: 251914708423, email: 45518238@mylife.unisa.ac.za. My supervisor can be reached at the University of South Africa, Department of Educational Leadership and Management, College of Education, UNISA. Email: Vniekej@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research.

Please return the completed questionnaire to the researcher.

Thank you very much in advance for your cooperation!

Section A Background information/ Biographical properties Please answer the questions in this section by selecting the one option that is most applicable to you: Serial number	Official use
	▢▢▢▢ 4

1. Your gender	

1.	Male	
2.	Female	

Official use: ▢   5

2. Your age	

1.	Under 25	
2.	25-29	
3.	30–39	
4.	40-49	
5.	50-59	
6.	60-65	

Official use: ▢   6

3. How are you appointed in your current position as principal?

Employment status	
1. Full time	
2. Part time	
3. Employed under other option	
Employment contract	
4. Permanent appointment (contract till retirement)	

Official use: ▢   7

5. Fixed term (long term contract – period exceeding one year)		
6. Fixed term (short term contract – period less than one year)		8
7. Temporary/ or other type of appointment		

4. Do you as principal (at your current school) have teaching responsibilities?

1. Yes	
2. No	

9

If your response is "yes", please indicate the hours that you teach every week (for example "03")

11

5. Do you also teach at any other school?

1. Yes	
2. No	

12

If your response is "yes", please indicate the number of other schools where you also teach (for example "03")

14

6. Please indicate your highest qualification

1. TTI (Teacher's training certificate) Under 25	
2. Diploma in educational planning management	
3. Diploma in another field of study	
4. B degree in educational planning management	
5. B degree in another field of study	
6. Post graduate degree	
7. Other qualification	

15

7. Teaching experience prior to your appointment as principal at your current school

1. Less than a year teaching experience	
2. 1-2 years	
3. 3-5 years	
4. 6-10 years	
5. 11-15 years	
6. 16-20 years	
7. More than 20 years	

16

8. Leadership experience as principal (inclusive of prior and current appointments as principal)

1. Less than a year	
2. 1-2 years	
3. 3-5 years	
4. 6-10 years	
5. 11-15 years	
6 16-20 years	
7. More than 20 years	

17

	1	2	3	4	5	6	7
Section B:							

	1	2	3	4	5	6	7
1. I let my staff know what is expected of them.							
2. I maintain a friendly working relationship with my teachers.							
3. I consult with my teachers when facing a problem.							
4. I listen receptively to my teachers' ideas and suggestions.							
5. I inform my teachers about what needs to be done and how it needs to be done.							
6. I let my teachers know that I expect them to perform at their highest level.							
7. I act without consulting my teachers.							
8. I do little things to make it pleasant to be a member of the group.							
9. I ask my teachers to follow standard rules and regulations.							
10. I set goals for my teachers' performance that are quite challenging.							
11. I say things that hurt my teachers' personal feelings.							
12. I ask for suggestions from my teachers concerning how to carry out assignments.							
13. I encourage continual improvement in my teachers' performance.							
14. I explain the level of performance that is expected of my teachers.							
15. I help my teachers overcome problems that stop them from carrying out their tasks.							
16. I show that I have doubts about my teachers' ability to meet most objectives.							
17. I ask my teachers for suggestions on what assignments should be made.							
18. I give vague explanations of what is expected of my teachers on the job.							
19. I consistently set challenging goals for my teachers to attain.							
20. I behave in a manner that is thoughtful of my teachers' personal needs.							

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Section C

Principals' perceptions of teachers' performance

Section C probes the participants' perceptions regarding teachers' job performance.
Please indicate your level of agreement with the aspects of job performance probed in the listed statements compared to the general performance of teachers at your school.

Please rate your responses against the agreement legend:

Strongly disagree = 1;   Disagree = 2 ;   Undecided= 3;   Agree = 4;   Strongly agree = 5

	1	2	3	4	5	
1. Teachers organise their assessment according to the school assessment policy.						
2. Teacher conduct towards learners is characterised by professionalism.						
3. The workbooks of learners are marked regularly.						
4. Teachers have a positive influence on learners.						
5. Teachers prepare well for lessons.						
6. The seating arrangements are organised according to the purpose of the lesson.						
7. The workbooks of learners are signed regularly by both teachers and parents.						
8. Teachers manage their classes in a disciplined way.						
9. Teachers know and support the vision and mission of the school.						
10. The assessment of learners' work is done regularly according to a planned schedule.						
11. Classrooms are clean and are decorated appropriately.						
12. Teachers check that learners master the work while presenting lessons.						
13. Teachers have high but realistic expectations of learners.						
14. Teachers enrich the curriculum by planning visits to places of interest.						

15. Teachers motivate learners to learn.							
16. Teachers use assessment data to improve their teaching.							
17. Teachers utilise learner leaders in their classroom management.							
18. Tests are given immediately after completing a unit of work.							
19. Teachers love working with learners.							
20. Teachers model values that promote a healthy classroom culture.							
21. Teachers teach at the level of their learners' competence and understanding.							
22. Teachers promote learner participation through group work.							
23. Teachers keep a record of marks obtained by learners to monitor their progress carefully.							
24. The use of teaching media is well planned.							
25. Teachers communicate in an appropriate way.							
26. Teachers show learners how to learn their subject.							
27. In their planning to improve results teachers take learner diversity into account.							
28. Teachers have well-structured schemes of work.							
29. Teachers check the school attendance of learners to assist them timely so that no learner falls behind.							
30. Teachers create a non-threatening classroom atmosphere conducive to optimal learning.							
31. Teachers provide the right opportunities for learners to become competent learners.							
32. Teachers plan effectively to engage learners in their classes.							
33. Teachers use teaching time effectively.							
34. Teachers have an effective classroom discipline management policy.							

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Section D

Open-ended questions

Please express briefly, in your own words, your views on the following:

1. **Which leadership style do you feel comfortable to use in managing the staff at your school?**

1. The directive leadership style (defined as, "a style by means of which a principal clarifies the path to reward")	
2. The supportive leadership style (defined as: "a style by means of which a principal increases the satisfaction of subordinates and reduces any negative aspects present in the situation")	
3. The participative leadership style defined as: ("a style by means of which a principal increases the communication and decision making skill of teachers ")	
4. The achievement orientated style (defined as:" style by means of which a principal increases the self-confidence of subordinates to attain their gaol when the task is complex and the environment is uncertain")	

Please motivate briefly why you prefer this style:

2. **How do you perceive your leadership style with regard to affecting the job performance of teachers positively at your school? Please explain briefly.**

3. **Please list the actions/ initiatives that you believe can improve teachers' job performance at your school**

-
-
-
-

-
-
-

4. Do you believe that your leadership style supports your teachers' professional-level promotion? (for example, from a graduate teacher to a proficient teacher).

1. Yes	
2. No	

Please motivate your response briefly

5. **Please list your own professional promotion history**

Professional level	Year	Your view of the reason/ incident/ actions/ behaviour that gained you the promotion
Graduate teacher		
Proficient teacher		
Highly accomplished		
Leader teacher		
Other/ further levels		

Please feel free to jot down any comment regarding professional level promotion:

Questionnaire for teachers

Dear Respondents

This questionnaire forms part of my doctoral research entitled *Principals' Leadership Styles and Their Effect on Teachers' Performance in the Tigray region of Ethiopia* at the University of South Africa. You have been selected by means of a stratified sampling strategy from a population of 16,485.

Hence, I have invited you to take part in this survey.

The aim of this study is to investigate which leadership styles have an effect on teachers' performance. The finding of the study will benefit the educational leaders.

You are kindly requested to complete the survey questionnaire, comprising four sections, as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire, which is for research purposes only. The questionnaire will take approximately thirty minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position, amongst others, will contribute to a more comprehensive analysis. All the information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, a soft copy of the findings of research will be made available to you on request.

Permission to undertake this survey has been granted by the College of Education and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: Ayene Tamrat Atsebeha, Mekelle University, Department of

Educational Planning and Management, cell: 251914708423, email: 45518238@mylife.unisa.ac.za. My supervisor can be reached at the University of South Africa, Department of Educational Leadership and Management, College of Education, UNISA, email: Vniekej@unisa.ac.za.

By completing the questionnaire, you indicate that you have agreed to participate in this research.

Please return the completed questionnaire to the researcher.

Thank you very much for your cooperation in advance!

Section A **Background Information/ Biographical properties** To each of the questions in this section, please select the one option most applicable to you Serial number	Official use ☐☐☐☐ 4
1. Your gender <table><tr><td>1. Male</td><td></td></tr><tr><td>2. Female</td><td></td></tr></table>	☐ 5
2. Your age <table><tr><td>1. Under 25</td><td></td></tr><tr><td>2. 25-29</td><td></td></tr><tr><td>4. 30–39</td><td></td></tr><tr><td>5. 40-49</td><td></td></tr><tr><td>6. 50-59</td><td></td></tr><tr><td></td><td></td></tr></table>	☐ 6
3. How are you appointed in your current position as teacher? <table><tr><td colspan="2">**Employment status**</td></tr><tr><td>8. Full time</td><td></td></tr><tr><td>9. Part time</td><td></td></tr><tr><td>10. Employed under other option</td><td></td></tr><tr><td colspan="2">**Employment contract**</td></tr><tr><td>11. Permanent appointment (contract till retirement)</td><td></td></tr><tr><td>12. Fixed term (long term contract – period exceeding one year)</td><td></td></tr><tr><td>13. Fixed term (short term contract – period less than one year)</td><td></td></tr><tr><td>14. Temporary/ or other type of appointment</td><td></td></tr></table>	☐ 7 ☐ 8
4. At your current school, do you have responsibilities such as group leader, department head, etc? <table><tr><td>1. Yes</td><td></td></tr><tr><td>2. No</td><td></td></tr></table> Please indicate the number of years (For example "03")	☐ 9

		11

5. Do you also teach at another school?
 	
            1. Yes
            2. No
 	
If your response is "yes", please indicate the number of other schools where you also teach (For example "03")
		12
		
		14

6. Please indicate your highest qualification

1. TTI (Teacher's training certificate). Under 25	
2. Diploma in Educational Planning Management	
3. Diploma in another field of study	
4. B degree in Educational Planning Management	
5. B degree in another field of study	
6. Postgraduate degree	
7. Other qualification	

            15

7. Teaching experience prior to your appointment as teacher at your current school

1. Less than one year teaching experience	
2. 1-2 years	
3. 3-5 years	
4. 6-10 years	
5. 11-15 years	
6. 16-20 yrs	
7. More than 20 years	

            16

8. Experience as teacher at your present school

1. Less than one year's teaching experience	
2. 1-2 years	
3. 3-5 years	
4. 6-10 years	
5. 11-15 years	
6. 16-20 yrs	
7. More than 20 years	

            17

	1	2	3	4	5	6	7	
Section B **Path–Goal Leadership Questionnaire** The listed statements probe the different path–goal leadership styles. Please indicate how often each of the statements is true of your principal. Key: 1 = Never; 2 = Hardly ever; 3 = Seldom; 4 = Occasionally; 5 = Often; 6 = Usually; 7 = Always								

	1	2	3	4	5	6	7	
1. Our principal lets teachers know what is expected of them.								
2. The principal maintains a friendly working relationship with teachers.								
3. Our principal consults with teachers when facing a problem.								
4. Our principal listens receptively to teachers' ideas and suggestions.								
5. The principal informs teachers about what needs to be done and how it needs to be done.								
6. The principal lets teachers know that he expects them to perform at their highest level.								
7. The principal acts without consulting his/her teachers.								
8. The principal does little things to make it pleasant to be a member of the group.								
9. Our principal asks teachers to follow standard rules and regulations.								
10. The principal sets goals for teachers' performance that are quite challenging.								
11. Our principal says things that hurt teachers' personal feelings.								
12. Our principal asks for suggestions from teachers concerning how to carry out assignments.								
13. Our principal encourages continual improvement in teachers' performance.								
14. Our principal explains the level of performance that is expected of teachers.								
15. The principal helps teachers overcome problems that stop them from carrying out their tasks.								
16. The principal shows that s/he has doubts about teachers' ability to meet most objectives.								
17. Our principal asks teachers for suggestions on what assignments should be made.								
18. Our principal gives vague explanations of what is expected of teachers on the job.								
19. Our principal consistently sets challenging goals for teachers to attain.								
20. Our principal behaves in a manner that is thoughtful of teachers' personal needs								

37

Section C
Teachers' perceptions of their performance

Section C probes participant perceptions regarding their job performance.
Please indicate your level of agreement with the aspects of job performance probed in the listed statements that follow.

Please rate your responses against the following agreement legend:
Strongly disagree = 1;   Disagree = 2 ;   Undecided= 3;   Agree = 4;   Strongly agree =5

	1	2	3	4	5	
1. Teachers organise their assessment according to the school assessment policy.						
2. Teacher conduct towards learners is characterised by professionalism.						
3. The work books of learners are regularly marked.						
4. Teachers have a positive influence on learners.						
5. Teachers prepare well for lessons.						
6. Seating arrangements are organised according to the purpose of the lesson.						
7. The work books of learners are regularly signed by both teachers and parents.						
8. Teachers manage their classes in a disciplined way.						
9. Teachers know and support the vision and mission of the school.						
10. Assessment of learners' work is done regularly according to a planned schedule.						
11. Classrooms are clean and appropriately decorated.						
12. Teachers check that learners master the work while presenting lessons.						
13. Teachers have high but realistic expectations of learners.						
14. Teachers enrich the curriculum by planning visits to places of interest.						
15. Teachers motivate learners to learn.						
16. Teachers use assessment data to improve their teaching.						
17. Teachers utilise learner leaders in their classroom management.						
18. Tests are given immediately after completing a unit of work.						
19. Teachers love working with learners.						
20. Teachers model values that promote a healthy classroom culture.						
21. Teachers teach at the level of their learners' competence and understanding.						
22. Teachers promote learner participation through group work.						
23. Teachers keep record of marks obtained by learners and monitor their progress carefully.						
24. The use of teaching media is well planned.						
25. Teachers communicate in an appropriate way.						
26. Teachers show learners how to learn their subject.						
27. In their planning to improve results teachers take learner diversity into account.						
28. Teachers have well-structured schemes of work.						

29. Teachers check school attendance of learners and assist that no learner falls behind.						
30. Teachers create a non-threatening classroom atmosphere conducive to optimal learning.						
31. Teachers provide the right opportunities for learners to become competent learners.						
32. Teachers plan effectively to engage learners in their classes.						
33. Teachers use teaching time effectively.						
34. Teachers have an effective classroom discipline management policy.						71

Section D
Open-ended questions

Please express briefly, in your own words, your views on the following:

1 Which leadership style does your principal exhibit/ use when dealing with school matters?

1 Directive leadership style (defined as: "a style by which a principal clarifies the path to reward")	
2 Supportive leadership style (defined as: "a style by which a principal increases the satisfaction of subordinates and reduce any negative aspects present in the situation")	
3 Participative leadership style (defined as: "a style by which a principal increases the communication and decision making skill of teachers")	
4 Achievement orientated style (defined as:" style by which a principal increases the self-confidence of subordinates to attain their goals when the task is complex and the environment is uncertain")	

Please motivate your response briefly.

2 How do you perceive the leadership style of the principal to affect the job performance of teachers in your school? Please explain briefly.

3   Please list actions/ initiatives that you believe can improve **your** job performance at school:

-
-
-
-
-
-
-

4   **Do you perceive that your principal's leadership style has a positive effect on your job performance?**

1. Yes	
2. No	

Please motivate your response briefly.

5. **Please list your own professional promotion history.**

Professional level	Year	Your view of the reason/ incident/ actions/ behaviour that gained you the promotion
Graduate teacher		
Proficient teacher		
Highly accomplished		
Leader teacher		
Other/ further levels		

Please feel free to jot down any comment regarding professional level promotion:

APPENDIX G

Research Ethics Clearance Certificate

UNISA | college of education

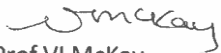## Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

AT Atsebeha [45518238]

for a D Ed study entitled

Principals' leadership styles and their effect on Teachers' performance in Primary Schools of Tigray region, Ethiopia

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof VI McKay
Acting Executive Dean : CEDU

Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2014 OCTOBER /45518238/MC   22 OCTOBER 2014

APPENDIX H

Request for Authorisation to Conduct Research in Primary Schools of Tigray Region

Dear Sir/Madam

Date: 15 August 2014

To: Tigray Region Educational Bureau
Tigray Region
Mekelle

From: Ayene Tamrat Atsebeha
Tel. 0914708423
E-mail: 45518238@mylife.unisa.ac.za **or** woine06@yahoo.com
University of South Africa
Supervisor's Name: Prof. EJ van Niekerk

Subject: Request for Authorization to Conduct Research in Primary Schools of Tigray Region

Dear Sir/Madam

I am an instructor at Mekelle University pursuing PhD studies at UNISA in Educational leadership. As a main requirement of my study, I am conducting research on a topic *Principals' Leadership Styles and Their Effect on the Teachers' Performance in the Tigray region of Ethiopia*. The study will be conducted in schools which are under 46 Woreda Educational Offices.

I am writing this letter to request your good office for a permission to conduct research on the above topic in primary schools. I pledge to treat all information I may obtain in the course of this research with the highest confidentiality. I also pledge to follow all procedures set by the schools and I will conduct my research without disturbing any school program.

I request a written response for purposes of facilitating my identification and self-introduction to Woreda Educational Offices which are in the Tigray Region.

I appreciate your cooperation taking time off your hectic schedule to attend to my request.
With regards

Ayene Tamrat Atsebeha

APPENDIX I

Request for Permission to Conduct Research at primary schools

<div align="right">

Date: 15 August 2014

</div>

To: Enda Mokoni Woreda Educational Offices
    Maichew
    Tigray

From: Ayene Tamrat Atsebeha
Tel: 0914708423
E-mail: 45518238@mylife.unisa.ac.za **or** woini06@yahoo.com
University of South Africa
Supervisor's Name: Prof. EJ Van Niekerk

Subject: Request for Permission to Conduct Research at primary schools

Dear Sir/Madam

I am an instructor at Mekelle University pursuing my PhD studies at UNISA in Educational leadership. As a main requirement of my study, I am conducting research on a topic "Principals' Leadership Styles and Their Effect on Teachers' Performance in the Primary Schools of the Tigray Region in Ethiopia". I have selected some primary schools of this woreda as part of my sample to conduct my research. With this letter, I seek your permission to conduct the above research with principals, supervisors and teachers of the schools.

The research will involve two types of data collection procedures. The first is a questionnaire which will include 5 teachers and two principals for each school and the second is a focus group interview which includes 12 principals and 12 supervisors.

Please be assured that all ethical issues relating to research will be observed, and that I commit myself to limit any obstructions of academic or other activities to the minimum. I therefore request for your written response, at your earliest convenience, to enable me to start with this long process.

I would like to thank you for your attention to this matter
 With regards

Ayene Tamrat Atsebeha

APPENDIX J

Research Participants Consent Form

Research Title: Principals' Leadership Styles and Their Effect on Teachers' Performance in Primary Schools of the Tigray Region of Ethiopia.

Researcher Name: Ayene Tamrart Atsebeha

       Email address: 45518238@mylife.unisa.ac.za

       Cell: 251914708423

Supervisor's Name: Prof. EJ Van Niekerk

       University of South Africa

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

Ayene Tamrat Atsebeha

_____

I have read the information presented in the letter about the study "Principals' Leadership Styles and Their Effect on Teachers' Performance in Primary Schools of the Tigray Region of Ethiopia". I had the opportunity to ask any questions related to the study, to receive satisfactory answers to my questions, and to add any additional details I wanted. I am aware that my interview can be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I have been informed that I may withdraw my consent at any time without penalty by advising the researcher. I have also been told that the interview would take approximately forty minutes and would take place in a mutually agreed upon location and at a time convenient to me. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name:_____

Participant Signature: _____

Researcher Name: Ayene Tamrat Atsebeha

Researcher Signature: _____

Date: _____

APPENDIX K

Focus Group Interview Assent and Confidentiality Agreement

Research Title: Principals' Leadership Styles and Their Effect on Teachers' Performance in Primary Schools of the Tigray Region of Ethiopia.

Researcher Name: Ayene Tamrat Atsebeha

              Email address: 45518238@mylife.unisa.ac.za

              Cell: 251914708423

Supervisor's Name: Prof. EJ Van Niekerk

              University of South Africa

I _____ grant consent that the information I share during the group discussion (focus group interviews) may be used by the researcher, Ayene Tamrat Atsebeha, for research purposes. I am aware that the group discussion will be digitally recorded and grant consent for these recordings. I will not share the discussion made in the group to any person outside the group in order to maintain confidentiality.

Participant's Name:_____

Participant signature:_____

Researcher's Name: Ayene Tamrat Atsebeha

Researcher's Signature: _____

Date:_____

APPENDIX L

Consent to fill out the questionnaire

Research Title: Principals' Leadership Styles and Their Effect on Teachers' Performance in Primary Schools of the Tigray Region of Ethiopia

Researcher Name: Ayene Tamrat Atsebeha

Email address: 45518238@mylife.unisa.ac.za

Cell: 251914708423

Supervisor's Name: Prof. EJ Van Niekerk

University of South Africa

_____

The purpose of the questionnaire and its nature has been explained to me.

I take part to complete this survey questionnaire, comprising four sections which will take approximately thirty minutes to complete as a part of the study entitled Principals' Leadership Style and Its effect on teachers' performance in primary schools of the Tigray Region for the degree of DED at the University of South Africa.

My participation in this survey is voluntary and I have the right to withdraw from answering this survey without penalty at any stage. After the completion of the study, a soft copy of the study will be made available in the Woreda Educational offices and Tigray Educational Bureau.

The experience, and perception or thoughts will be used for research purposes only and will remain confidential.

I print my name, signature and data below.

Name of participant:_____

Signature:_____

Data:_____

APPENDIX M

Permission to use the path-goal instrument

May 19, 2014

Ayene Tamrat Atsebeha

Yes, you have permission to use the path-goal instrument. Just be sure to cite all the articles related to it listed in the Northouse chapter.

Best wishes for your research.

Dr. Julie Indvik

California State University, Chico

_____