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RESEARCH ARTICLE

LEADERSHIP BEHAVIOR AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS OF EAST HARARGHE ZONE

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ABSTRACT

The aim of the study was to investigate the school principals' leadership behaviors and its impact on teachers' job performance in secondary schools of East Haraghe Zone. Descriptive survey design was employed. Questionnaire also employed to collect data from 72 school-based supervision committee members who were selected using availability sampling technique, and 172 teachers were selected using stratified random sampling technique. The data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation, and inferential statistics such as independent sample t-test, and Pearson Correlation. The findings indicated that the most leadership behavior currently practiced by secondary school principals of East Hararghe Zone was directive leadership. Teachers' job performance was found to be at a low level in the schools. There was no significant difference between the responses of the two groups. The research reveals that the level of teachers' job performance was at low level. There is significant and positive relationship between leadership behaviors and teachers' job performance.

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INTRODUCTION

In fostering quality of education, leadership plays greater roles. Among this roles include providing effective leadership in schools, thereby enhancing better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). At the world economic forum in January 2005 in Davos, business and political leaders ranked education as a leading global concern, recognizing it as a key to beating poverty. In developing countries where universal education for all is not achieved, the question of quality education is a critical issue, especially for Africa. This is the reflection of poor educational leadership. Educational leadership in developing countries of the world is also very problematic. This shows that the desire for more effective leadership that ensures quality education is at the top of educational agenda, i.e. without leadership, any national agenda for educational reform is doomed to the same fate that befell reform efforts in past decades. At this juncture, since teachers are the most valuable assets of educational systems, schools could be successful through engagement of teachers in school improvement program and principals by applying appropriate leadership behavior in schools.

As the major input of education quality, performance of teachers was widely recognized as a critical factor influencing education quality. Thus, the development of performance of teachers has been the most determining factor to guarantee education quality (UNESCO, 2006). The relationship between principals' leadership behaviour and teachers' job performance has been a subject of controversy (argument) by many researchers (Adeyemi, 2006). The controversy was on whether or not the behaviour of leadership of principals influences the level of job performance among teachers. However, common observation in the school system shows that the behaviours of leadership of a principal could perhaps have serious impact on teachers' job performance. In this regard, Alageheband (1997) further emphasized that in order to boost teachers' job performance and bring about quality of education, it is highly demanding for principals to use appropriate leadership behavior. The principal's leadership behavior influences the efficiency and the effectiveness of teachers' job performance in school. Principals as educational leaders play pivotal roles in the success of schools through building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching among all staff members, monitor students' learning progress and closely work with parents (MoE, 2005). All teachers are not equal in their performance. But if they are

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handled carefully, their moral can be increased and they become more productive. As MoE (2008) points out that there are many demotivating factors that affect teacher's job performance to the teaching profession in secondary schools: lack of incentives, poor conditions of service, large class size, poor career promotions, inadequacy of teaching facilities/materials, low job status, and low salary. However, above all else, the most serious factor that hinders teachers' job performance is the leadership behavior that principals exercise in their school. Principals can encourage effective performance of their teachers by identifying their needs and creating conducive organizational climate (Adeyemi, 2010). In addition, Daft (2006) emphasized that teachers' job performance can be affected by lack of time for participating, lack of interest for participating, absence of supportive school culture, absence of trust between teachers and principals, lack of democratic and participative leadership of principals, lack of training and support, resistance by school administrators, undermining teachers in decision making, immutable communication with teachers, lack of formal authority and lack of experience (Moore and Dainty, 2002). Therefore, the aim of this study is to investigate school principals' leadership behavior and its impact on teachers' job performance in Secondary Schools of East Hararghe Zone.

Basic Research Questions

The study attempted to answer the following basic research questions:

- What leadership behaviors are practiced by school principals in Secondary Schools of East Haraghe Zone?
- What is the level of teachers' job performance in Secondary Schools of East Haraghe Zone?
- Is there any relationship between principals' leadership behaviors and teachers' job performance in Secondary Schools of East Haraghe Zone?

Significance of the Study: The findings of this study may be helpful for officials of regional, zonal and district level education bureaus regarding how the school principals apply their leadership behaviour to achieve educational objectives efficiently and effectively. The study also provides educational leaders that what kinds of leadership behaviour shall be employed for better teachers' job performance in Secondary Schools of East Hararghe Zone. Furthermore, it could give feedback to school principals and supervisors to know the impact of using inappropriate leadership behaviors on teachers' job performance. Finally, the study may serve as a springboard for other researchers who are interested to conduct in-depth further studies in related issues.

Context and Review of Literature

The Concept of Leadership Behavior: Leadership theories have proposed several leadership behaviors such as: autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional, and transformational leadership. But there is consensus among researchers that particular leadership behavior will yield result in a particular situation. In other words, single leadership behavior is not ideal for every situation. And a leader may be more effective in a particular situation but may not emerge as effective a different situation (Mosad and Yarmohammadian, 2006). The selection of a particular type of leadership behaviour at school

level depends on a number of factors. Some of the most important factors influencing the choice of a particular type of leadership behaviour depend on the following factors: the leaders personality, the nature of the task, the type of people involved in the task, the expectation of the group, the relationship between the leader and the other members of the group, the nature and culture of the organization (MoE, 2004). According to different writers, various approaches are used in categorizing the behaviours of leadership. For example, Holt (1993) argues four major categories of leadership behaviours: supportive, directive, participative and achievement-oriented behaviours of leadership.

This category of leadership behavior leads to path-goal theory. The theory suggests that depending on the subordinates and situations, different leadership behaviors will increase acceptance of the leader by subordinates, level of satisfaction and motivation to high performance. Based on situational factors, path-goal theory proposes a fourfold classification of leader behaviors. Hence, this research was conducted focusing on path-goal theory of leadership behavior as described hereunder. The first one is directive leadership behavior. In this category, the leader tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. He also sets standards of performance and defines clear rules and regulations for subordinates (Northouse, 2013). In this case, subordinates have no chance to participate in decision-making process. The leader reflects authority, rules, and regulations of the organization. Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities (Hoy and Miskel, 2001).

The second one is supportive leadership behavior. In this case, the leader shows concern for subordinates' wellbeing and personal needs. Supportive leadership consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates (Northouse, 2013). The third category of path-goal theory of leadership is participative leadership behavior. The leader consults with subordinates about decisions. A participative leader consults subordinates, obtains their ideas and opinions and integrates their suggestions into decision-making (Northouse, 2013). Participative leadership is appropriate when subordinates do not want autocratic leadership, have internal locus of control, and follower ability is high (Lussier and Achua, 2010). The fourth category is achievement-oriented leadership behavior. The leader sets clear and challenging goals for subordinates. In a school organization, such a principal establishes a high standard of excellence for teachers and seeks continuous improvement. The leader emphasizes on the job being done than the well-being of employees.

MATERIALS AND METHODS

Research Design: A descriptive survey research design was employed to describe leadership behaviors and its impact on teachers' job performance because it is appropriate when the aim of the study was to get an exact description of current

phenomenon. Besides, a quantitative approach was employed so as to obtain the data for this study.

Participants: The study involves teachers and school-based supervision committee members in secondary schools of East Haraghe Zone. In the zone, there are a total of 38 secondary schools, out of which eight of them were selected through simple random sampling technique because this technique gives equal chance for being selected. In the sampled schools, there are a total of 322 teachers. Out of these, 178(55%) of teachers were selected using stratified sampling technique because this technique could give equal chance of being included in the study according to their size. The respondents' work experience was used as a basis for the strata of selecting teachers. From these strata, the samples are taken by using simple random sampling technique. Moreover, school-based supervision committee members in the sampled secondary schools of East Hararghe Zone was selected through availability sampling technique due to all the participants are few in number and help to get relevant and real information regarding the issue under study.

Data Collection Instruments: Questionnaire was used as data collection instruments for the study. It was administered to school-based supervision committee members and teachers.

RESULTS

A total of 250 questionnaires were distributed to the study samples, of which 178 were distributed to teachers, 76 to school based supervision committee members. Then, out of the distributed questionnaires, 244 were correctly filled and returned.

Accordingly, the obtained data from the above sources were presented in tables, organized and interpreted. As indicated in table 1, 127 (73.8%) of the respondents from the teachers were males and 45(26.2%) were females. Similarly, 71(98.6%) of SBSCM were males, whereas 1(1.4%) was female. This reveals that the involvement of females in educational leadership is very low. Regarding the qualifications of SBSCM, the finding revealed that 12(16.7%), 60(83.3%) of them were masters and bachelor degree holders. There were no SBSCM holding diploma and certificate. Regarding the teachers' educational qualifications, the majority of teachers, that is, 145 (89.5%) had bachelor degree followed by masters degree 17(10.5%). According to MoE (2009), the recruitment and assignment criteria of educational leader, primary school principals and supervisors should have first degree and secondary school leaders should have masters degree with a required field of specialization. Hence, it can be indicated that the educational levels of secondary school leaders in the study area are below the standards set. As shown in the table above, 25 (14.5%) of teachers have work experiences of 5 years and below. But, the rest 34 (19.8%), 49(28.5%), 26(15.1%), 18(10.5%) and 20(11.6%) have 6 -10, 11-15, 16-20, 21-25 and more than 25 years of work experiences respectively. This reveals that since the majority of respondents are in between 11-15 years of experience followed by 16-20, and even significant numbers of teachers are 5 years and below levels of work experience, a critical support and coaching should be available for teachers because they may face various methodological problems as related to the teaching-learning process.

Leadership Behaviors Practiced in Secondary Schools: In this part, leadership behaviors in secondary school are determined by mean values of the school-based supervision

Table 1. Respondents' Background Information

No	Questions	Characteristics	Distribution			
			Teachers		SBSCM	
			Frequency	Percentage	Frequency	Percentage
1	Sex	Male	127	73.8	71	98.6
		Female	45	26.2	1	1.4
		Diploma	---	---	---	---
2	Educational Status/Qualification	Degree	161	93.6	60	83.3
		MSc/MA	11	6.4	12	16.7
		1-5	25	14.5	--	---
		6-10	34	19.8	6	8.3
		11-15	49	28.5	39	54.2
3	Work Experience	16-20	26	15.1	24	33.3
		21-25	18	10.5	3	4.2
		25-30	20	11.6	---	---

Key: SBSCM means School-based Supervision Committee Members

Table 2. Leadership Behaviors Practiced in Secondary Schools

No	Dimension of Leadership Behaviors	Respondents	F	Mean	Average Mean	t	Sig. (2-tailed)
1	Participative Leadership Behavior	Teachers	172	4.42	4.37	0.31	0.75
		SBSCM	72	4.32			
2	Supportive Leadership Behavior	Teachers	172	4.57	4.520	0.34	0.73
		SBSCM	72	4.46			
3	Alternative-Oriented Leadership Behavior	Teachers	172	4.44	4.28	1.05	0.29
		SBSCM	72	4.13			
4	Directive Leadership Behavior	Teachers	172	4.75	4.63	0.74	0.45
		SBSCM	72	4.52			
Grand Mean						4.45	

Keys:1. Teachers 2. School-based Supervision Committee Members Mean Value ≥ 4.5 = strongly participative/strongly supportive/ strongly directive/strongly achievement oriented Mean value 3.50- 4.49 = moderately participative/moderately supportive/ moderately directive/moderately achievement oriented Mean value 2.50 - 3.49 = least participative/least supportive/least directive/least achievement Oriented Mean value ≤ 2.49 not participative/not supportive/not directive/not achievement Oriented (Bluma,2012) $t_{cr} = 1.960, df = 242$

committee members and teachers' responses to the questionnaire. As indicated in Table 2, the mean value of teachers and SBSCM response was 4.42 and 4.32 respectively regarding the participative leadership behavior of principals. The average mean value of teachers and school based supervision committee members were 4.37. This indicated that their school principals' participative leadership behavior is moderate. Besides, the independent sample t-test was employed to test whether there is statistically significant difference between the responses of the two groups. The t-value 0.31 was less than the table value 1.960 at 0.05 levels of significance. So, there is no significance difference between the responses of the two groups. The mean value of teachers and SBSCM response on supportive leadership behavior of principals was 4.57 and 4.46 respectively. The average mean value of teachers and SBSCM were 4.52 and it was found to be greater than 4.5. The value indicated that principals in sampled schools were strongly supportive. Finally, the independent sample t-test was employed to test the significance difference between the two groups. However, the average calculated t-value 0.34 was less than the table value 1.960 at 0.05 significance level, and 242 degree of freedom. So, it is concluded that there is no statistically significant difference observed between the two groups. The mean value of teachers and SBSCM response on achievement-oriented leadership behavior was 4.44 and 4.13 respectively. The average mean value of teachers and SBSCM were 4.28 and it was found in between 3.50–4.49.

The mean value of teachers and SBSCM response on directive leadership behavior was 4.75 and 4.52 respectively. This indicates that secondary school principals were strongly directive. Since the calculated t-value 0.79 was less than the table value 1.960 at 0.05 significance level and 242 degree of freedom, there is no significance difference between the responses of the two groups.

The Level of Job Performance among Teachers: In this part, the level of teachers' job performance through their instructional planning, instructional delivery, assessment as/of/for learning, and student progress were measured. To this end, sixteen questions were prepared on the five points Likert rating scale with the options of strongly agree (5) to strongly disagree (1). The level of teachers' job performance is determined by the mean values of SBSCM and teachers' responses to the questionnaire. There are three levels: lower level (mean value less than <3.00), Medium level (mean value from 3.00 to 3.99) and high level (mean value >4.00) Bluma, 2012 As indicated in Table 3, the mean value of teachers and SBSCM response regarding instructional planning were 2.49 and 2.58 respectively. This revealed that teachers' job performance in instructional planning and developmental needs of all students was at lower level. The t-calculated (-0.60) was less than the tcr (1.960) at 0.05 level of significance and degree of freedom 242. This shows that there is no significant difference between teachers' response and SBSCM.

Table 3. Teachers' Level of Job Performance

No	Variables	Respondents	F	SD	Mean	Average Mean	t	(P)Sig. (2 tailed)
1	Instructional planning	1	172	1.111	2.49	2.54	-0.601	0.548
		2	72	1.160	2.58			
2	Instructional delivery	1	172	1.051	2.08	2.13	-0.641	0.522
		2	72	1.214	2.18			
3	Assessment as/of/for learning	1	172	1.248	2.27	2.31	-0.424	0.672
		2	72	1.235	2.35			
4	Measuring students' progress	1	172	1.071	2.58	2.68	-1.405	0.161
		2	72	0.907	2.78			
Grand Mean						2.415	.767	

Key: 1. Teachers 2. School-based Supervision Committee Members

Table 4. Correlation Matrix between Leadership Behaviors' and Teachers' Job Performance

		Correlations				
Variables		TJP	PLB	SLB	DLB	AOLB
TJP	Pearson Correlation	1				
	Sig. (2-tailed)					
AOLB	Pearson Correlation	.925**	1			
	Sig. (2-tailed)	.000				
SLB	Pearson Correlation	.925**	.964**	1		
	Sig. (2-tailed)	.000	.000			
PLB	Pearson Correlation	.934**	.959**	.972**	1	
	Sig. (2-tailed)	.000	.000	.000		
DLB	Pearson Correlation	.923**	.982**	.969**	.956**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
N		244	244	244	244	244

** Correlation is significant at the 0.05 level (2-tailed).

Key: TJP- Teacher' Job Performance PLB – Participative Leadership Behaviors
DLB – Directive Leadership Behaviors AOLB – Achievement Oriented Leadership Behaviors
SLB – Supportive Leadership Behaviors

This indicates that achievement-oriented leadership behavior is moderately practiced by secondary school principals. The calculated t-value 1.11 was less than the table value 1.960 at 0.05 level of significance and degree of freedom 242. So, there is no significance difference between the two groups.

As it can be seen from the above table, instructional delivery was rated low level by teachers and SBSCM with mean score of 2.08 and 2.18 respectively. Besides, the t-calculated (-0.641) is less than the table value (tcr. 1.960) at 0.05 level of significance and 242 degree of freedom. This implies that there

is no significant difference between the responses of the two groups of respondents. As observed in Table 3, the mean value of teachers and SBSCM response on assessment as/of/for learning was rated low with the mean score of 2.27 and 2.35 respectively. In addition, the t-calculated (-0.424) is less than the table value ((tcr. 1.960 at 0.05 level of significance and 242 degree of freedom. This implies that there is no significant difference between the responses of the two groups of respondents. As it can be seen in Table 3 of the last item, the responses of teachers and SBSCM on the performance of teachers in measuring students' progress were rated poor (low) performance with the mean score of 2.58 by teachers and 2.78 by SBSCM. Finally, from the result of independent sample t-test, it can be concluded that there is no statistically significance difference between the responses of teachers and SBSCM about the item. This implies that teachers do not measure the progress of students regularly. Generally regarding the teachers' job performance indicated in Table 3, the average mean value 2.54, 2.13, 2.31 and 2.68 of the two groups' responses revealed that the teachers' job performance in instructional planning, instructional delivery, assessment as/of/for learning and measuring students' progress were at low or poor level. When summing up, the average grand mean value 2.415 of the two groups response show that the job performance of teachers in sampled schools of East Haraghe Zone were between 2.00 and 3.99.

This indicates that the teachers' job performance was at poor (low) level. Finally, the independent sample t-test was employed to test whether there is significance difference or not between the responses of teachers and SBSCM. However, the average calculated t-value 0.767 was less than the table value 1.960 at 0.05 level of significance and degree of freedom 242. So, there is no significance difference between the two groups. As shown in table 4, there is significant and positive relationships found between variables of leadership behaviors and teachers' job performance. Teachers' job performance was correlated with participative leadership behavior ($r=0.934$), with achievement-oriented leadership behavior ($r=0.925$), with directive leadership behavior ($r=0.923$), and with supportive leadership behavior ($r=0.925$). Generally, the teachers' job performance was strongly correlated with two variables of leadership behaviors. But their correlation was found strong in between teachers' job performance and participative leadership behavior while less strong in between teachers' job performance and directive leadership behaviors. There is a positive relationship between leadership behavior and teachers' job performance ($r = 0.934$). The relationship is statistically significant (Sig.= 0.000) at 0.05 level of significance. This implies that increase in participative leadership behaviors (like encouraging co-operation among teachers in decision-making, organizing meeting for policy implementation with teaching staff and increase delegation according to knowledge, talent and skill) helps to enhance teachers' performance. Directive, supportive, and achievement-oriented leadership behaviors less positively affect performance.

DISCUSSION

This study comes up with a finding on school principals' leadership behavior and its impact on teachers' job performance. The mean value from the findings showed that principals predominantly use directive leadership behavior in secondary schools. In line with this finding, however, Northouse (2013) suggests that depending on the subordinates

and situations, different leadership behaviors will increase acceptance of the leader by subordinates, level of satisfaction and motivation to high performance. Furthermore, Mosadegh (2003b) emphasizes the achievement of organizational goals largely depends on leaders and their leadership behavior. The use of a particular leadership behavior by leader affects both job satisfaction and productivity of the teachers. Leaders use different behaviors in different situations with different subordinates (teachers) to motivate them to perform at their utmost potential. The correlation coefficient between leadership behavior and teachers' job performance shows that there is a strong positive relationship, particularly, with participative leadership behavior. In relation to this finding, Northouse (2007) assures that there is strong positive relationship between leadership behaviours and teachers' job performance provided that leaders apply in appropriate contexts other than using single leadership behaviour most of the time.

To have an effective organization, the people within the organization need to be inspired to invest themselves in the organization's mission; the teachers need to be stimulated so that they can be effective; hence, effective organizations require effective leadership. Thus, effective leadership enables greater participation of the entire workforce, and can also influence both individual and organizational performance. Effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance. As MoE (2008) points out that there are many demotivating factors that affect teacher's job performance such as lack of incentives, poor conditions of service, large class size, poor career promotions, inadequacy of teaching facilities/materials, low job status, and low salary. But, beyond this, it is found that there is a very critical factor which affects teachers' job performance, i.e., leadership. In addition, as it is also indicated in the finding of this study, failure to apply appropriate leadership behaviors in different contexts led teachers not to perform their jobs in an effective way.

As it is repeatedly observed, school principals in Secondary Schools of East Haraghe Zone would like to maintain their status-quo and have a tendency to show bossy kind (directive) behavior of leadership most of the time because they suspect that if they make their leadership participatory, their position will be overtaken by others. However, Lamb (2013) suggests that the ideal leadership behavior is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to their job. A leader who uses participative leadership improves commitment and increase collaboration which thus leads to better quality decisions and a more successful business.

Conclusion

It was concluded that leadership behavior is a critical variable in teachers' job performance. This is evident in the findings of this study, which isolated the behavior of leadership used by principals in schools. This study found out that principals' leadership behavior directly affects teachers' job performance. The principals in secondary schools mostly practiced directive leadership behaviors than others. Achievement-oriented and participative leadership behaviors are least practiced leadership behaviors by principals in secondary schools.

From the finding of this study, teachers' job performance found to be at low level. They are not performing best in instructional planning, instructional delivery, assessment as/of/for learning, and measuring students' progress well due to the use a single leadership behavior most of the time for all contexts. The research finding also showed that leadership behaviors were positively and strongly correlated, particularly, with participative leadership behavior. The researcher concluded that the more participative leadership increases, the more teachers' job performance increases. The findings of this study have, therefore, led the researcher to conclude that the participative leadership behavior is mostly appropriate leadership behavior that could enhance better job performance among teachers in secondary school of East Harghe Zone, but it is also noted that other leadership behaviors are also essential; it is a matter of degree.

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