



PRINCIPALS' LEADERSHIP BEHAVIOR AND TEACHERS' JOB
SATISFACTION IN GOVERNMENT SECONDARY SCHOOL OF
KAFFA ZONE

MA Thesis

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MANAGEMENT

SEPTEMBER, 2021

JIMMA, ETHIOPIA

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A Thesis Submitted to the College of Education and Behavioral Science
Department of Educational Planning and Management in Partial
Fulfillment of the Requirements for Masters Of Art (MA) Degree in
School Leadership

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STATEMENT OF DECLARATION

I hereby declare that this thesis entitled “Principals’ Leadership behavior and Teachers’ job Satisfaction in Government Secondary School of kaffa zone” is the original work of my own and had not been presented for a partial fulfillment for any educational qualification at this University or any other and in any projects by any means, and all the resources materials used for this thesis had been accordingly acknowledged.

Libanos Temesgen _____

Date _____

Acknowledgements

First, I would like to thank **Almighty GOD** for his love, mercy, and his mother, holy virgin Mary help throughout my life's success.

Next, I would like to express my special appreciation to my advisor, Abeya Geleta (PhD), and co-advisor Mebratu Tafesse(PhD) for their fatherly treatment and authentic support and encouragement, insightful guidance, and professional expertise to the completion of this work and support and comments in this research work.

Great credit also forwarded to my friends Desta Geneme, Kifle Desalegn, and Belay Bekele who encouraged me to join master program in leadership who helped me in data codification and processing.

I am greatly indebted to the Kaffa Zone secondary schools principals, unit teachers who cooperate me in filling the questionnaire and devoting their time.

Finally, I would like to extend my special gratitude to my wife, Tigist Sime and my families for their encouragement and willingness to assist me all times.

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Acronyms

ACL	Accountability leadership behavior
CPD	Continuous Professional Development
CR	Contingent Reward
ESDP	Educational Sector Development Program
ELB	Ethical Leadership Behavior
IIA	Idealized Influence Attribute
IIB	Idealized Influence Behavior
II	Individualized Influence
IM	Inspiration Motivation
IS	Intellectual Stimulation
LL	Lawfulness Leadership Behavior
LBDQ	Leader Behavior Description Questionnaire
LPC	Least Preferred Coworker
MEA	Management –by- Exception (Active)
MEP	Management –by- Exception (Passive)
MoE	Ministry of Education
MLQ	Multifactor Leadership Question
NGL	Network Governance Leadership Behavior
PGDT	Post Graduate Diploma in Teaching
PLL	Political Loyal Leadership Behavior

ABSTRACT

The purpose of this study was to examine the relationship between leadership behavior of the principals and teachers' job satisfaction in kaffa zone government secondary school. 335 participants (male= 217 and female =118) were selected from 11 government secondary schools of Kafa zone. Purposive sampling based on long experience and simple random sampling techniques were employed to select the samples from the target population. Researcher constructed questionnaire was the main data collection technique descriptive statistics and multiple linear regression with the help of SPSS20 software were used to analyze the data. The major findings of the study indicated that the leader ship behaviors namely accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political loyal leadership behavior,)and network governance leadership behavior were practicing in kafa zone government secondary schools; The level of job satisfaction of teachers at government secondary school of Kafa Zone was at satisfactory level; There was significant positive relationships exist between principals' accountability leadership behavior ($r=0.124$, $p<0.05$), lawfulness leadership behavior ($r=0.297$, $p<0.05$), ethical leadership behavior ($r=0.745$, $p<0.05$), political loyal leadership behavior ($r=0.780$, $p<0.05$) and network governance leadership behavior ($r=0.461$, $p<0.05$) with job satisfaction of teachers at government secondary school of Kaffa Zone; the finding also disclose that 78.3% of variation in teachers' job satisfaction was due to variations in government secondary school principals' leadership behavior in kafa zone. We concluded that teachers' job satisfaction was directly related to the leadership behavior employed by their principals, and the principals in government secondary school of kafa zone were exercising accountability, lawfulness, ethical, political loyal, and network governance leadership behaviors which enhances satisfactory level of teachers' job satisfaction. It recommended that school leader should pay more attention on the leadership behaviors namely accountability, lawfulness, ethical, political loyal, and network governance leadership behaviors. Moreover, as all these leadership behaviors account for only 78.3% variations in teachers' job satisfaction, other researchers should extend the factors and conduct research on what account for the remaining 21.% of variations in teachers job satisfaction.

Key terms: *accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political loyal leadership behavior and network governance leadership behavior*

CHAPTER ONE

INTRODUCTION

The paper is organized in five chapters in such a way that chapter one contains the introduction which sub contained back ground of the study , statement of the problem, objectives, research questions , significance of the study, delimitation , and limitation of the study; Chapter 2 deals with the literature review which is again sub portioned by theoretical literature review, the empirical literature review and the theoretical frame wok; Chapter three is the research design and methodology which includes: the design, sample and sampling techniques, research instruments, procedures, technique of data analysis, and the ethical consideration; chapter four focuses on data analysis , results and discussions. Under this section: the descriptive results by using the mean, percentage and standard deviation, and the inertial results by using multiple linear regression were depicted. Chapter five contains the main finings, the conclusion and the recommendation based on the study's targeted research objectives and research questions.

1.1. Background of the study

Leadership behaviors that allow principals to create positive school cultures and learning environments have often been the subject of much investigation. The National Association for Secondary School Principals (NASSP) and the National Association for Elementary School Principals (NAESP) have developed comprehensive leadership assessment processes to identify leadership strengths and areas needing improvement. Bulach and Potter (1998) describe how the NAESP model could be used to improve the activeness of educational leaders. Other methodologies for investigating leadership behavior involve leadership style inventories. One of the early inventories was developed by the Northwest Regional Educational Laboratories (1978). It provides a description of a person's leadership style on the following two dimensions: introvert versus extrovert and people versus task dimensions. The instrument was used by Bulach, Lunenburg, and McCollum (1995) to investigate the impact of leadership style on school climate and achievement. Their endings revealed that leadership style did not make a difference

achievement. Other leadership style inventories have been developed by Blake and Mouton (1994) and by Hersey and Blanchard (1996).

Blake and Mouton's inventory provides a measure of five different leadership styles on two dimensions as follows: people versus task orientation. They maintain that the best leadership style for an effective organization is one where the leader has a high task and a high people orientation. This could be called a collaborative leadership style. Hersey and Blanchard, on the other hand, have an inventory that provides a measure of four leadership styles on the same two dimensions. Additionally, their inventory measures how adaptable or flexible leaders are with their leadership style. They maintain that the most effective style varies according to the situation, the task, and the maturity of the follower. For example, with a simple task, an emergency situation, or a very immature follower, a directive style is best. Whereas a delegating style would be used with a complex task, when there is time to plan, and when the followers are motivated, experienced, and responsible. The advantage of these inventories is that they are readily available and easy to administer and score. The disadvantage is that they are frequently a self-report, and this could lead to a false impression of the true leadership style. A second disadvantage is that the data generated by the inventory does not give the leader any strategies for changing his/her style. One of the earliest attempts to develop an instrument that focused solely on leadership behavior was the work of Halpin and Winer (1952), who developed the Leadership Behavior Description Questionnaire (LBDQ). It provided a measure on nine dimensions of leadership such as communication, initiation, domination, etc. This instrument saw a lot of use initially, but has fallen into disrepute because the data generated by the instrument frequently lacked statistical significance.

School leadership plays a central role in the extent to which a school exhibits a culture of Learning and professional behavior and whether there are integrated professional communities. Louis, Marks, and Kruse (1996) found that schools with supportive principals tended to have higher levels of a professional community. Principal leadership is an important facilitating factor in determining the level of professional community. So, principals play a central role in promoting a climate of respect and support for students and teachers. Principals as a school chief educational leader play a major role in shaping the nature of the school environment.

In addition to a school leadership behavior, teacher job satisfaction is critical factor affecting school effectiveness. Job satisfaction is the degree of satisfaction or gratification experienced by workers with their profession (Smith, 2000) Schulz & Teddies (1989) believed that, a teacher's job satisfaction may serve to their moral, motivation and general willingness their potential. Teachers who are not satisfied with their job may result in bad teaching process, and school effectiveness will consequently be negatively impacted. As to relationship between a school leader's leadership behavior and teachers' job satisfaction ,the two basic factors influencing school effectiveness , Chieffo (1991) recognized that the school leadership behavior significantly influence teacher's job satisfaction. Therefore, it will be helpful for reaching the goal of the school effectiveness, to clearly comprehend the relationship between these two is important.

1.2. Statement of the problem

Commonly, job satisfaction is an effective response of employee's situation at work (E. C. Papanastasiou and M. Zembylas, 2005). Job satisfaction is an attitude, which results from balance, and abstract of several particular likes and dislikes practiced in connection with the job. This approach manifests itself in the assessment of job and employing organization. This evaluation may rest mostly upon one's success or failure in the attainment of individual objectives and upon the perceived contributions of the job and employing organization to these ends European Journal of Educational Sciences December 2014 edition Vol.1, No.4 58 (Mahmood, Nudrat, & Asdaque, 2011). Teacher's job satisfaction or dissatisfaction depends on a many factors ranging from where the teaches to the sense of self-fulfillment they may receive from doing teaching. Generally, job satisfaction involves a description of those factors that a teacher perceives to either promote positive feelings about job, or negative feelings about job (Ghazi, S. R, 2012). Imposed and centralized system accountability, lack of professional sovereignty, persistently obligatory changes, regular media criticism, lack of resources, and average salaries are major sources of low teacher satisfaction in many developed countries around the world (Dinham, S. and Scott, C. 2002; van den Berg, 2002). Perpetual factors such as Student achievement, helping, student's positive relationships with colleagues and self-growth have been associated with teacher job satisfaction, whereas further factors such as professed low

status and pay, lack of professional independence have been associated to teacher dissatisfaction, (Zembylas, M., & Papanastasiou, E. ,2004).

Demographic factors and personal characteristics also associated with the job satisfaction. gender, age, qualification, years of teaching experience, subject, location, , responsibility, and activity are the such factors that influence on the teachers job satisfaction,(Aliakbari, 2013; Bishay,1996; Shujie Liu , Anthony J. Onwuegbuzie, 2012). Satisfaction and dissatisfaction are also deeply correlated with performance of teachers. The satisfied teachers are known to show higher level work performance in teaching profession (Mbah, 2012; Alimi Baba Gana, 2011).Whereas dissatisfaction reduced aptitude to meet students' needs, major incidences of psychosomatic disorders leading to increase the trend of absenteeism, and high levels of claims for stress-related disability (Farber, 1991; Troman, 2000). Significantly, teacher dissatisfaction results to be a major motivation in teachers leaving the job in many countries (Woods et al.1997).

Previous studies showed that principals' leadership behavior has significant correlation with teachers' job satisfaction (Singh Dan Billingsley, 1998; Geijsel et al., 2002; Ross & Gray, 2004); Teachers' job satisfaction and commitment to their work is directly related to the leadership behavior employed by their principal (Hauserma & Stick, 2013). A study in Ghana by Brown and Owusu (2014), state that managers can only use people effectively when they instill in them a sense of commitment and the desire to accomplish organizational goals. Developing a faculty in which teachers are whole heartedly committed to their work and the school vision has a definite impact on school effectiveness. UNESCO, (2006) study in Ethiopia indicated that there is a strong sense of distance from regional and national-level decisions that are finally communicated to teachers as immutable decisions, often separated from their daily situations. Without timely communication and consultation teachers lose morale to perform low job satisfaction. From reviews of different related literatures teachers' job satisfaction has close positive relationship with principals leadership style but the researcher found the gap that: which leadership style highly alter the satisfaction level of teachers; to what level do teachers in Ethiopia satisfy in relation to the principals' leading style was not understood in the case of Ethiopia, Particularly in the case of Kafa zone .

This study aims to identify principals' leadership behavior and its relationship with teachers' job satisfaction in Government secondary schools of Kaffa Zone, so as to get a deeper and complete picture of the relationship between school principals' leadership behavior and teachers' job satisfaction, and to the answer the following research questions:

1. What leadership behavior is being exercised in government secondary schools of Kafa zone?
2. To what extent teachers' are satisfied with their jobs in government Secondary Schools of Kafa zone?
3. Is there the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary Schools of Kafa zone?
4. To what extent do teachers' perception on their principals' leadership behavior predict their job satisfaction in Kafa secondary schools?

1.3. Objectives of the study

1.3.1. General objectives

The general objective of this study was to identify the relationship between principals' leadership behavior and teacher job satisfaction in governmental secondary schools of Kafa Zone.

1.3.2 Specific objectives

In order to address the above stated general objectives, researcher formulated the following specific objectives

1. To identify leadership behavior exercised by school leaders of kaffa zone secondary school perceived by teachers.
2. To identify the extent that teachers' are satisfied with their jobs in government Secondary Schools of Kafa zone
3. To determine the relationship between teachers' perception on their principals leadership behavior and their job satisfaction.
4. To explore to how much variation will occur in teachers' job satisfaction with unit variations in school principals' leadership behavior

1.4. Significance of the study

Conducting the research is one of the fields of education that builds up on the available body of knowledge relating to leadership behavior and teachers' job satisfaction in Kaffa zone government secondary schools. Therefore study served to help principals to enhance their leadership behavior. The result may further help the school administrators to review existing motivational strategies and practice with a hope that they can enhance work performance and job satisfaction among the teachers. Moreover, this study will also provide insight information to other researchers' that is the finding may lead to new problem which deserves further investigation.

1.5. Limitation of the Study

The researcher faced difficulties such as shortage of time for referring various related materials and frequent contact to the advisor for advices. Moreover, the study limited only to government secondary schools due to their numbers and complexity as well as workload of the researcher. Some secondary schools were prioritized for the study, and also the cause of COVID -19 set problems to get respondents. However, the researcher made an effort to minimize the effect of these limitations on the final result. All selected school teachers were participants of the study

1.6. Delimitation of the study

Theoretical Scope (variables): The study has limited itself to assess the relationship between principals' leadership behavior and teacher job satisfaction in governmental secondary schools of Kafa Zone.

Geographical Scope: Due to time, distance, and the related cost, the study will not research deep insight by approaching every secondary schools in Kafa zone. It focused only selected on randomly selected schools according to Yamane (1976).

Methodological Scope: The study only employs a quantitative research method and also the analysis has been done by using descriptive analysis, regression and correlation analysis.

1.7. Operational definition of key terms

Accountability leadership-refers to stimulating employees to justify and explain actions to stakeholders.

Behavior: the style of school leadership including accountability, lawfulness, ethical, political loyal, and network governance leadership.

Ethical leadership –refers to demonstrating normatively appropriate conduct through personal actions and relationships, and promoting such conduct to employees

Lawfulness leadership - refers to facilitating employees to act in accordance with governmental rules and regulation.

School principal: A person who is in charge of a school. We may encounter these synonymous terms like school ‘director’, school administrator , school leader ,or leader of teacher.A person who influence on school community to setting and accomplishing educational objectives focusing on teaching learning process, Pedagogy and curriculum.(I.e. in diagnosing and solving problems in the teaching – learning process).

Leadership: refers to the position of being the leader or being in charge of an organization and how they use power and authority to direct and control all the school activities and their influence on the subordinates.

Network governance leadership_ refers to encouraging employees to actively connect with stakeholders.

Political loyal leadership- refers to stimulating employees to align their actions with the interest of politicians.

Secondary school: A school system that involves from grade 9-12.

1.8 . Organization of the study

The study comprises five chapters. The first chapter deals with the overall starting point/key ideas demonstrated under the assessment of principals' leadership behavior and teachers' job satisfaction. The second chapter focuses on the review of related literature, which paying attention on the concept of school leader ship behavior, job satisfaction, dimension of job satisfaction, and supporting information of the study.

The third chapter deals with research methodology and procedures of the study. Fourth chapter deals about data presentations, analysis, and interpretation of the overall the practice, measure of leadership behavior, the nature and consequence of teachers' job satisfaction. Finally chapter five consists of the summery, conclusions, and recommendations give for a suggested solution to which leadership behavior is suitable for the teacher's job satisfaction in the organization of the school.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Concepts and Definition of Leadership

Leadership is able to see that actually happen and it can easily be applicable anywhere in everyday life from ancient to modern time. Burns (1978) also indicated that leadership is firm to realize but it is a great activities and can be thought in human being without notice. There are so many definitions of leadership as there are authors. However, most definitions define the relationship between the leader and his/her employees. The similar definitions make it difficult to differentiate between leadership behaviors. Therefore, the number of definitions of leadership is the same as the number of the people who have ever defined it. In general, the meaning of leadership may depend up on the nature of organization in which the leader and employees found and the behavior of leaders and employees.

Leadership then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking initiatives and risks. It is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils.

2.2. Review of Leadership Theories

Leadership involves accomplishing goals with and through people and leader is concentrated about the task or reflection of the organization. The scientific approach to understanding leadership started during the industrial revolutions. The first modern focused on the traits of leaders, and two major categories of initiating structure and consideration were established as central leadership behavior (Nahavandi , 2000). Later, the approach focused on leaders' characteristics and the situations. The role of leaders shifted from control to results, and studies paid more attention to employee theories.

2.3 Five dimensions of leadership

We focus on five key leadership behaviors through which school leaders can stimulate their employees: accountability leadership, lawfulness leadership, ethical leadership, political loyal leadership and network governance leadership. This is shown in Figure 1. Table 2.1

Table 2.1 Five dimensions of leadership behavior, including definitions of dimensions

Five dimensions of leadership behavior	Definition: Leaders who...	Example
Accountability leadership	... stimulate employees to justify and explain actions to stakeholders	A welfare director who encourages her employees to tell the press why they did not provide a welfare benefit to a certain citizen
Lawfulness leadership	encourage employees to act in accordance with governmental rules and regulation	A school leader who emphasizes to his/her teachers that they should follow the exact regulations accompanying the upcoming SAT (a standardized test for students)
Ethical leadership	... promote employees to behave ethically	A leader making clear to employees that discrimination towards females when hiring recruits is unacceptable
Political loyal leadership	... stimulate employees to align their actions with the interest of politicians, even when this is costly	A director-general encouraging the civil servants of his directorate that they should implement the political decisions of the Minister, even when he and his employees see shortcomings.
Network governance leadership	... encourage employees to actively connect with stakeholders	A manager in a municipality stimulating her employees to go to various conferences and meetings for small and medium-sized businesses within the city, in order to make new contacts

2.3.1. Accountability leadership

Van der Wal et al. (2008) found – based on a survey of public and private sector managers - that accountability was deemed the most important value for the public sector. Various important scholarly books have been devoted to accountability, including leadership and accountability (such as Kearns, 1996; Leith wood, 2001). However, Bovens (2007:449-450) warns us that accountability is an elusive concept. It is an “evocative political word” and is often used as “an icon for good governance”. It is therefore necessary to properly define the concept. He notes that the most concise description of accountability would be “the obligation to explain and justify conduct”. In the context of public leadership behavior (relationship-based), we then define accountability leadership as stimulating employees to justify and explain actions to stakeholders. For instance, do supervisors stimulate their employees to openly discuss their own actions and those of the organization with citizens? Do they emphasize that it is important that employees answer questions from clients? When employees perceive that supervisors indeed do this, these supervisors are said to score high on accountability leadership.

2. 3.2. Lawfulness leadership

Lawfulness, acting in accordance with rules, is a key public administration value. Lane (1994:144) notes that public administration is in its core about rule of law. Related to this, Van der Wal et al. (2008) found that lawfulness was the second most important public sector value. In the context of relation-based leadership, lawfulness concerns facilitating employees to act in accordance with governmental rules and regulation. This is in line with the work of Terry (2003:77), who notes that administrative leaders should be conservators, where one important task of leaders is that they prevent or reduce violations of laws. Hence, leaders should stimulate their followers to follow governmental rules and regulations, and prevent them from rule breaking.

2.3.3. Ethical leadership

The concept of ethical leadership is related to lawfulness leadership. However, one key difference is that it also concerns stimulating normatively appropriate behaviors which are not necessarily laid down in regulations. Ethical leadership can be broadly defined as demonstrating normatively appropriate conduct through personal actions and relationships, and promoting such conduct to employees (Brown & Trevino, 2006). Van der Wal et al. (2008) note that incorruptibility (very much related to ethics) is the third most important value for the public sector. Related to this, Kernaghan (2003) argues that ethical values are key for public organizations. For instance, in the Australian Public Service (APS) their value statement notes that “the APS has the highest ethical standards” and “An APS employee must behave with honesty and integrity in the course of APS employment” (Kernaghan, 2003:713).

In a recent article in *The Leadership Quarterly*, Kalshoven et al. (2011) notes that ethical leadership consists of various dimensions, such as having a people orientation (respecting employees), power sharing and ethical guidance. In the context of relation based ethical leadership, we build upon the ‘ethical guidance’ dimension of Kalshoven et al., as this emphasizes the how leaders stimulate their employees to follow ethical codes of conduct. Ethical guidance (here: ethical leadership) is defined as communicating about ethics to employees, explaining ethical rules, and promoting ethical behavior (Kalshoven et al., 2011:53-54). An example of ethical leadership would be to openly discuss during a work meeting an incident of alcohol and drug abuse which happened during a party organized by the organization, and show why this is inappropriate. Another example of ethical leadership is leaders emphasizing to employees that discrimination towards females during hiring or promotion processes is unacceptable (Kaptein et al., 2005).

2.3.4. Political loyal leadership

The relationship between politicians and civil servants can be characterized as a principal-agent relationship (Gailmard & Patty, 2013). Civil servants (the agents) are performing actions for politicians (the principals), who cannot fully control these civil servants.

How can politicians then make sure that civil servants develop and implement policies which have desirable policy outcomes? This among else depends on the degree to which these civil servants are loyal towards their political principals (‘t Hart & Wille, 2002; Putnam, 1973).

Kleinig (2007) argues that loyalty is shown when people continue to show commitment to others, even if such commitment is costly. Related to this, Hajdin (2005:261) notes that when loyalty is aligned with other criteria, loyalty is redundant: “If loyalty were always in harmony with other considerations, we would not have the concept [of] loyalty”. In the case of civil servants and politicians, loyalty then exists when civil servants continue to show commitment towards politicians, even when this means that they have to make sacrifices. For instance, they might follow the directions of politicians even when it conflicts with their own ideals or interest, when it will result in personal risks for the civil servants, or when it will negatively affect their own department. When relating this to relation-based leadership behaviors, political loyal leadership can be described as supervisors stimulating employees to align their actions with the interest of politicians, even when this is costly for them. For instance, a supervisor might encourage employees to implement political decisions properly, even when he/she and the employees see shortcomings of these decisions.

2.3.5. Network governance leadership

As opposed to the first four dimensions, network governance leadership is less aligned with the historical characteristics of public administration, such as loyalty to politicians and being accountable to various groups of stakeholders. However, developments such as budget austerity, the economic and fiscal crisis and reduced legitimacy of governmental intervention have stimulated civil servants to work together with other stakeholders to tackle the problems of contemporary society (Sorensen & Torfing, 2011; Ansell & Gash, 2008; Denhardt & Denhardt, 2011). We will examine to what extent leaders stimulate their employees to develop networks and increasingly engage in existing networks (see also Hannah & Lester, 2009). In the context of relation-based leadership behavior, network governance leadership is then defined as encouraging employees to actively connect with stakeholders (outside their own department).

A supervisor would score high on network governance leadership when he/she encourages encouraged employees to spend time connecting to other stakeholders, to stimulate them to spend a lot of time maintaining contacts and to encourage employees to introduce their colleagues to their own contact

2.4. Concept and Definition of Job Satisfaction

The concept and assessment of job satisfaction began in 1911 with the research of Taylor. Taylor (1911) stated that rewards like the earning of the job , incentive payments, promotion ,appreciation ,and opportunities for progress could lead to increased job satisfaction (as cited by Ahmed et al 2010). Motivation is important to keep people motivated as they work to achieve goal. People need to feel that they are getting something from the situation. Some people are motivated by recognition for a job well done, Others by meeting a challenge, or having a sense of belonging to a team, or by feeling that they are achieving something important. Job satisfaction can be achieved if the individual needs and the job characteristics can go hand in hand if the bar of the expectation and the reality is decreased.

The theoretical analyses have critically accepted job satisfaction as being too narrow conceptually; there are three generally accepted dimensions to job satisfaction. First, job satisfaction is an emotional response to a job situation Second, job situation is often determined by how well outcomes meet or exceed expectations. Third, job satisfaction represents several related attitudes (Lathans, 2005).

Job satisfaction is important in predicting systems stability, reduced turnover, and worker motivation and as it leads to higher organizational commitment of employees and high commitment leads to overall organizational success and development. If motivation is defined as the willingness to exert and maintain effort towards attaining organizational goals, then well-functioning systems should seek to enhance factors such as moral and satisfaction, which predict motivation. Extensive research has been conducted about the relationship between job satisfaction and other work related behaviors or attitudes such as job performance ,stress and health, general life satisfaction ,commitment to the organization ,pro-organizational behaviors and ultimately the concept of employee turnover

2.5. The Nature of Job Satisfaction

Job satisfaction is a complex phenomenon that has been studied quite broadly; various literature sources indicate that there is an association between job satisfaction and motivation. Motivation is hard to define, but there is a positive correlation between job satisfaction, performance and motivation, where by motivation encourages an employee, depending on their level of job satisfaction, to act in a certain manner (Hollyford, 2002).

Job satisfaction is described at this point as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction results from the perception that one's job fulfils or allows the fulfillment of one's own important job values, providing that and the degree that those values are congruent with one's needs. Generally speaking, job satisfaction is an effective response to one's situation at work.

In order to understand job satisfaction it is useful to distinguish morale and attitude, and their relationship to job satisfaction. Morale can be defined as the extent to which an individual needs are satisfied and the extent to which an individual perceive that satisfaction as stemming from the total job. Attitude can be defined as an evaluation that predispose a person to act in a certain way and includes cognitive and behavioral components.

2.6. Job Satisfaction Theories

Theory is a structure of fundamental concepts and principles around which knowledge in a field is organized. Principles are regarded as fundamental truths which can be used to describe and predict the results of certain variables in a given situation (Koontz & O'Donnell, 1972:92). Theory is a conceptual device for organizing knowledge and providing a framework for action. It is a roadmap to guide towards goals (Griffin, 1990:37). Theory is a systematic grouping of interdependent concepts and principles that gives a framework to or ties together a significant area of knowledge (Wehrich& Koontz, 1999:13). Theories offer explanations of how and why people think, feel, and acts they do. Theories identify important variables and link them to form tentative propositions that can be tested through research

(Newstrom, 2007:6).The executive attempting to manage without a theory, and knowledge structured by it, must trust to luck, intuition, or what he did in the past; with organized knowledge he has a far better opportunity to design a workable and sound solution to a managerial problem (Koontz & O'Donnell, 1972:7) because, theories are important as organizers of knowledge and as roadmaps to action (Griffin, 1990:67) and “there is nothing so practical as a good theory (Luthans, 1995:13).” Theories are a classification, a set of pigeon holes, and a filing cabinet in which facts can be accumulated to make sense and thereby decisions (Wehrich& Koontz, 1999:13).

Gomal University Journal of Research, 26(2), 45-62.GUJR-Gomal University DIK KP Pakistan
Though most of the discussions about the theories of job-satisfaction start with Maslow’s theory of „Hierarchy of Needs“ (1943) however, the story actually begins from early decades of the 20th century with the theory of „Scientific Management“ commonly referred to as „Taylorism“ by Frederick W. Taylor (1911) wherein humans are treated as „Economic-men“ therefore „Money“ is considered the biggest motivator for job satisfaction. This view was then split apart by Elton Mayo & Associates (1924-33) during „Hawthorne Studies“ about the nature of human being. They found that multiple factors contribute to the motivation and satisfaction of workers including, personal morale, positive interrelationships, management founded on the understanding of individual and group behavior through interpersonal skills like “motivating, counseling, leading and communicating (Wehrich& Koontz, 1999:42).”

2.7. Classification of the theories

Across the literature, theories about the job-satisfaction have consistently been grouped either on the „nature of theories“ or „chronological appearance these theories. For example, Dr S. Shajahan & LinuShajahan (2004:90-99) give nature-based grouping as Content theories (Maslow’s Needs Hierarchy, Herzberg’s Two Factor theory, Theory X and Theory Y, Alderfer’s ERG theory, and McClelland’s theory of Needs) and Process theories (Behavior Modification, Cognitive Evaluation Theory, Goal Setting theory, Reinforcement theory, Expectancy theory, and Equity theory).

Fred Luthans (2005: 240-256) have been using a mix of nature-based and historically founded classifications since his first writings on the topic (See for example, Luthans, 1995) organized the theories into Content (Needs Hierarchy, Two-Factors, and ERG theories); Process (Expectancy theory and Porter & Lawler model); and Contemporary (Equity, Control and Agency theories). However, Stephen P. Robbins (2005:48-61) applies single base of chronology and categorizes the job satisfaction theories into Early theories (Hierarchy of needs, Theory X & Y, Two-Factor theory) and Contemporary theories (McClelland's theory of needs, Goal Setting theory, Reinforcement theory, Job Design Theory (job-characteristics model), Equity theory and Expectancy theory). At present the content and process theories have become established explanations for work motivation.

2.7.1 Content Theories

The content theories base on what motivates people at work that is, identifying the needs, drives and incentives/goals and their prioritization by the individual to get satisfaction and thus perform effectively (Luthans, 2005:240). Researchers have prepared different lists of biological, psychological, social and higher order needs or requirements of human beings. Almost all the researchers have categorized these needs into primary, secondary and high level requirements of employees, which need to be fulfilled whenever worker is required to be motivated and satisfied. There are several content theories, which guide the managers in understanding „what motivates the workforce? “Gomel University Journal of Research, 26(2), 45-62. GUJR-Gomel University DIK KP Pakistan Maslow's Theory of Motivation/Satisfaction (1943) Maslow's hierarchy of needs is “the most widely mentioned theory of motivation and satisfaction (Weihrich& Koontz, 1999:468).” Capitalizing mainly on humanistic psychology and the clinical experiences, Abraham Maslow postulated that an individual “s motivational needs could be arranged in a hierarchy. Once a given level of needs is satisfied, it no longer helps to motivate. Thus, next higher level of need has to be activated in order to motivate and thereby satisfy the individual (Luthans, 2005:240). Maslow (1943) identified five levels in his need hierarchy:

1. Physical needs: (food, clothing, shelter, sex),
2. Safety needs: (physical protection),
3. Social: (opportunities to develop close associations with other persons),
4. Esteem/Achievement needs: (prestige received from others), and
5. Self-Actualization: (opportunities for self-fulfillment and accomplishment through personal growth) (Maslow, 1943).

Furthermore, individual need satisfaction is influenced both by the importance attached to various needs and the degree to which each individual perceives that different aspects of his or her life should, and actually do, fulfill these needs (Karimi, 2007). Some argue that Maslow's hierarchy of needs theory is the first motivation theory actually laid the foundation for „job satisfaction theory“. This theory served as a good basis from which early researchers could develop job satisfaction theories (Wikipedia, 2009).

2.7.2 Herzberg's Two-Factor Theory (1959)

Herzberg developed a specific work motivation theory. He did a motivational study on about 200 accountants and engineers employed by firms in Pittsburgh, Pennsylvania. He used the critical incident method of data collection with two questions: a. when did you feel particularly good about your job – what turned you on? And b. When did you feel exceptionally bad about your job – what turned you off? (Luthans, 2005:243).

Tabulating these reported good and bad feelings, Herzberg concluded that job satisfiers (motivators) are related to job content and that job dissatisfiers (Hygiene factors) are allied to job context. Motivators relate to the job contents like Achievement, Recognition, Work itself, Responsibility and Advancement). They hygiene factors do not „motivate/satisfy“ rather „prevent dissatisfaction.“ These factors relate to the context of the job such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions (Herzberg et al., 1959).

The theory has been admired as the most useful model to study job satisfaction (Kim, 2004), for example, the theory has been found supported in educational settings (Karimi, 2007) and it has been used as a theoretical framework for scientifically assessing police officers' job satisfaction (Getahun et al., 2007) however, a review of literature revealed criticisms of the motivator-hygiene theory (Karimi, 2007). For example, researchers have not been able to empirically prove the model. Likewise, the theory ignores the individual differences and assumes that all employees react in a similar manner to the changes in Gomal University Journal of Research, 26(2), 45-62. GUJR-Gomal University DIK KP Pakistan motivators and hygiene factors. The model is also criticized for suggesting no specific method to measure the factors of job satisfaction and dissatisfaction (Wikipedia, 2009). Gomal University Journal of Research, 26(2), 45-62. GUJR-Gomal University DIK KP Pakistan

2.7.3 Theory X & Y (Douglas McGregor) (1960)

After viewing the way in which managers dealt with employees, McGregor concluded that a manager's view of the nature of human being is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior toward subordinates According to these „assumptions“ (Robbins, 1998:170).

Theory X Assumptions

Average human beings have an inherent dislike of work and will avoid it if they can.

Because of disliking work, most people must be coerced, controlled, directed, and threatened with punishment to get them work for organization.

Average human beings prefer to be directed, wish to avoid responsibility, have relatively little ambition, and want security (Wehrich& Koontz, 1999:466).

Theory Y Assumptions

Physical and mental efforts in work are as natural as play and rest.

External control and threat are not the only means for producing effort toward organizational objectives. People will exercise self-direction and self-control in achieving committed objectives.

Degree of commitment to objectives is in proportion to the size of the rewards associated with achievement.

Average human beings learn, under proper conditions, not only to accept responsibility but also to seek it (Wehrich& Koontz, 1999:467).

2.7.4. Theory of Needs - Achievement Theory (David McClelland, 1961)

Mc Cleland and Associates argued that some people have a compelling drive to succeed. They are striving for personal achievement rather than the rewards of success per se. they have desire to do something better or more efficiently than it has been done before so they prefer challenging work - these are high achievers (Shajahan & Shajahan, 2004:95).

Theory emphasizes on the achievement motives thus, also known as „achievement Theory“ however model includes three interrelated needs or motives:

1. Achievement: The drive to excel, to achieve in relation to asset of standards, to strive to succeed.
2. Power: The need to make others behave in a way that they would not have behaved otherwise (Shajahan & Shajahan, 2004:95). It refers to the desire to have an impact, to be influential, and to control others (Robbins, 2005:53).
3. Affiliation: The desire for friendly and close interpersonal relationships (Shajahan & Shajahan, 2004:95). People with high affiliation prefer cooperative situations rather than competitive ones (Robbins, 2005:53).

2.7.5 .ERG Theory (Clayton P. Aldermen.) (1969)

Gomal University Journal of Research, 26(2), 45-62. GUJR-Gomel University DIK KP Pakistan Clayton Alderfer (1969) has reworked Maslow’s need hierarchy to align it more closely with the empirical research. He did a grouping of the Maslow’s hierarchy of needs into three groups of needs: Existence, Relatedness, and Growth, thus ERG theory.

His classification of needs absorbs the Maslow’s division of needs into: Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization) (Shajahan & Shajahan, 2004:94).

Alderfer is suggesting more of a continuum of needs than hierarchical levels or two factors of prepotency needs. Unlike Maslow and Herzberg, he does not content that a lower-level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate a need (Luthans, 2005:244).

2.7.6. Process Theories

Unlike content theories, process theories are more concerned with „how the motivation takes place? “the concept of „expectancy“ from „cognitive theory“ plays dominant role in the process theories of job-satisfaction (Luthans, 2005:246). Thus, process theories try to explain how the needs and goals are fulfilled and accepted cognitively (Perry et al., 2006). A number of process-oriented theories have been suggested. Some of these theories have caught the attention of researchers who tested these hypotheses in different environments and found them thought-provoking. The leading theoretical formats in process domain are the following:

2.7.7. Equity Theory (J. Stacy Adams) (1963)

Equity theory says that employees weigh what they put into a job situation (input) against what they get from it (outcome) and then compare their input-outcome ratio with the input-outcome ratio of relevant others. If they perceive their ratio to be equal to that of the relevant others with whom they compare themselves, a state of equity is said to exist (Robbins, 2005:58). The first of these fairness perceptions - distributive justice - has been extensively studied over the past few decades under the more readily recognizable name of equity theory (Yusof&Shamsuri, 2006). Continuing through the motivation cycle suggests that high performance leads to the receipt of rewards, both intrinsic and extrinsic, which leads to increased employee satisfaction when such rewards are valued by the employee and perceived as equitable (Perry et al., 2006).

2.7.8. Vroom’s Expectancy Theory (1964)

Victor H. Vroom holds that people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see (probability) that what they do will help them in

achieving them (Wehrich& Koontz, 1999:470). Vroom's theory is characterized with three major variables: valance, expectancy and instrumentality. Valance is the strength of an individual's preference (or value, incentive, attitude, and expected utility) for a particular output. Expectancy refers to the probability that a particular effort will lead to a particular first-level outcome. While instrumentality is the degree to which a first-level outcome will lead to a desired second-level outcome. For example, a person would be motivated (motivational force or effort) toward superior Gomal University Journal of Research, 26(2), 45-62. GUJR-Gomal University DIK KP Pakistan performance (first-level output) to realize promotion (second-level output) (Luthans, 2005:247). Vroom recognizes the importance of various individual needs and motivations (Wehrich& Koontz, 1999:471). For example, expectancy theory suggests that rewards used to influence employee behavior must be valued by individuals (Perry et al., 2006).

Thus, theory is considered as the "most comprehensive theory of motivation and job satisfaction (Robbins, 2005:60)." This theory explains that motivation is a product of three factors: how much one wants a reward (valance), one's estimate of the probability that effort will result in the successful performance (expectancy), and one's estimate that performance will result in receiving the reward (instrumentality), which is explained as „Valance × Expectancy × Instrumentality = Motivation“ (Newsroom, 2007:115). Porter/Lawler Expectancy Model (1968) Porter and Lawler point out that „effort“ (force or strength of motivation) does not lead directly to „performance.“ It is moderated by „abilities and traits“ and by „role perceptions.“ Similarly, the „satisfaction“ does not depend on performance rather it is determined by the „probability of receiving fair rewards“ (Wehrich& Koontz, 1999:473).

The Porter-Lawler motivation model suggests that motivation depends on several interrelated cognitive factors, for example, effort stems from the „perceived effort- reward probability“ before it is initiated. However, before this effort is converted in to performance, the „abilities and traits“ plus „role-perceptions“ cast moderating effect on the real efforts invested for performance. Finally, it is the „perceived equitable rewards“, which determines „ job-satisfaction. “ (Luthans, 2005:249). Goal-Setting Theory (E dwin Locke, 1968).

In late 1960s, Edwin Locke argued that intentions, expressed as goals, can be a major source of work motivation and satisfaction (Shajahan & Shajahan, 2004:95). Some specific goals lead to increased performance. For example, difficult goals, when accepted, result in higher performance than easy goals and that feedback leads to higher performance than no feedback. Similarly, „specific hard“ goals produce a higher level of output than „generalized“ goals of „do your best“. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify discrepancies between what they have done and what they want to do. Studies testing goal-setting theory have demonstrated the superiority of specific, challenging goals with feedback, as motivating forces (Robbins, 2005:54).

The goal-setting theory is the single most researched and dominant theory of employee motivation in the field, for example, researchers have applied goal-setting theory to studies of more than 40,000 participants' performance on well over 100 different tasks in eight countries in both lab and field settings (Perry et al., 2006). Goal theory proposes that difficult goals require focus on the problem, increase sense of goal importance, and encourage persisting and working harder to achieve the goals. Goal theory can be combined with cognitive theories to better understand the phenomena, for example, cognitive tool of self-efficacy is the perception of the difficulty of a goal and ability to Gomal University Journal of Research, 26(2), 45-62. GUJR-Gomal University DIK KP Pakistan achieve the goal. Greater self-efficacy is positively related to employees' perception that they are successfully contributing to meaningful work and therefore foster enhanced work motivation (Moynihan & Pandey, 2007).

Job Characteristics Theory (Hackman & Oldham) (1975-76) Hackman and Oldham's (1980) original formulation of job characteristics theory argued that the outcomes of job redesign were influenced by several moderators. Notable among these moderators are differences in the degree to which various individuals or employees desire personal or psychological development. (Perry et al., 2006). Job characteristics are aspects of the individual employee's job and tasks that shape how the individual perceives his or her particular role in the organization. The clarity of tasks leads to greater job satisfaction.

We expect that greater role clarity will create employees who are more satisfied with, committed to, and involved in their work (Moynihan & Pandey, 2007). The research reveals that jobs that are rich in motivating characteristics (i.e., task significance) trigger psychological states (e.g., experienced meaningfulness of work) among employees, which in turn increases the likelihood of desired outcomes.

For instance, the significance of a task can ignite a sense of meaningfulness of work that leads to effective performance (Perry et al., 2006). More precisely, the model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.) (Wikipedia, 2009).

2.8. Measuring Job Satisfaction

Although people have many different views towards different ideas of their job, they are not predominantly easy to assess. Not only can't you directly observe an attitude all we noted, you cannot accurately conclude its existence on the basis of peoples' behavior, so for the most part, we have to rely on what people tell us to determine their attitude. However, people may not be entirely open about their attitudes and keep much of what they feel to themselves. Moreover sometimes our attitudes are so complex that it's difficult to express them in any coherent fashion-even if we are willing to do so. In view of these challenges, social scientists have worked hard over the years to develop reliable and valid instruments designed to measure job satisfaction systematically. Several useful techniques have been developed, including questionnaires, critical incidents and interviews (Greenberg et al 2009). Consequence of job satisfaction is mostly assessed by asking people how they feel about their jobs, either through a questionnaire or an interview. The level of job satisfaction across various groups may not be consistent, but could be related to a number of variables. This allows managers to predict which groups are likely to exhibit behavior associated with dissatisfaction.

Older employees are generally satisfied with their jobs although this may change as their chances of advancement get diminished and they face the reality of retirement. Management also tends to be satisfied with their jobs, probably due to better reward, better working conditions and job content.

2.9. Consequences of Job Satisfaction

As per Akalewold E, 2004, the evidence that indicates the situation of an organization got worsened is the low rate of job satisfaction which is very important for a person's motivation and contribution to high production conversely may diminish irregular attendance at work and replacement of work . Numerous authors have highlighted that job satisfaction impacts on employee productivity, turnover absenteeism, physical and psychological health (Lathan's, 2005).

2.10.School Leadership in Ethiopia

The Ethiopian school heads were the job description, issued by MoE 1989in indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience. Currently the secondary school principals are graduate (MA) leader by educational leadership and management. Moreover, government also designs short term training in order to build up the capacity of school leadership to achieve the goal of the school.

The professional standard for principals has been developed to define the role of the principal and unify the profession in the country, to describe the professional practice of principals in a common language and to make explicit the role of quality school leadership in improving learning outcomes (MoE, 2012). Professional standard describe the important knowledge, skills and attitudes that all principals, are expected to demonstrate. Professional standards will form part of performance management system in schools. It is intended to help schools understand the requirements for integrating the professional standard in to their existing performance management system

2.11.The Role of School Principal in Ethiopia

Research done on school improvement revealed that the most effective principals have a clear vision of how the school could serve its students and teachers; had aligned resources and priorities with the vision ; and could engage other key player, within and outside the schools , in achieving the goals embedded in the vision. The principal is the leading professional in the school. The major role of the principal is providing professional leadership and management for a school (MoE, 2012). This will encourage a secure foundation from which to achieve high standards in all areas of the school’s work. Principal provides vision, leadership and direction for the school and ensure that it is managed and organized to meet its aims and targets. Principals are supposed to believe in the power of education to make a difference to the lives of individuals and to society. As long as he/she is the leading educational professional in school, he/she is required to inspire students, and members of the community to continuously enhance the learning of all.

The above idea shows that according to the MoE the school leadership style in Ethiopia were assumed transformational. But, from my observation it is applicable. This is supported by (2001; VSO, 2008) the teachers in developing countries, including Ethiopia, have experienced poor management and leadership. National policy – makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher motivation and high levels of occupational dissatisfaction (VSO, 2002).

As stated in the Education and training Policy (MoE, 1994), one of the objectives in Ethiopia is “ to improve the working conditions of teacher , to evaluate their status in the community ,and to enhance their motivation and professional attitude” But, education leaders in general and education researchers in particular, have not given serious attention to the issue of job satisfaction in Ethiopia. There is a lack of understanding teacher satisfaction by means of an empirical study. Thus, the first step to graduate better student achievement and quality education, to stabilize the teachers’ employment in the teaching profession and to raise the teachers’ morale, is to be better informed about teacher job satisfaction, and the resulting quality education.

Teachers are powerful to functional schools, and need to experience job satisfaction to be motivated to do their work to the best of their abilities, and to facilitate learning that can support transformation. Teachers and principals are the most expensive and, possibly, the most critical components in establishing quality in the education system (Bryner, Chapman, DeJaeghere, Leu & Mulkeen, 2005). It is for this reason that this study seeks to add to the ongoing discussion the level of teachers' job satisfaction by an in – depth investigation in secondary schools at Kaffazone, SNNR.

2.12. Practice and Challenge Face to School Principal

Practice of School Principal

School principals practice to perform the work and solve problems in their schools in needs four areas: culture, pedagogy, system, and partnerships and networks.

Challenges face to the School principal

The school principal has long recognized that issues organizational effectiveness represent enduring and fundamental challenges to their practical (Hoy, Waynek, 2005). Through the activities of educational objectives in order to reach and meet the goal the school principal usually face a lot of challenges.

Lack of skill in leading school

One reason any person can improve his/her leadership effectiveness is that part of leadership involves skills, and skill can be practiced and developed Hoy, Waynek(2005). This implies that in order to effective in their educational leadership responsibilities school principal need to have skills. Regarding to this chapter (1988) states that professional knowledge, skills, and attitude have great impact on the achievement of organizational goals, and the lack of skill will create a barrier to the principal.

Personal quality of the principal

Schools really make a difference in achievement levels of students, but a school is most often only as good or bad, as a creative or sterile as the person who serves as the head of that school (Ubben and Hughes; 1997). The principal own personality, vision, extent of commitment and human relation skills can the same to constrain hamper the exercise of principal. If the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be self- constraining in coming out as responsibilities properly.

Lack of resource

Resources are the means to facilitate and accomplish the objectives of the organization. They deal with in terms of school improvement and long - term effectiveness. In research synthesis about practice in high performance schools, the finding that relate to the resource is evident (Ubben and Hughers, 1997). This implies that, lack of resource (human and material) can be series challenges to carry out his/her task effectively. School principal may want to lead and the situation and expectation, of others may call for his/ her leadership.

The lack of acceptance

In line to this,Uirton (1983) states that teachers do not always recognize the principal as a leader on the school.

They consider the principal as no having the necessary expertise regarding the actual work. Due to this the positive relation between principal and teacher decline, and also the school performance become challenged to perform.

The work load

Barth (in Seriovani; 2001) states that the principal is ultimately responsible for almost everything that happens in the school and out strengthening the above idea Gotton (1983) states that exercising in instructional is takes time and energy over and above that which must spent on administering a school or school direct.

Shortage of Time

School principal is the whole representative of schools. Principal have all the responsibilities for activities and tasks in the school. Therefore, he/she becomes busy in dealing with these responsibilities the whole work days. As to Ubben and Hughes (1997) a school executive day is characterized by one encounter after another with staff members , students , parents , communities, politicians , and others the kind of time of school principal. Thus, the shortage of due to variety of tasks the principal deals with another biggest problem in principal work (MeEwan, 2003).

The Nature of the school

There are many different organizations which exist to give different services for human being. There is not excluded among them. As to Hunson(1996), unlike most other formal organization, the school has a human product that give rise to unique problem of organization and management. This is because the main participants in the school system are teachers, students, on-teaching staffs, parents and principals with different back ground and needs. The interaction of this groups and individuals in dynamic and complex school context may not always be harmonious and conflict may be some of the outcome. Thus, the process of responsibilities school leadership becomes exceedingly complex. The challenges of educational leadership become even more complex as the school can be differentiated from other types of institutions of the community. The school brings individuals of different back grounds and cultures, which may close interactions with each other.

Changes as a Challenges'

Change is the only absolute in the world. This change may appear due to different situation from different angles. Thus, changes take place in political, technology and instructional area. The most general reason is that something relevant to the organization either has challenged is going to change. The organization consequently has little choice but to change as well (Griffin, 1990). Changes have become almost a way of life in education today (Cotsakes, 2004).

Therefore, to bring about the desired change; there must be cooperative and involvement of school community together with the school principal, the leader and change agent. However, some of the staff the staff members resist the change because of the school designs the objective due to direction of globalization.

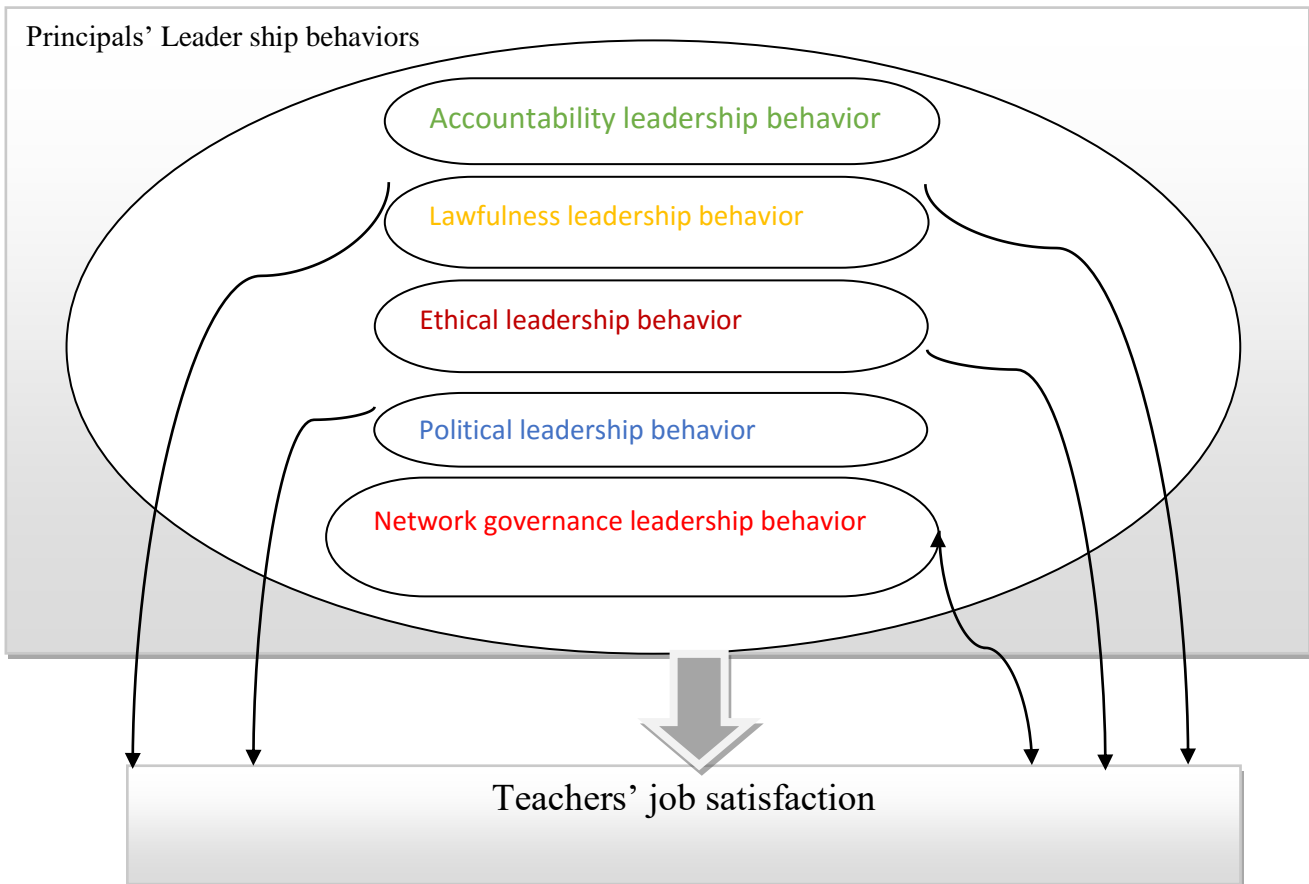


Figure 2.1 conceptual frame work of the study

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The research design of this study followed co relational design. As a framework, it was guided by co relational procedures (Creswell, 2009). Co relational design as it requests relationship among variables. According to Best and Khan (1993), studies that attempt to find out relationships among the variables of the study best follow co relational research design. As the objective of this study was to explore the relationship between leadership behavior and teachers' job satisfaction, the researcher employed co relational research design as a guiding design throughout the study.

3.2 Method of the study

The method of the study describes the procedure that researchers use to collect and analyze the data. Since the study used the quantitative methods for data collection and data analysis .

3.3. Data sources

The data sources used in this study was the data collected directly from teachers through questionnaire (LBD and TJS). Thus, the primary data sources was used in the study.

3.4. Population, Sample and sampling techniques

The purpose of this study was to explore principals' leadership behavior and teachers' job satisfaction through collecting data from teachers teaching in the secondary schools of Kaffa Zone. In Kaffa, there are 11 woredas and 58 government secondary schools and 2070 teachers (1732 males and 338 females) currently. Eleven purposively selected schools, one from each woreda due to their year of establishment were included in the sample.

From these schools, the researcher planned to include 335 teachers teaching in the secondary school randomly by using Yamane (1976) formula. This sample size was distributed to eleven schools based on the size of their teacher population through proportional allocation method.

$$n = \frac{N}{1 + N\varepsilon^2}, \text{ where } N \text{ is the total number of population; } \varepsilon \text{ the level of significance; } n \text{ is the sample size}$$

$$= \frac{2070}{1 + (2070)(0.05)^2}$$

$$= \frac{2070}{6.175}$$

$$\cong 335$$

Accordingly, the following has been depicted through identifying the schools that was included in the study. The detail was given bellow.

Table 3.1 Population and sample size

No	School	Woreda	Population			Sample		
			M	F	T	M	F	T
1	BishawW/yohannessecondary school	Bonga town administration	56	28	84	34	28	62
2	G/Pawolose secondary school	Bonga town administration	25	16	41	15	16	31
3	Chena secondary school	Chena	26	12	38	16	12	28
4	Bonga mehal ketema secondary school	Bonga	29	9	38	20	9	29
5	Gimbo secondary school	Gimbo	43	6	49	26	6	32
6	Wushwush secondary school	Gimbo	24	12	36	14	12	26
7	Shishinda secondary school	Shishoinde	28	16	44	17	16	33
8	Tello secondary school	Tello	59	4	63	35	4	39
9	Chiri secondary School	Decha	25	4	29	15	4	19
10	Bitu secondary School	Bitu	16	3	19	10	3	13
11	Deka secondary School	Gesha	27	8	35	16	8	24
Total			358	118	476	217	118	335

3.5. Instrument of Data Collection

The researcher conducted a literature review and analysis to determine the most appreciate instruments for measuring leadership behavior and job satisfaction levels in this study. The questionnaires were used to investigate the principals' leadership behavior and teachers' job satisfaction. The questionnaires assisted the researcher to explore whether or not the principals use accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political loyal leadership behavior and network governance leadership behavior. Previously developed tool was adopted for this syudy. That is, the tool that was developed by Tummers and Knies (2014) and Teachers' Job Satisfaction Questionnaire (TJSQ) which was developed by Lester (1987) was used to assess work and work place, supervisor and management, benefit and reward, recognition, and communication. To this end 335 teachers' response was collected and analyzed to answer the questions. Teachers were asked to judge the extent to which their leaders' engage in specific behaviors measured by the indicated tools. The MLQ was self –scoring and these items used a 5-point Likert scale label. Self-administrated questionnaires were returned immediately after they fill the questionnaire in one day.

Likert (1932) developed the principle of measuring scales by asking people to respond to a series of statements about a topic. These ordinal scales measure levels of agreement/disagreement).Teachers job satisfaction survey was prepared by the researcher in order to measure teacher's job satisfaction as a result of satisfaction/dissatisfaction. This instrument was prepared by adopting it from different research studies, and literatures review.

3.6. Procedures of Data collection

Questionnaire was the main data collecting instrument. Eleven purposively selected schools, one from each woreda due to their year of establishment were included in the sample. From these schools, the researcher included 335 randomly selected teachers teaching in the secondary school were made to fill the questionnaire. In order to enhance the validity of data all the data gathering instruments inferred from the standard tools was contextualized and checked for reliability (Dellinger and Leech, 2007; Leech Dellinger, Brangan, and Tanaka, 2010).

Before using data collection instruments particularly the questionnaire was checked by my advisor comment and suggested comments were incorporated in to basic question set. Finally, it was distributed to teachers after checking the reliability.

3.7 Internal consistency Analysis

All 335 respondents were filled the questionnaire. Hence the respondents' rate is 100%. The questionnaire which was contextualized in to the existing reality was piloted in Adiyu woreda Kaka Secondary school. The Cronbach's Alpha value of each variables has been shown below

Table:-3.2: Reliability Coefficients

Scale	Cronbach's Alpha	N of Items
ACL	0.798	6
LFL	0.912	4
EL	0.935	7
PLL	0.842	5
NGL	0.917	7
JS	0.986	45

The results of all of the sub scales are reliable. As the values in the table indicate, all are greater than 0.7.

3.8. Model Specification

As illustrated in the frame work of the study, Fig. 2.1, the model to be employed has to indicate the relationship between principals' leadership behavior and the teachers' job satisfaction. As five main factors listed are there, namely accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political loyal leadership behavior, and network governance leadership behavior, to identify the relationship of these factors with the job Satisfaction of teachers, it is preferable to use the liner regression model than using the

descriptive method. Moreover, since the principals' leadership behavior factors which determine the teachers' job satisfaction were more than two, that is five, it is more preferable to use multiple linear regression models, provided that the data did not violate the assumption of the multiple linear regression models. Hence, the multiple linear regressions were the specified model. Mathematically, the following equation shows the relationship patterns of the independent variables namely the five factors with the dependent variable that is the secondary school teachers' job satisfaction.

$$Y = \beta_0 + \beta_1 \text{Accountability leadership} + \beta_2 \text{Lawfulness leadership} + \beta_3 \text{Ethical leadership} + \beta_4 \text{Political loyal leadership behavior} + \beta_5 \text{Network governance leadership behavior} + \text{error term}$$

Where, Y is the teachers' job satisfaction and β_i are coefficients of regression model.

Accountability leadership- stimulating employees to justify and explain actions to stakeholders

Lawfulness leadership- facilitating employees to act in accordance with governmental rules

And regulation

Ethical leadership – demonstrating normatively appropriate conduct through personal actions and relationships, and promoting such conduct to employees

Political loyal leadership- stimulating employees to align their actions with the interest of politicians

Network governance leadership_ encouraging employees to actively connect with stakeholders

3.8. Method of Data Analysis

In order to analyze the data collected from teachers through the standardized tools, the researcher used SPSS for windows data analyzing for social science software, version 20. To this end, a both descriptive and inferential statistical tool was utilized. To answer some of the research questions, the researcher used descriptive statistics such as mean, standard deviation and frequency of the data. The descriptive statistics that describes task oriented vs human oriented was described.

These were task oriented vs human oriented. In this case, the researcher used frequency distribution and percentage to identify leadership behavior prevalent in the school of kaffa Zone. To answer the question “What is the perceived level of teachers’ job satisfaction in Kaffa Zone government Secondary Schools?” the researcher applied Best’s criteria (1977) that classified the level of job satisfaction into five categories which as follows:

$$\frac{\text{High score} - \text{Lower score}}{\text{Number of levels}}$$

Table 3.3 show the level of satisfaction corresponding to the mean score of the values obtained from the respondents.

Table 3.3 The scale for understanding the means of level of job satisfaction

Mean score	Level of satisfaction
1.00- 1.80	Very unsatisfied
1.81- 2.60	Unsatisfied
2.61- 3.40	Moderate
3.41- 4.20	Satisfied
4.21- 5.00	Very satisfied

The third question “What is the relationship between teachers’ perception on their principals leadership behavior and their job satisfaction in Kaffa Zone government Secondary Schools?” was answered through the analysis of correlation coefficient, r that indicate the level of significance. To this end a 0.05 significance level was used as a test value for the correlation.

The question “To what extent do teachers’ perception on their principals’ leadership behavior predicts their job satisfaction in Kafa Zone government secondary schools?” was answered through regression analysis. A 0.05 level of significance used for testing the extent of contribution of each of the dimensions of the leadership behavior on teachers’ job satisfaction

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data. The necessary data was gathered through questionnaires.

4.1. Description of the Sample Population

The importance of this part is to provide some basic background information about the target population with the assumption that it might have some kind of relationship with the issue to be assessed. The questionnaire was distributed to secondary school teachers. The characteristics (sex, age, service year, qualification and field of study) of the respondents were classified, analyzed and interpreted accordingly.

4.2 Descriptive statistics

4.2.1 Demographic Data of the Respondents

The overall results of the matter under investigation as well as respondent's personal background information were presented in table below.

Table 4.1: Demographic Characteristics

Demographic variable	Category	N	Percent
Sex	Female	118	35.2
	Male	217	64.8
	Total	335	100.0
Age	21-30 years	53	15.8
	31-40 years	45	13.4
	41-50 years	101	30.1
	Above 50 years	136	40.6
	Total	335	100.0
Education Status	Diploma	16	4.8
	Degree	212	63.3
	Masters	107	31.9
	Total	335	100.0
Work Experience	1-5 years' experience	24	7.2
	6-10 years' experience	34	10.1
	11-15 years of experience	35	10.4
	Above 15 years' experience	242	72.2
	Total	335	100.0
Class load	10-15 laod	67	20.0
	16-20 load	157	46.9
	21-25 load	56	16.7
	Above 25 load	55	16.4
	Total	335	100.0

The descriptive analysis in table 4.1 depicts that the data collected was from variety of age groups, from variety of education status, different sex groups, variety of work experience and different work load groups. This shows that teachers from different stratum groups were included in the sample frame. This indicates that of 335 participants: 118 (35.2%) are female and 217 (68.8%) are male; 53 (15.8%) 21-30 years old, 45 (13.4%) 31-40 years old, 101 (30.1%) 41-50 years old, and 136 (40.6%) above 50 years old; 16 (4.8%) Diploma holders, 212 (63.3) % Degree holders, 107 (31.9%) Masters status; 24 (7.2%) 1-5 years' work experience, 34 (10.1%) 6-10 years' work experience, 35 (10.4%) 11-15 years' work experience, 242 (72.2%) above 15 years work experience; This implies that within purposive sampling there were different group of people in terms of age, sex, work experience, and education level. Thus, the sample selected can constitute the whole population and it can be well representative of the whole population and the conclusion of this study can be inferred to the whole population all secondary schools in Kaffa zone. The demographic data also depicts that the majority respondents status in the sampling schools are degree and above and their experience were above 15 years.

4.2.2. Questionnaire Return Rate

A study sample size of 335 respondents was successfully completed. The researcher issued questionnaires to 335 teachers. All the questionnaires were filled by the respondents and returned back to the researchers. Hence the respondent rate is 100%. Because during the discussion with the sample of the study time, the researcher specified the purpose of the study for the Samples so that all teachers of the Sample responded and returned the instruments properly. In line with this, Questionnaires were distributed with in a time interval of 40 minutes and the researcher directly collected the questionnaire paper from the respondents at the same day.

4.3. Leadership Behavior

The leadership behaviors used in this study were categorized as accountability leadership, lawfulness leadership, ethical leadership, political loyal leadership and network governance leadership. The relationship between each of them with teachers' job satisfaction was presented in the sub section below.

4.3.2.1 .Accountability leadership behavior

Table 4.2 Frequency, Percentage, Mean and Standard deviation of Accountability leadership behavior

Statements	Response	N	%	mean	St. de.
ACL1: My principals Encourages me and my colleagues to explain our actions to various stakeholders	1.00	45	13.4	3.51	1.42
	2.00	49	14.6		
	3.00	43	12.8		
	4.00	84	25.1		
	5.00	114	34.0		
ACL2: My principal Stimulates us to inform stakeholders of our way of working	1.00	45	13.4	3.33	1.28
	2.00	49	14.6		
	3.00	43	12.8		
	4.00	84	25.1		
	5.00	114	34.0		
ACL3: My principal Provides us with the possibility to explain our behavior to stakeholders.	1.00	48	14.3	3.36	1.40
	2.00	47	14.0		
	3.00	69	20.6		
	4.00	71	21.2		
	5.00	96	28.7		
ACL4: My principal Emphasizes that it is important that we answer questions from clients.	1.00	79	23.6	2.73	1.38
	2.00	89	26.6		
	3.00	54	16.1		
	4.00	61	18.2		
	5.00	49	14.6		
ACL5: My principal Strives to ensure that we are openly and honestly share the actions of our organizational unit with others	1.00	35	10.4	3.48	1.23
	2.00	38	11.3		
	3.00	60	17.9		
	4.00	132	39.4		
	5.00	70	20.9		
ACL6: My principal stimulates us to explain to stakeholders why certain decisions were taken	1.00	23	6.9	3.70	1.2
	2.00	33	9.9		
	3.00	65	19.4		
	4.00	113	33.7		
	5.00	101	30.1		

From the table 4.2, we observe that 114(34.0%) of respondents agreed up on that their principals encourages them and their colleagues to explain their actions to various stakeholders and the mean= 3.51, standard deviation= 1.42 ; 114(34.0%) of respondents strongly agreed up on that their principal stimulates them to inform stakeholders of their way of working and the

mean= 3.33, standard deviation= 1.28; 96(28.7%) respondents strongly agreed up on that their principal Provides them with the possibility to explain their behavior to stakeholders and the mean= 3.36, standard deviation = 1.40;89(26.6%) respondents disagreed up on their principal emphasizes that it is important that they answer questions from clients and the mean= 2.73, the standard deviation= 1.38; 132(39.4%) respondents agreed up on that their principal strives to ensure that they are openly and honestly share the actions of their organizational unit with others and the mean= 3.48and standard deviation=1.23; 113(33.7%) respondents agreed up on that their principal stimulates the discussion of integrity issues and the mean was 3.7 and the standard deviation was 1.2; Overall, the most mean responses were greater than 3 and standard deviation were above .6 indicating that the majority of respondents were agreed up on the partially practicability of the Accountability behavior in government secondary schools of Kafa zone.

4.3.2.2. Lawfulness leadership behavior

This study sought to establish the relationship between Lawfulness leadership behavior and Teachers' job satisfaction in government secondary schools of Kaffa Zone. In order to achieve this, the study used a Likert scale as follows; 1-Strongly Disagree, 2- Disagree, 3-Undecide, 4 Agree, 5 strongly Agree.

These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived were frequency, percentage, mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth. The mean ranges "between" 1 to 5, if the mean is closer to one, it means strong agreement with the variable, while the lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly Disagree and 5 strongly agree.

Table 4.3: Frequency, Percentage, Mean and Standard deviation of Lawfulness leadership Behavior

Statements	Response	N	Percentage	mean	standard deviation
LF1: Emphasizes to me and my colleagues that it is important to follow the law	1.00	85	25.4	2.9550	1.51531
	2.00	60	17.9		
	3.00	47	14.0		
	4.00	67	20.0		
	5.00	74	22.1		
LF2: Gives me and my colleagues the means to properly follow governmental rules and regulations	1.00	39	11.6	3.3134	1.34040
	2.00	61	18.2		
	3.00	77	23.0		
	4.00	72	21.5		
	5.00	86	25.7		
LF3: Emphasizes that my colleagues and I have should carry out government policies properly	1.00	75	22.4	3.0896	1.46548
	2.00	46	13.7		
	3.00	62	18.5		
	4.00	78	23.3		
	5.00	74	22.1		
LF4: My principal Ensures that we accurately follow the rules and procedures.	1.00	1	.3	3.8537	.95063
	2.00	35	10.4		
	3.00	68	20.3		
	4.00	139	41.5		
	5.00	92	27.5		

Table 4.3, indicates that the average responses for lawfulness leadership behaviors was 3 and more than 3, which in turn show that most of the respondents were agreed and strongly agreed on the job satisfaction of teachers with regard to the lawfulness leadership behavior of secondary school leaders. Moreover, the standard deviation of respondents was greater than or equal to .95 indicating that the mean deviation of each respondents from the mean was greater than .95. It was also shown in the table 4.3.2 that most respondents that is 139 (41.5%) of respondents agreed up on that their principal ensure teachers being accurately following the rules and procedures. of with (mean= 3.85 and standard deviation = .95).

4.3.2.3 .Ethical leadership behavior

This study sought to establish the relationship between ethical leadership behavior and teachers' job satisfaction in government secondary schools of Kaffa Zone. In order to achieve this, the study used a Likert scale as follows; 1-Strongly Disagree, 2- Disagree, 3-Undecided, 4 Agree, 5 strongly Agree. These enabled the tabulation and interpretation of the responses from the

research instrument. The main statistics derived were mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth. The mean ranges “between” 1 to 5, if the mean is closer to one it means strong agreement with the variable, while the lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree and 5 is strongly agree. This is well elaborated in the table and narratives below which show the respondents and the statistic.

Table 4.4: Frequency, Percentage, Mean and Standard deviation of Ethical leadership (EL) behavior

Statements	Response	Frequency	percentage	Mean	standard deviation
EL1: My principal Clearly explains ethical codes of conduct	1.00	1	.3	4.2418	.70798
	2.00	1	.3		
	3.00	44	13.1		
	4.00	159	47.5		
	5.00	130	38.8		
EL2: My principal Explains clearly what is expected of my colleagues and me regarding integrity	1.00	0	0	4.4239	.75781
	2.00	1	.3		
	3.00	52	15.5		
	4.00	86	25.7		
	5.00	196	58.5		
EL3: My principal Clarifies integrity guidelines to us	1.00	0	0	4.1761	.76724
	2.00	7	2.1		
	3.00	53	15.8		
	4.00	149	44.5		
	5.00	126	37.6		
EL4: my principal Ensures that my colleagues and I follow codes of integrity	1.00	0	0	4.3373	.71946
	2.00	0	0		
	3.00	49	14.6		
	4.00	124	37.0		
	5.00	162	48.4		
EL5: my principal Clarifies the likely consequences of possible unethical behavior by myself and my colleagues	1.00	0	0	4.4209	.65124
	2.00	0	0		
	3.00	49	14.6		
	4.00	124	37.0		
	5.00	162	48.4		
EL6: my principal Stimulates the discussion of integrity issues.	1.00	0	0	4.3731	.70149
	2.00	1	.3		
	3.00	40	11.9		
	4.00	127	37.9		
	5.00	167	49.9		
EL7: Compliments us when we behave according to integrity guidelines	1.00	0	0	4.5224	.62766
	2.00	0	0		
	3.00	24	7.2		
	4.00	112	33.4		
	5.00	199	59.4		

From the table 4.4 we observe that 159(47.5%) of respondents agreed up on that their principals clearly explain ethical codes of conduct and the mean= 4.24, standard deviation= .7 ; 196 (58.5 %) of respondents strongly agreed up on that their principal explains clearly what is expected of their colleagues and them regarding integrity and the mean= 4.4, standard deviation= .75 ; 149 (44.5%) respondents agreed up on that that their principal Clarifies integrity guidelines to them and the mean= 4.17, standard deviation = 0.76; 162(48.4%)) respondents strongly agreed up on the question “ my principal Ensures that my colleagues and I follow codes of integrity and the mean= 4.33 , the standard deviation= .72 ; 162(48.5%,) respondents strongly agreed up on the question “my principal Clarifies the likely consequences of possible unethical behavior by myself and my colleagues’ and the mean= 4.42 and standard deviation=.65; 167(49.9%) respondents strongly agreed up on the question” : my principal Stimulates the discussion of integrity issues” and the mean was 4.37 and the standard deviation was .7; 199(59.4%) respondents strongly agreed up on the question “Compliments us when we behave according to integrity guidelines” the mean = 4.5 and the standard deviation = .63.Overall, the mean responses were greater than 4 and standard deviation were above .6 indicating that the majority of respondents were agreed up on the practicability of the Ethical leadership behavior in secondary schools of Kafa zone.

4.3.2.4. Political loyal leadership behavior

This study sought to establish the relationship between political loyal leadership behavior and teachers’ job satisfaction in government secondary schools of Kaffa Zone. In order to achieve this, the study used a Likert scale as follows; 1-Strongly Disagree, 2- Disagree, 3-Undecide, 4 Agree, 5 strongly Agree. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived were mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth. The mean ranges “between” 1 to 5, if the mean is closer to one it means strong agreement with the variable, while the lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree and 5 is strongly agree. This is well elaborated in the table and narratives below which show the respondents and the statistic.

Table 4.5: Frequency, Percentage, Mean and Standard deviation of Political-Loyal leadership behavior

Statements	Response	Fre	%	Mean	St. dev.
PLL1: My principal Encourages me and my colleagues to implement political decisions properly, even when this results in weaker strategic ambitions of the department	1.00	0	0	4.3851	.62705
	2.00	0	0		
	3.00	26	7.8		
	4.00	154	46.0		
	5.00	155	46.3		
PLL2: My principal Encourages me and my colleagues to support political decisions, even when other stakeholders confront us with it	1.00	0	0	4.3284	.66088
	2.00	0	0		
	3.00	36	10.7		
	4.00	153	45.7		
	5.00	146	43.6		
PLL3: My principal Encourages me and my colleagues not to jeopardize the relationship with political heads at risk, even if that entails risks	1.00	0	0	4.4925	.65142
	2.00	0	0		
	4.00	112	33.4		
	5.00	194	57.9		
	3.00	29	8.7		
PLL4: My principal Stimulates me and my colleagues to implement political decision, even if that means additional responsibilities should be take up	1.00	13	3.9	3.8239	1.00091
	2.00	17	5.1		
	3.00	73	21.8		
	4.00	145	43.3		
	5.00	87	26.0		
PLL5: My principal Encourages me and my colleagues to defend political choices, even if we see short comings	1.00	9	2.7	4.0925	.92233
	2.00	5	1.5		
	3.00	59	17.6		
	4.00	135	40.3		
	5.00	127	37.9		

From the table 4.5, we observe that 155 (46.3%) of respondents agreed up on that their principals encourages them and their colleagues to implement political decisions properly, even when this results in weaker strategic ambitions of the department and the mean= 4.38, standard deviation= .62 ; 153 (45.7%) of respondents strongly agreed up on that their principal encourages them and their colleagues to support political decisions, even when other stakeholders confront them with it and the mean= 4.32, standard deviation= .66; 194(57.9%) respondents agreed up on that their principal encourages them not to jeopardize the relationship

with political heads at risk, even if that entails risks and the mean= 4.5, standard deviation = .65; 145(43.3%) respondents strongly agreed up on that their principals Stimulates them to implement political decision, even if that means additional responsibilities should be take up and the mean= 3.82, the standard deviation= 1.00 ; 135(40.3%) respondents strongly agreed up on that their principals encourages them to defend political choices, even if they see short comings and the mean= 3.82and standard deviation=.92; Overall, the mean responses were greater than 4 and standard deviation were above .6 indicating that the majority of respondents were agreed up on the practicability of the Political loyal leadership behavior in government secondary schools of Kaffa zone.

4.3.2.5. Network governance leadership behavior

This study sought to establish the relationship between network governance leadership behavior and teachers' job satisfaction in government secondary schools of Kaffa Zone. In order to achieve this, the study used a Likert scale as follows; 1-Strongly Disagree, 2- Disagree, 3- Undecide, 4 Agree, 5 strongly Agree. These enabled the tabulation and interpretation of the responses from the research instrument. The main statistics derived were mean and standard deviation. The mean illustrated the extent to which the respondents agreed or disagreed with the statements put forth. The mean ranges "between" 1 to 5, if the mean is closer to one it means strong agreement with the variable, while the lower the standard deviation the more the consensus on the level of agreement. Where 1 is strongly disagree and 5 is strongly agree. This is well elaborated in the table and narratives below which show the respondents and the statistic.

Table 4.6: Frequency, Percentage, Mean and Standard deviation of Network Governance (NGL) behavior

Statements	Response	Fre.	%	Mean	St. dev.
NGL1: My principal Encourages me and my colleagues to maintain many contacts with other organizations	1.00	5	1.5	4.05	.93307
	2.00	9	2.7		
	3.00	79	23.6		
	4.00	110	32.8		
	5.00	131	39.1		
NGL2: My principal Encourages me and my colleagues to invest substantial energy in the development of new contacts	1.00	16	4.8	3.7156	1.13102
	2.00	28	8.4		
	3.00	94	28.1		
	4.00	93	27.8		
	5.00	103	30.7		
NGL3: My principal Stimulates me and my colleagues to regularly work together with people from our networks	1.00	1	.3	4.1642	.84053
	2.00	3	.9		
	3.00	80	23.9		
	4.00	107	31.9		
	5.00	144	43.0		
NGL4: My principal Stimulates me and my colleagues to develop many contacts with people outside our own department	1.00	27	8.1	3.5522	1.24875
	2.00	52	15.5		
	3.00	51	15.2		
	4.00	119	35.5		
	5.00	86	25.7		
NGL5: My principal Spends a lot of time maintaining his / her contacts 3	1.00	80	23.9	2.9463	1.53895
	2.00	71	21.2		
	3.00	37	11.0		
	4.00	88	26.3		
	5.00	58	17.3		
NGL6: My principal Stimulates me and my colleagues to introduce others to contacts of our own networks	1.00	29	8.7	3.4597	1.31460
	2.00	65	19.4		
	3.00	59	17.6		
	4.00	87	26.0		
	5.00	95	28.4		
NGL7: My principal Encourages me and my colleagues to be a 'linking pin' between different organizations	1.00	54	16.1	3.2000	1.33985
	2.00	52	15.5		
	3.00	61	18.2		
	4.00	109	32.5		
	5.00	59	17.6		

From the table 4.6, we observe that 131(39.1%) of respondents agreed up on that their principals encourages them to maintain many contacts with other organizations and the mean= 4.05, standard deviation=.93; 103(30.7%) of respondents strongly agreed up on that their principal encourages them to invest substantial energy in the development of new contacts and the mean= 3.71, standard deviation= 1.13; 144(43.0 %) respondents agreed up on that their principal stimulates them to regularly work together with people from their networks and the mean= 4.16, standard deviation = .84; 119(35.5%) respondents strongly agreed up on that their

principal stimulates them to develop many contacts with people outside their own department and the mean= 3.55, the standard deviation= 1.24; 88(26.3%) respondents strongly agreed up on that their principal spends a lot of time maintaining their contacts and the mean= 2.94and standard deviation=1.53; 95(28.4%) respondents strongly agreed up on that their principal stimulates them to introduce others to contacts of their own networks and the mean was 3.46 and the standard deviation was 1.31; 109(32.5%) respondents strongly agreed up on that their principals Encourages them to be a ‘linking pin’ between different organizations andthe mean = 3.2and the standard deviation = 1.34.As a result, the mean of most responses were greater than 3 and standard deviation were above .6 indicating that the majority of respondents were agreed up on the practicability of the Network governance leadership behavior in government secondary schools of Kafa zone.

4.3.4: Teachers’ Job Satisfaction Survey

the researcher applied Best’s criteria (1977) that classified the level of job satisfaction into five categories which as follows:

$$\frac{\text{High score} - \text{Lower score}}{\text{Number of levels}}$$

Table 4.7: Teachers’ Job Satisfaction Survey

Items	N	Max. Expected Score	Gained score on all items	Mean Score	Standard Deviation	Remarks
work and work place factor	335	105	87.36	4.16	0.838	Satisfied
supervisor and management	335	55	47.34	4.303	0.74	Very satisfied
Benefit and reward	335	25	21.28	4.256	0.848	Very satisfied
Recognition	335	20	15.64	3.91	1.04	Satisfied
Communication	335	20	15.64	3.362	1.122	Moderate

The work and work place factor consists of 21 items, related to work condition and work environment relation.

The expected score on these subscale items was 105 whereas gained score on these items is 87.36. The means score and standard deviation of work and work place factor is 4.1 and .838 respectively. It is clear from that result that satisfaction in Kaffa Zone secondary school toward the work and work place is satisfied.

The supervisor and management factor consists of the 11 items. The respondents were asked questions related to their relation with supervisor and management. The expected score on these subscale items was 55 whereas gained score on these items is 47.34. The mean score on supervisor and management factor is 4.303 whereas standard deviation is .74 which indicates that teacher's satisfaction in Kaffa Zone secondary school toward this factor is very satisfied.

As we observe the above table 4.8C the benefit and reward factor is combination of 5 items. The mean score and standard deviation on working condition factor is 4.256 and .848 respectively. The expected score on these subscale items was 25 whereas gained score on these items is 21.28. The mean score value indicates the teachers satisfaction in Kaffa Zone secondary school toward benefit and reward is very satisfied.

The recognition factor also consists of 4 items which explain the recognition of primary teachers in term of receiving recognition as good and successful teacher. The expected score on these subscale items was 20 whereas gained score on these items is 15.64. The mean score on recognition factor is 3.91 and standard deviation 1.04. The mean score value indicates that teachers satisfaction in Kaffa Zone secondary school toward recognition is satisfied.

Communication factor also consists of 4 items in which respondent were asked question related to communicating with others. The mean score on recognition factor is 3.362 and standard deviation 1.122. The expected score on these subscale items was 20 whereas gained score on these items is 15.64. The mean score value indicates that teachers satisfaction in Kaffa Zone secondary school toward communication is moderate. According the above analysis of this study the level of teachers' job satisfaction in government secondary school teachers of kaffa Zone were generally very satisfied with two factors of Lester A Paul job satisfaction out of five factors.

The teachers were very satisfied with supervisor & management, and benefit & reward factors whereas for other two factors of job satisfaction such as recognition, and work & work place, they responded satisfied. Only by the communication factor they responded moderate. None of any factor mean value fall in categories of unsatisfied or very satisfied. Overall, the responses indicated that the respondents in this study were satisfied with their job of secondary teacher.

4.5 Relationship between teachers’ job satisfaction and the independent variables

This section presents both the results of the study and discussion of the results pertaining to accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political loyal leadership behavior and network governance leadership behavior in relation to teachers’ job satisfaction. It depicts both the results of the study and discussions related to the basic questions raised at the very beginning of the study. In addition, it also provides some practical implications relevant to the leadership behavior of principals. The major purpose of this section is to present the results of the study and discuss the findings related to the co-relation between independent variables: Accountability leadership behavior, Lawfulness leadership behavior, Ethical leadership behavior, Political loyal leadership behavior and Network governance leadership behavior and the dependent variable: teachers’ job satisfaction. The result concerning the relationship between teachers’ job satisfaction and each of the variables is indicated here under in table 4.8.

Table 4.8: Pearson Product Moment Correlation Coefficient (r) between Independent variables and teachers’ job satisfaction (N=335)

Independent Variables	Pearson Product Moment correlation(r)	Significance
Accountability leadership	.124*	.024
Lawfulness leadership	.297**	.000
Ethical leadership	.745**	.000
Political loyal leadership	.780**	.000
Network governance leadership	.461**	.000

Table 4.8 above indicates that significant positive relationship exists between teachers' job satisfaction and Accountability leadership behavior ($r=0.124$, $p<0.05$), Lawfulness leadership behavior ($r=0.297$, $p<0.05$), Ethical leadership behavior ($r=0.745$, $p<0.05$), Political loyal leadership behavior ($r=0.780$, $p<0.05$) and Network governance leadership behavior ($r=0.461$, $p<0.05$).

This shows that all variables included in the study, accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political leadership behavior and network governance leadership behavior related significantly with teachers' job satisfaction. Hence, the question 'What is the relationship between teachers' perception on their principal's leadership behavior and their job satisfaction in Kaffa Zone Secondary Schools?' has been answered by this result. However, the relationships of teachers' job satisfaction with other variables were insignificant. The results of the finding with respect to accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political leadership behavior and network governance leadership behavior have been discussed here under.

Pertaining to accountability leadership behavior, the result in table 4.8 reports that accountability leadership behavior and teachers' job satisfaction correlated significantly ($r=0.124$, $p<0.05$). This result seems to indicate that there is direct relationship between accountability leadership behavior and job satisfaction of teachers. That means, teachers who have principals with accountability leadership behavior are satisfied with their job

With regard to lawfulness leadership behavior, the result of the present study (Table 4.8) reports significant relationship between lawfulness leadership behavior and teachers' job satisfaction ($r=0.297$, $p<0.05$). This indicates that the teachers who lead by principals with lawfulness leadership behavior are satisfied by their job. With regard to ethical leadership behavior, the result of the present study (Table 4.8) reports significant relationship between ethical leadership behavior and teachers' job satisfaction ($r=0.745$, $p<0.05$). This indicates that the teachers who lead by principals with ethical leadership behavior are satisfied by their job. The result of this study (Table 3) regarding the relationship between political loyal leadership behavior and teachers' job satisfaction was significant ($r=0.780$, $p<0.05$).

This shows that the higher teachers' favorable towards political loyal leadership behavior, the higher their job satisfaction. The correlation between political loyal leadership behavior and satisfaction in teachers' job is significant. It seems to indicate that principals should focus not only one leadership behavior but also on the affective dimension of leadership behaviors that cultivates positive attitude of teachers.

The result of this study (Table 3) regarding the relationship between network governance leadership behavior and teachers' job satisfaction was significant ($r=0.461$, $p<0.05$). This shows that the higher teachers' favorable towards network governance leadership behavior, the higher their job satisfaction. The correlation between network governance leadership behavior and satisfaction in teachers' job is significant. It seems to indicate that principals should focus not only one leadership behavior but also on the affective dimension of leadership behaviors that cultivates positive attitude of teachers.

4.6. Extent of contribution of the Independent variables To the variation of Teachers' job satisfaction

The basic concern behind this subtopic is to explain and discuss the results of the study related to the dominant variables that affects and predicts teachers' job satisfaction. It also presents the contribution of all variables under this study to the variation to teachers' job satisfaction. It has been presented in table 4.9A and 12B below.

Table 4.9. Multiple regression analysis result

A) Summary of multiple regression analysis result that shows Contribution of all variables under study

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig of F
1	.885a	.783	.780	.19211	1.427	.01

- a. Predictors: (Constant), Accountability leadership behavior, Lawfulness leadership behavior, Ethical leadership behavior, Political loyal leadership behavior, Network governance leadership behavior.
- b. Dependent variable: teachers' job satisfaction

From table 4.10 we observe that R-square is .783 indicating that the variation in independent variables will result 78.3% variations in in the dependent one. That is the 78.3% of variation in the satisfaction of job of secondary school teachers in Kafa zone is due to the variations in their principals' leadership behavior. Hence 78.3 of variation in job satisfaction of secondary school teachers was explained variation, because it is explained as a result of variations in school principals' leadership behavior. And the remaining 21.7 % of variation was unexplained.

4.7. Discussion

- Over all leadership behaviors were practiced in government secondary schools of Kaffa zone. This implied that all types of leadership behaviors were well exercised in government secondary school of Kafa Zone.
- In the case of this study the perceived level of teachers' job satisfaction in government secondary school teachers of kaffa Zone were generally very satisfied and satisfied with four factors of Lester A Paul job satisfaction out of five factors. The teachers were very satisfied with supervisor & management, and benefit & reward factors, and satisfied with recognition, and work &work place factors. Whereas for only the communication factor they responded moderate. None of any factor mean value fall in categories of unsatisfied or very satisfied. Overall, the responses indicated that the respondents in this study were satisfied with their job of secondary teacher.
- There was positive relationship among teachers' job satisfaction and Accountability leadership behavior ($r=0.124$, $p<0.05$), Lawfulness leadership behavior ($r=0.297$, $p<0.05$), Ethical leadership behavior ($r=0.745$, $p<0.05$), Political loyal leadership behavior ($r=0.780$, $p<0.05$) and Network governance leadership behavior ($r=0.461$, $p<0.05$). This shows that all variables included in the study, accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political leadership

behavior and network governance leadership behavior related significantly with teachers' job satisfaction.

- The results of this study indicate that r-square, which called the coefficient of determination was .783. This implies that 78.3 % of variations in dependent variable, namely the job satisfaction of secondary school teachers in Kaffa zone is explained by the independent variables: namely the accountability leadership behavior, Lawfulness leadership behavior, Ethical leadership behavior, Political loyal leadership behavior, and network governance leadership behavior. The remaining 21.7 % of variance in the job satisfaction of teachers is unexplained. Other researchers are recommended to examine further these unexplained variables.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 summary

Leadership behavior seems to be one of the most important tools of human resource management. School leaders encourage teachers to perform in the most effective way but also to attract potential teachers. Therefore, where teachers are highly satisfied, this can be translated into good performance and improve the quality of education delivered to students. Thus, this research seeks to provide the current school leaders that help to improve school. Therefore, the general objective of this study is to identify the relationship between principals' leadership behavior and teacher job satisfaction in governmental secondary schools of Kafa Zone.

The study was conducted to improve leadership behavior practiced and teachers' job satisfaction in government secondary schools of Kafa Zone. It followed a correlation research design which was delimited to the relationship between leadership behavior and teacher's job satisfaction of school leaders with respect to the practice of Accountability leadership, Lawfulness leadership, Ethical leadership, Political loyal leadership and Network governance leadership behavior.

To this effect, the study was conducted in 11 randomly selected secondary schools of Kafa Zone. A total of 335 teachers were selected through random sampling technique in the study. The data collected from teachers through closed ended items of the questionnaire was analyzed and interpreted using different statistics like, means, standard deviation, frequency, percentage, r square and Pearson correlation matrix (SPSS version 20 computer program).

To identify the relationship between leadership behavior practiced and teacher's job satisfaction in schools the following specific questions were raised. These were:

1. What leadership behavior is being exercised in government secondary schools of Kafa zone?
2. To what extent teachers' are satisfied with their jobs in government Secondary Schools of Kafa zone?

3. Is there the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary Schools of Kafa zone?

4. Which principals' leadership behavior significantly predict teachers' job satisfaction in secondary schools of Kafa zone?

From this study the following major findings have been drawn.

1. What leadership behavior is being exercised in government secondary schools of Kafa zone?

This study found that all types of leadership behavior was exercised in kaffa government secondary school. This implied that all leadership behaviors, such as Ethical (4.35), Political loyal (4.22), Network governance (3.57), Lawfulness (3.3), and the Accountability (2.77) leadership behavior are exercised with different degrees in government secondary school of Kafa Zone.

1. To what extent teachers' are satisfied with their jobs in government Secondary Schools of Kafa zone?

In the case of this study the perceived level of teachers' job satisfaction in government secondary school of kaffa Zone were satisfied as measured by Lester's five level of satisfaction analysis. The teachers were very satisfied with supervisor & management (4.3), and benefit & reward factors (4.25), and satisfied with recognition (3.91), and work &work place factors (4.16). Whereas for only the communication factor (3.36) they responded moderate. None of any factor mean value fall in categories of unsatisfied. Overall, the responses indicated that the respondents in this study were satisfied with their job of secondary teacher.

3. Is there the relationship between principals' leadership behavior and teachers' job satisfaction in Secondary Schools of Kafa zone?

The analysis of this study showed that significant positive relationship exists between teachers' job satisfaction and Accountability leadership behavior ($r=0.124$, $p<0.05$), Lawfulness leadership behavior ($r=0.297$, $p<0.05$), Ethical leadership behavior ($r=0.745$, $p<0.05$), Political loyal leadership behavior ($r=0.780$, $p<0.05$) and Network governance leadership behavior ($r=0.461$, $p<0.05$).

This shows that all variables included in the study, accountability leadership behavior, lawfulness leadership behavior, ethical leadership behavior, political leadership behavior and network governance leadership behavior related significantly with teachers' job satisfaction.

4. To what extent does teachers' perception on their principals' leadership behavior predict their job satisfaction in Kafa secondary schools?

As a result of this study the researcher concluded that 78.3% of the variance in teachers' job satisfaction is contributed by all variables in this study ($F=1.427$, $p<0.05$). The significance of F-value implies that the variables of the present study predict teachers' job satisfaction at least for this group of teachers.

5.2 .Conclusion

The quality of the school depended on the quality of its staff and leadership .This meant that both high quality of teaching and quality of leadership are essential to successful education. Thus one must consider their combined operation. These studies indicate that leadership had impact on teaching, learning and staff relation. Leadership flexibility, which is the school with different degrees leaders' ability to adopt a broad range of Leadership behavior, adapted to the situations they handle, and Leadership efficiency, which is correspondence between Leadership behavior and teachers' job satisfaction. The study concluded that the principals exercised all types of leadership behavior with different degrees in kaffa zone government secondary school. The analysis and interpretation of data has proved that there is the positive and significant relationship between all principals' leadership behaviors and job satisfaction of teachers.

The analysis has proved that the perceived levels of teachers' job satisfaction in government secondary school of kaffa Zone were satisfied as measured by Lester's five level of satisfaction analysis. The result of this study concluded that 78.3% of the variance in teachers' job satisfaction is contributed by all variables in this study ($F=1.427$, $p<0.05$). The significance of F-value implies that the variables of the present study predict teachers' job satisfaction at least for this group of teachers.

5.3 Recommendations

The findings of this study allow some recommendations to be made for enhancing the relationship between leadership behaviors and teachers' job satisfaction. The school administrators will use these recommendations to initiate actions that will enhance the practice of leadership behaviors in secondary school of Kaffa Zone. The following recommendations are forwarded based on the results of this study:

1. The study recommends that there is need for school administration to come up with modalities of improving job satisfaction so that teachers' job satisfaction can be enhanced. Principals should also enhance their supervisory support to enhance teachers' job satisfaction.
2. School leaders should be aware of how their leadership behaviors affect the teachers job satisfaction negatively or positively and should improve their leadership behavior that helps them how to and when to apply different leadership behavior in their school context.
3. Principals should share the objectives of school to teachers and take opinions in different matters of the educational institutions.
4. Training programs should be organized by government to empower principals with Leadership behavior in order to develop their capacity to enhance staff commitment to school goals.
5. School principals should observe open and friendly climate in their schools which teachers can freely express and share their ideas, expresses confidence in staff members and also involves all teachers in decision making.
6. Regional Education Bureau (REB), Zonal Education Office and Woreda Education Office can enhance teachers' job satisfaction by rewarding top performance with meaningful rewards and recognition that are achievable in order to enhance teachers' job satisfaction
7. The researcher recommend other researchers to include other variables and conduct similar study in this area of study.

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Appendix- A

Jimma University college of Educational and behavioral studies

Department of Educational planning and management

Stream of School Leadership

Questionnaire for Teachers

This questionnaire is designed to collect data from teachers that will help in a research about, **Principals leadership behavior and job satisfaction in government secondary school of kaffa zone.** You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured.

Thank you in advance for your cooperation.

Please tick (✓) the most appropriate answers in the box shown below

Back ground of Information

Sex : M- Male F- Female _____

Age 1/20 and below 2/21- 30 3/31-40 4/41-50/51 and above

Indicate your current academic qualification

1/ Diploma 2/ BA/BSC with PGDE 3/BED 4/ Masters

What is your total load per a week?

10-15___ 16-20 ___ 21-25___ 26-30___

What is your total experience in teaching?

1/ 1-5 years 2/ 6-10 years 3/ 11-15 years 4/ 16 and above

On the following pages is a list of items that may be used to describe how your school principals behave as an instructional leader. This is not a test of ability. It simply asks you to describe as accurately as you can, how your stream officer/department head behave as a leader of the teacher educators.

- a. READ each item carefully.
- b. THINK about how frequently you engage in the behavior described by the item.
- c. DECIDE whether you (1) Strongly Disagree , (2) Disagree, (3) Undecided; (4)Agree, (5) Strongly Agree

Act as described by the item.

d. DRAW A CIRCLE around one of the five numbers (1 2 3 4 5) following the Item to show the answer you selected.

Dimensions of principals' leadership behaviors Every item starts with: My principal ...	Your principal				
Accountability leadership behavior					
1. ... Encourages me and my colleagues to explain our actions to various stakeholders	1	2	3	4	5
2. ... Stimulates us to inform stakeholders of our way of working.	1	2	3	4	5
3. ... Provides us with the possibility to explain our behavior to stakeholders.	1	2	3	4	5
4. ... Emphasizes that it is important that we answer questions from clients.	1	2	3	4	5
5. ... Strives to ensure that we are openly and honestly share the actions of our organizational unit with others	1	2	3	4	5
6. ... Stimulates us to explain to stakeholders why certain decisions were taken	1	2	3	4	5
Lawfulness leadership behavior					
7. ... Emphasizes to me and my colleagues that it is important to follow the law	1	2	3	4	5
8. ... Gives me and my colleagues the means to properly follow governmental rules and regulations	1	2	3	4	5
9. ... Emphasizes that my colleagues and I have should carry out government policies properly	1	2	3	4	5
10. ... Ensures that we accurately follow the rules and procedures.	1	2	3	4	5
Ethical leadership behavior					
12. ... Clearly explains ethical codes of conduct.	1	2	3	4	5
12. ... Explains clearly what is expected of my colleagues and me regarding integrity	1	2	3	4	5
13. ... Clarifies integrity guidelines to us	1	2	3	4	5
14. ... Ensures that my colleagues and I follow codes of integrity	1	2	3	4	5
15. ... Clarifies the likely consequences of possible unethical behavior by myself and my colleagues	1	2	3	4	5
16. ... Stimulates the discussion of integrity issues.	1	2	3	4	5

17. ... Compliments us when we behave according to integrity guidelines	1	2	3	4	5
Political loyal leadership behavior					
18. ... Encourages me and my colleagues to implement political decisions properly, even when this results in weaker strategic ambitions of the department	1	2	3	4	5
19. ... Encourages me and my colleagues to support political decisions, even when other stakeholders confront us with it	1	2	3	4	5
20. ... Encourages me and my colleagues not to jeopardize the relationship with political heads at risk, even if that entails risks	1	2	3	4	5
21. ... Stimulates me and my colleagues to implement political decision, even if that means additional responsibilities should be take up	1	2	3	4	5
22. ... Encourages me and my colleagues to defend political choices, even if we see short comings	1	2	3	4	5
Network Governance leadership behavior					
23. ... Encourages me and my colleagues to maintain many contacts with other organizations	1	2	3	4	5
24. ... Encourages me and my colleagues to invest substantial energy in the development of new contacts	1	2	3	4	5
25. ... Stimulates me and my colleagues to regularly work together with people from our networks	1	2	3	4	5
26. ... Stimulates me and my colleagues to develop many contacts with people outside our own department	1	2	3	4	5
27. ... Spends a lot of time maintaining his / her contacts	1	2	3	4	5
28. ... Stimulates me and my colleagues to introduce others to contacts of our own networks	1	2	3	4	5
29... Encourages me and my colleagues to be a 'linking pin' between different organizations	1	2	3	4	5

Appendix-B

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED BY TEACHERS

This questionnaire is designed to collect data from teachers that will help in a research about, Principals leadership behavior and job satisfaction in government secondary school of kaffa zone. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentially will be also assured.

Thank you in advance for your cooperation.

Please tick (√) the most appropriate answers in the box shown below

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Act as described by the item.

d. DRAW A CIRCLE around one of the five numbers (1 2 3 4 5) following the Item to show the answer you selected.

JOB SATISFACTION SURVEY						
1	Many of our rules and procedures need to be streamlined	1	2	3	4	5
2	I like the people I work with.	1	2	3	4	5
3	I find I have to work harder at my job because of the incompetence of people	1	2	3	4	5
4	I like doing the things I do at work.	1	2	3	4	5
5	I have too many duties and responsibilities	1	2	3	4	5
6	I have the opportunity to take part in trainings, webinars, meetings and	1	2	3	4	5
7	I receive the information, tools and resources I need to do my job	1	2	3	4	5
8	I know what is expected of me at work	1	2	3	4	5
9	I am allowed / encouraged to make decisions to solve problems for my	1	2	3	4	5
10	I know how to measure the quality of my work	1	2	3	4	5
11	The people I work with cooperate as a team.	1	2	3	4	5
12	I have a safe workplace	1	2	3	4	5
13	I would not consider leaving my job	1	2	3	4	5
14	I would consider leaving my job for another in BCHD	1	2	3	4	5
15	I would consider leaving my job for another with better pay	1	2	3	4	5
16	I would consider leaving my job for another with greater opportunities for	1	2	3	4	5
17	All employees have an equal opportunity to further their education	1	2	3	4	5
18	I feel my job has value to the community	1	2	3	4	5
19	There are other job skills I would like to learn	1	2	3	4	5
20	I would like to be cross-trained in another area of BCHD	1	2	3	4	5
21	I am concerned about potential of job loss due to changes in county/state/fed	1	2	3	4	5
22	My department or agency has the right people and skills to do its work	1	2	3	4	5
23	My department or agency practices high standards and ethics.	1	2	3	4	5
24	My supervisor is quite competent in doing his/her job.	1	2	3	4	5
25	My supervisor shows interest in my feelings and acknowledges my concerns.	1	2	3	4	5
26	My supervisor treats me with dignity and respect	1	2	3	4	5
27	My agency consistently demonstrates support for a diverse workforce	1	2	3	4	5
28	My supervisor holds me and my co-workers accountable for performance	1	2	3	4	5
29	I can rely on my supervisor	1	2	3	4	5
30	I often feel that I do not know what is going on with the organization.	1	2	3	4	5
31	I feel I can go to management if my supervisor doesn't listen	1	2	3	4	5
32	There are services we need to offer that we currently do not.	1	2	3	4	5
33	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
34	I am satisfied with the benefits I receive.	1	2	3	4	5
35	I would like to work more/less hours	1	2	3	4	5

36	I would like to see a social committee for lunches and special days (slipper days, tiara days, flowers in your hair day, jewellery day, ugly sweater day,	1	2	3	4	5
37	There are few rewards for those who work here.	1	2	3	4	5
38	I do feel that the work I do is appreciated.	1	2	3	4	5
39	My performance evaluation provides me with meaningful information	1	2	3	4	5
40	I would appreciate management recognition on my anniversary	1	2	3	4	5
41	I would like to see employee recognition and appreciation by management	1	2	3	4	5
42	Communications seem good within this organization.	1	2	3	4	5
43	As it plans for the future, my department or agency asks for my ideas	1	2	3	4	5
44	I have the opportunity to give input on decisions affecting my work	1	2	3	4	5
45	I know how my agency measures its success	1	2	3	4	5

